

**Inter-Agency Standing Committee (IASC)
Emergency Team Leadership Programme**

Comprehensive ETLP Report

ETLP 1-to- ETLP 6 (2006-2008)

**Prepared April 14, 2009
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Lead ETLP Facilitator**

Report Synopsis

This report provides an overview of the IASC Emergency Team Leadership Programme, a blended learning programme administered by UNHCR's Emergency and Security Service on behalf of the wider IASC, since April 2006.

The report provides information on the programme's history, the programme goals and learning objectives, the programme's design and content, the programme's participant criteria and list of attendees, as well as a summary of the results from workshop evaluations and post-workshop surveys sent to ETLP alumni to gauge what they have been able to apply.

If you would like more information about the contents of this report, please contact Charles Dufresne, ETLP Facilitator, at dufresne@interworksmadison.com.

For additional information about programme scheduling, registration and logistics please contact Andrei Kazakov at Kazakov@unhcr.org.

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Comprehensive ETLP Report ETLP 1-6 (2006-2008)

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Executive Summary

The Inter-Agency Standing Committee (IASC) Emergency Team Leadership Programme (ETLP) responds to an IASC assessment which identified the need for enhanced emergency team leadership based on a number of competencies which contribute to one's optimal performance as an emergency team leader.¹ From March 2006 to December 2008, six ETLPs (two per year) have been conducted – all in Switzerland. A total of 96 participants from 16 different UN and non-UN organisations have attended these ETLPs. UNHCR serves as the programme's administrator on behalf of the IASC, while InterWorks LLC. serves as the ETLP training provider.

The ETLP is designed as a blended learning programme consisting of a pre-workshop self-study phase (with readings, peer feedback and self-assessments), a week-long face-to-face workshop and a post-workshop self-directed learning activity. The ETLP focuses on so-called “softer” leadership and interpersonal competencies such as:

- self-awareness and self-management
- empathy (social awareness) and relationship building (especially in regards to the team leader's influence and impact on the team dynamics and team work environment)
- situational leadership in emergencies
- decision-making in emergencies
- active listening
- giving and receiving feedback
- negotiation
- teamwork and building trust in emergency settings
- coaching leadership style

The ETLP targets individuals within the IASC network of agencies (at the UN P3/P4 level) who are currently leading teams or offices in the field or who expect to be available for deployment as emergency team leaders within 12 months following the workshop. Each ETLP can accommodate up to twenty participants.

¹ “What are the Core Competencies?” Part 2 of The [IASC Emergency Team Leadership Programme: A Proposal from The IASC Task Force on Training](#). Part 2 summarises the results of the IASC training needs assessment and outlines the competencies (skills, attitudes and personal attributes) of high performing emergency team leaders based on over 45 interviews with IASC agency staff, 25 October 2004.

Findings from participant evaluations administered at the end of the course, and from a post-workshop survey sent to all ETLP alumni several months after completing the course, indicate that the ETLP has effectively contributed to developing and enhancing the participants' emergency team leadership competencies.

Survey respondents mentioned that they have been able to apply what they learned in a variety of situations. Participants noted that they have applied their ETLP knowledge and skills to negotiate (or build consensus) with counterparts from other humanitarian and government agencies, gain access to IDP camps, deal with difficult team members, defuse tense confrontations, and build one's team. Others noted that they learned to adapt their leadership style (for example, to be either more consultative, or more authoritative, as the situation requires), better manage their emotions, conflicts and relationships with team members, and better motivate their teams.

Findings from the survey show that ETLP participants value the inter-agency aspect of this workshop and that field deployment clearly enhances the effect of the ETLP, providing participants an opportunity to put learning into action. Two recommendations flow from these findings. The first recommendation is to complement the standard invitation process sent to IASC agencies with some level of targeted recruitment to ensure that the participants attending the ETLP match the participant profile selection criteria and reflect the make-up of the IASC. The second recommendation is to occasionally conduct an ETLP course in a regional hub to provide greater opportunity for qualified regional or field-based staff to participate in the programme.

For additional information about the programme, registration and logistics please contact Andrei Kazakov at Kazakov@unhcr.org.

For additional information about the ETLP design and content, please contact ETLP Facilitator Charles Dufresne at dufresne@interworksmadison.com.

I. Background

“Knowing how to ‘lead a team’ in emergencies, or in any endeavor, for that matter, is an expertise in its own right – with a number of competencies which contribute to one’s success as a team leader.”²

The Inter-Agency Standing Committee (IASC) Emergency Team Leadership Programme (ETLP) responds to an IASC assessment which identified the need for enhanced emergency team leadership based on a number of competencies which contribute to optimal performance as an emergency team leader.³ The ETLP is designed as a blended learning programme consisting of a pre-workshop phase with readings, peer feedback and self-assessments, a week-long face-to-face workshop and a post-workshop learning activity. UNHCR’s Emergency and Security Services administers the ETLP on behalf of the wider IASC, while InterWorks LLC, serves as the ETLP training provider.

Since April 2006, UNHCR has served as the institutional home for this programme which has been held twice a year in Switzerland, for a total of six ETLPs through November 2008. A total of 96 participants from 16 different United Nations’ (UN) and non-UN organisations have attended these ETLPs. The seventh ETLP is scheduled to begin with the pre-workshop phase in May 2009, followed by a residential course held in Switzerland from 31 May-4 June, 2009.

Before the ETLP was launched, there was some doubt as to whether it would be possible to develop a common competency profile for team leaders across such diverse organisations as ICRC, IFRC, OCHA, UNHCR, UNICEF, WFP and NGOs. The scope of their work, nature of their teams, and their institutional culture were seen to be prohibitive of a common profile.⁴ However, the IASC training needs assessment concluded that *“although differences in the context do exist, they are not as significant as they superficially appear. There are themes and team leadership competencies which are common to all.”*

The ETLP focuses on so-called “softer” leadership and interpersonal competencies such as:

- self-awareness and self-management
- empathy (social awareness) and relationship building (especially in regards to the team leader’s influence and impact on the team dynamics and team work environment)
- situational leadership in emergencies
- decision-making in emergencies
- active listening
- giving and receiving feedback

² “Emergency Team Leadership Programme: Key Features”, ETLP 4, 2007. Produced by InterWorks LLC.

³ “What are the Core Competencies?” Part 2 of The IASC Emergency Team Leadership Programme: A Proposal from The IASC Task Force on Training. Part 2 summarises the results of the IASC training needs assessment and outlines the competencies (skills, attitudes and personal attributes) of high performing emergency team leaders based on over 45 interviews with IASC agency staff, 25 October 2004.

⁴ The IASC Emergency Team Leadership Programme: A Proposal from The IASC Task Force on Training, Emergency Team Leadership Competences, p. 7. 25 October 2004.

- negotiation
- teamwork and building trust on emergency teams
- coaching leadership style

...respondents [to an IASC training needs assessment survey] did not agree with the traditionally held view that the most suited profile for emergency leaders is a humanitarian "cowboy"! Of major importance were competencies often perceived as "softer skills" involving what has more recently been termed "emotional intelligence".⁵

All ETLP learning activities, discussions and presentations are contextualised to reflect realistic humanitarian emergency contexts, challenges and scenarios. As such, the ETLP offers participants a unique opportunity to practice and reflect upon appropriate leadership responses to the challenges imposed by complex, dynamic emergency situations and increase their self-awareness and skills as an emergency team leader.

The ETLP design and content are inspired by:

- learning needs and gaps (identified in the initial training needs assessment) outlined in the IASC ETLP concept paper⁶
- findings from interviews and focus groups conducted by the training provider with experienced emergency team leaders and the programme sponsor
- review of post-emergency mission evaluations and case studies submitted by ETLP participants
- ongoing evaluative feedback received from ETLP alumni throughout the course, the course evaluations and the post-workshop survey
- findings from a literature review conducted by the training provider on various topics such as “team leadership”, “leadership training”, “leadership development”, “leadership competencies”, “humanitarian leadership”, “leadership in crisis”, “teamwork in crisis” “decision-making in crisis”, and “managing stress in emergencies”

II. Purpose and objectives

The purpose of the ETLP is to foster effective, efficient and professional team leadership in humanitarian emergency settings by improving the team leadership competencies of participants in their roles as emergency team leaders.

Specifically, participants in the ETLP will:

- enhance their team leadership competencies (i.e., by learning and applying tools, tips & techniques to increase their self-awareness, active listening, situational leadership, feedback, negotiation, coaching and teambuilding skills)

⁵ Ibid., p. 14.

⁶ Ibid.

- learn to apply a tri-dimensional decision-making framework to multiple (& simultaneous) emergency team decision scenarios of varying significance
- become more self-aware through the self-assessment inventories they complete and the structured peer feedback they receive from colleagues
- share and extract lessons and best practices about emergency team leadership based on ETLP participant experience
- identify his/her areas of strength and weakness as an emergency team leader and develop a post-workshop learning plan to further develop his/her team leadership abilities

Please see Annex 1 “ETLP design principles and themes” for additional information on the key principles and leadership themes underpinning the ETLP.

III. Participant selection criteria and profile

Selection criteria

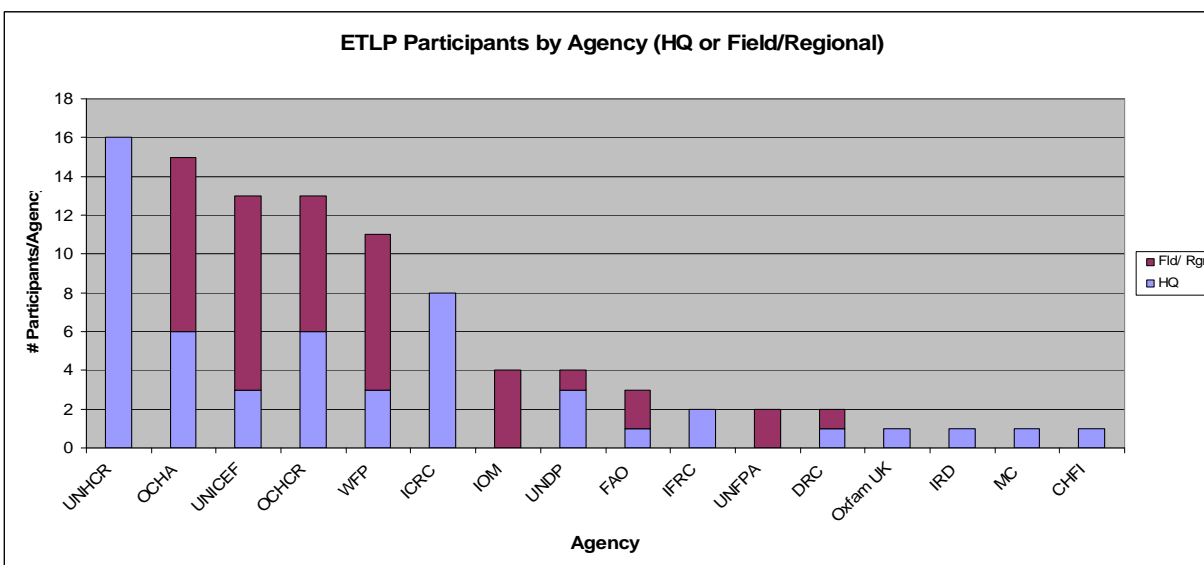
The ETLP targets individuals within the IASC network of agencies (at the UN P3/P4 level) who are currently leading teams or offices in the field or who expect to be available for deployment as emergency team leaders within 12 months following the workshop. In addition, ETLP candidates should:

- have at least 2-3 years of field experience with emergency operations and/or humanitarian response
- have staff management experience (6 months minimum)
- be able to commit the time required to do the pre-workshop learning activities (about 10 hours), attend the workshop (5 days) and complete a post-workshop activity (5-15 hours)
- already exhibit an ability, potential and/or desire for leading, and possess a positive disposition towards humanitarian work, lifelong learning and leading teams

Participation in the ETLP is based on a distribution of places across the IASC membership using size of organisation and degree of engagement in humanitarian emergency response as primary criteria for allocation of places. Upon allocation of places, individual agencies identify candidates for the programme on the basis of the IASC-agreed criteria, noted above. While the ideal number of participants is 16, each ETLP can accommodate up to 20 participants.

Participant profile

The chart below presents the total number of participants by agency, who have attended the ETLP since its inception (including whether or not they are headquarter- or field/regional-based). Those who are headquarter-based are often in positions as emergency program directors (or coordinators) and/or on-call for short-term emergency mission deployments to the field.



DRC: Danish Refugee Council
 IRD: International Relief and Development
 MC: Mercy Corps
 CHFI: Cooperative Housing Foundation International

The agencies with the highest participants include UNCHR (16), UN OCHA (15), UNICEF (13), OHCHR (13) and WFP (11). While NGOs are under-represented, this is beginning to change thanks to more targeted recruitment in 2008. These efforts have resulted in one NGO (DRC) attending the fifth ETLP, and an additional five NGOs attending the sixth ETLP (DRC, Oxfam UK-Georgia, IRD, CHF, and Mercy Corps).

For a detailed list of participant names from each ETLP please refer to Annex 3.

IV. Blended learning methodology

The ETLP is designed as a blended learning programme consisting of a pre-workshop self-study phase, a week-long residential workshop phase, and a post-workshop self-directed learning activity.

Pre-workshop self-study phase

During the pre-workshop phase, participants read several articles, complete three self-assessment inventories (TalentSmart Emotional Intelligence Appraisal®, the ETLP Leadership Styles Assessment and the ETLP Leadership Qualities Assessment), prepare a leadership case study and receive structured feedback from at least two colleagues. The colleagues providing the feedback complete an observer version of the ETLP Leadership Style Assessment and the ETLP Leadership Qualities Assessment which provide data from others that ETLP participants can compare with their own self-perceived strengths and weaknesses.

Weeklong workshop phase

The workshop utilises an interactive and varied instructional approach to optimise the learning experience and appeal to a variety of learning styles. During the week, participants take part in emergency team simulations, case study analysis, situational leadership role plays, debates, and a number of decision-making exercises. Each interactive exercise is preceded by a brief conceptual presentation and followed by a thorough debrief and discussion of the lessons learned and their application to the field. See Annex 2 for the most recent workshop agenda.

The simulations, role plays, and interactive exercises give the participants an opportunity to apply (and reflect on) the leadership knowledge and skills they are learning in a safe, yet context-rich and dynamic team-based environment. Each team-based exercise is followed by a team debriefing where participants provide verbal and written evaluative feedback to their team leader on their performance.

The workshop also features storytelling based on the real-life emergency experiences of participants. During the exercise “The Five-Second Leader”, one participant (the storyteller) shares a real emergency team leadership “critical incident” up to the point where he/she had to make a critical decision. After this, participants in roles as the “team leader” are forced, in five seconds, to choose between one of the three decision options, after which they debate the merits and demerits of each option. After the debate, the storyteller completes the story, by sharing the actual decision made, the consequences, and his/her own evaluation of the three options presented. This exercise, repeated several times with different storytellers, simulates the reality that emergency team leaders often have to make quick and unilateral decisions with incomplete information. The debriefing allows the participants to uncover the hidden assumptions informing his/her decision and to broaden their awareness of possible additional solutions.

Post-workshop self-directed learning phase

The post-workshop learning activity reinforces leadership development as a lifelong learning process and one for which an individual must take responsibility. For the post-workshop learning phase, participants select, design, and implement a self-directed learning activity. The course facilitators advise on the learning activity and suggest ways to document and report progress.

The types of post-workshop activities which participants have completed include:

- leading a joint-assessment mission and submitting lessons learned based on this experience
- participating in an emergency mission and reflecting on this experience from a leadership perspective
- reflecting on and documenting lessons learned from addressing field-level staff security concerns
- leading (and reporting on) an after-action review of a flood response
- designing and organising teambuilding activities to build mutual trust and confidence
- organising a leadership workshop for colleagues (based on ETLP competencies)
- conducting interviews with a cross-section of team members to get a view on ways to improve internal operations

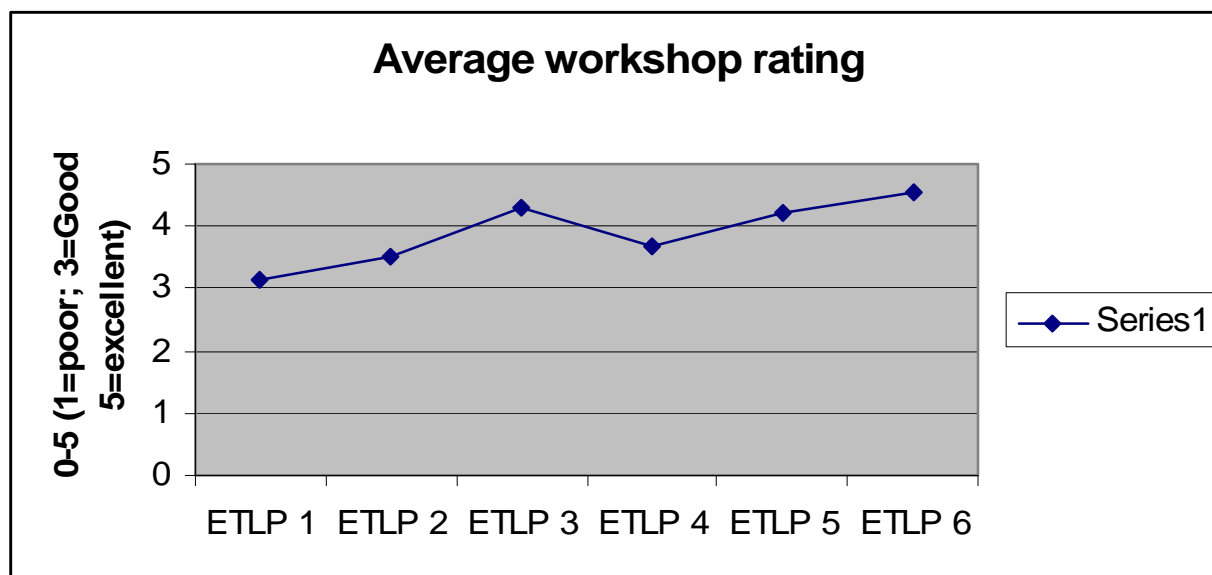
- soliciting additional structured peer feedback on one’s interpersonal, communication, and leadership skills using the ETLP peer feedback assessment forms
- using the ETLP negotiation worksheet to prepare for a negotiation
- practicing more active listening with colleagues and subordinates and reflecting on the results
- consciously applying an underutilised leadership style when appropriate (e.g., visionary, democratic or coach) and later asking for feedback

Refer to Annex 4 to view the template used for planning this post-workshop learning activity.

V. Workshop evaluation and post-workshop application

Workshop evaluations

At the end of each workshop, participants are asked to rate the ETLP workshop based on the question “How would you rate this workshop ‘overall?’”. As the graph below illustrates, all six ETLPs have received favorable “overall” ratings, with the ratings improving considerably between the first ETLP (3.16) and the sixth ETLP (4.54), [where the scale used is: 5=Excellent, 4=Very Good, 3=Good, 2=Fair and 1=Poor].



In addition to this “overall” workshop rating, participants rate each individual workshop session according to the same scale from “1=poor” to “5=excellent”. The trend in individual session ratings also shows improvement, with 84% of all individual sessions in the sixth, and most recent, ETLP, receiving an average participant rating of “4” or above; the highest percentage of “4+” ratings for individual sessions of any ETLP to date. By comparison, the previous highest percentages were 65% and 64% of all individual ETLP workshop sessions receiving an average participant rating of “4” or above, in ETLP 5 and ETLP 3, respectively. These improved ratings reflect the continuous improvement approach that has been applied to the design of each subsequent ETLP.

Application of learning

In January 2008, and again in March 2009, the training provider implemented a post-workshop survey to gauge the extent to which participants in the six ETLPs have been able to apply what they learned in the ETLP. Data for the survey was collected through a standard online questionnaire sent to all 96 ETLP alumni. Seventy-two participants (out of 96 alumni) responded to the survey for a response rate of 75%. Sixty of the survey respondents are from UN agencies, while the remaining thirteen are from IOM (3), ICRC (4), IFRC (1) and NGOs (5). In the January 2008 survey, follow-up phone calls were made to several of the respondents to validate and elaborate on their survey responses.

The course helped in refining my team leadership skills by reminding me to use adaptive and situational leadership styles appropriate to situation. I had a tendency to utilize my most dominant and comfortable style which may not always be the most effective. ETLP Alumnus

Survey respondents complimented the ETLP on filling a need within the IASC agencies for a training focused on personal leadership skills in emergencies, and for providing a dedicated time for reflection and experience sharing with other experienced emergency managers and emergency team leaders (ETLs).⁷

In one section of the survey, participants were asked to rate how effective the ETLP was in contributing to developing or enhancing six different leadership competencies (or learning outcomes). The rating choices were “highly effective”, “somewhat effective”, “somewhat ineffective” and “highly ineffective”. For example, in rating how effective the ETLP was in “developing or refining their team leadership knowledge and skills”, all respondents (100%) reported that the ETLP was either “highly effective” or “somewhat effective” in accomplishing this. As shown below, the rating for all other outcomes was also high, with at least 91.6% in all these cases reporting that the ETLP was either “highly effective” or “somewhat effective” in developing or enhancing that competency.

% of respondents who rated the ETLP as “highly effective” or “somewhat effective”	Desired ETLP Learning Outcome
100%	Developing or refining your team leadership knowledge or skills
97.2%	Providing practical strategies to address team leadership challenges
98.6%	Enhancing self-awareness of strengths and weaknesses as a team leader
98.6%	Enhancing active listening skills
95.6%	Enhancing performance as an emergency team leader
91.6%	Enhancing capacity to foster interagency coordination

⁷ See Midterm Assessment of the Emergency Team Leadership Programme (ETLP), by Wendy Taeuber and Charles Dufresne, InterWorks LLC., 11 February, 2008.

[Since attending the ETLP, I've] been more effective at getting my position across and winning over colleagues at the Interagency coordination meetings. This especially attributed to listening skills enhancement. ETLP alumnus.

In another survey section, respondents gave high ratings to questions related to how well they have been able to apply different ETLP-learned competencies. Participants were asked specifically to state how many times they have applied six of the core competencies of the ETLP and to provide examples. The performance expectation is that within a couple of months upon completing the ETLP they will have been able to apply what they have learned about each competency at least once.

The rating choices for “how often have you been able to apply...?” each given competency, were 0 times, 1 time, 2 times and 3 or more times⁸. In all cases but one, at least 80% of respondents noted that they had been able to apply what they learned at least once for every listed competency (in the last case, “decision-making” 77.5% of respondents were able to apply it at least once). Similarly, in all competency areas, save one, at least half of the respondents (50%) noted that they were able to apply what they learned at least three times for each listed competency (in the last case “feedback”, 44% of respondents noted that they had applied this three or more times).⁹ In many cases, survey respondents gave examples of how they had applied the different competencies, offering further evidence of how the ETLP has enhanced their emergency team leadership competencies.

In the table below, the first number reflects the percentage of respondents who applied each concept at least once since participating in the ETLP. The second percentage reflects those who have applied each competency at least two times, while the third column reflects those who have applied each competency at least three times.

⁸ The choices for the concept of feedback refer to number of people providing feedback, not number of times, i.e. 0 people up to 3 or more people.

⁹ The first survey/assessment was conducted two months after ETLP 4, and four months after ETLP 6, so those participants may have had less time to apply these concepts.

<i>Percent of the total number of respondents who were able to apply (“at least once”, “2 times or more” or “3 times or more”) what they learned about each of the following core ETLP themes</i>			
Core ETLP Theme	AT LEAST ONCE	2 TIMES OR MORE	3 TIMES OR MORE
Emotional Intelligence (72 responses)	98.6%	95.9%	82.2%
Situational Leadership (71 responses)	91.5%	77.5%	62%
Negotiations (72 responses)	87.54%	69.4%	52.7%
Team Care/ Stress Management (71 responses)	83.1%	70.4%	57.7%
Feedback (72 responses)	80.5%	72.2%	44%
Decision-making in emergencies (70 responses)	77.5%	62%	50%

As shown above, by and large participants report being able to apply lessons learned from the ETLP back in their work. In many cases, survey respondents submitted examples of how they applied each competency as further evidence of the ETLP’s impact. Emotional intelligence, a competency which underpins many of the others listed, was cited as the competency applied most often. In their comments, many participants seemed to concur with one ICRC employee who wrote, “*Emotional Intelligence is THE added value of the seminar for me.*”

...recently, in reacting to an orchestrated attack on my leadership of the [...] cluster [...] by an extremely aggressively vocal & disgruntled [stakeholder] at a meeting of 80 participants ..., I made the effort not to react angrily (as I would probably have done in the past), but to carefully ... gauge and assess the mood of the meeting, and utilise the reactions of other participants to defuse the situation, and enable the meeting to move on to cover points on the published agenda.
 ETLP alumnus

Respondents mentioned that they applied what they learned in a variety of situations including negotiating with government and rebels, gaining access to IDP camps, dealing with difficult team members, and teambuilding within one’s office. Others noted that they learned to adapt their leadership style (for example, to be either more consultative, or more authoritative, as the situation requires), better manage their emotions and relationships with team members, and better motivate their teams. Furthermore, the findings show that field deployment clearly enhances the effects of the ETLP, providing participants an opportunity to put learning into action.

VI. Training provider recommendations and participant suggested improvements

Training provider recommendations

1. Findings from the survey show that field deployment clearly enhances the effect of the ETLP, providing participants an opportunity to put learning into action. Two recommendations flow from this finding. The first recommendation is that course organisers and trainers continue targeted recruitment efforts that ensure the participants attending the ETLP match the participant profile selection criteria. The second recommendation is to conduct one of the two ETLPs held each year in a regional hub to provide greater opportunity for qualified regional or field-based staff to participate in the programme.
2. To ensure increased and sustained non-UN participation in the ETLP, course organisers and facilitators need to conduct targeted recruitment with individual NGOs (e.g., Oxfam, CARE, CRS, DRC, IRD, CHF, etc.), ICRC, IFRC and IOM. One recommended strategy is to send future ETLP workshop announcements to ETLP alumni from these organisations so that they can identify and inform other interested and qualified candidates.
3. For the next ETLP, the course facilitators should distribute the entire pre-workshop learning package electronically and arrange for participants to complete the TalentSmart Emotional Intelligence Appraisal® online (rather than the hard copy TalentSmart booklet which is currently mailed). This will significantly cut down on the time and cost of printing, packaging and mailing these documents to each participant.
4. Given the low rating for the “Leadership in Inter-agency Settings” session, perhaps this session can be incorporated into the session on situational leadership to free up time for more pressing learning needs or activities (e.g., leading teams in insecure environments, helping to manage stress on teams, more decision-making or team leadership exercises, etc.).

Participant suggested improvements

1. Several participants have suggested conducting a follow-up “advanced” ETLP for ETLP alumni where they can share best practices, jointly problem-solve their pressing leadership issues, and/or receive additional in-depth training in one or two core skill areas. A more in-depth needs assessment would be required to identify the specific performance improvement or learning needs and to judge the cost-benefit of implementing this idea. A relatively low cost option to address this need might be served through the establishment of an online dedicated learning community.
2. Several participants suggested the use of video recording and playback to provide “objective” data, and if necessary, repetitive analysis of performance in team leadership role plays and exercises. Videotaping has been proven to be a useful learning tool, however it entails additional workshop time and funds for it to be done well (i.e. time to view the videos and funds to bring in a dedicated video technician and proper equipment to record and produce the videos).

Annex 1 ETLP design principles & themes

The ETLP design is guided by the following principles and leadership themes which have been distilled from the leadership literature, the IASC ETLP Concept Paper¹⁰ and the ETLP consultant Terms-of-Reference.

- Development of leadership ability requires a high-degree of self-awareness. Thus the ETLP will incorporate a number of activities to enhance the participant's self-awareness including:
 - ✓ Self-assessment inventories. Each participant completes three self-assessments: 1. TalentSmart Emotional Intelligence inventory, 2. ETLP leadership style assessment and 3. ETLP leadership qualities assessment.
 - ✓ Peer Feedback. Each participant receives feedback from 2-3 colleagues using the following forms: 1. ETLP leadership style assessment, 2. ETLP leadership qualities assessment.
 - ✓ Learning from experience: Each participant prepares a case study, evaluates three decision options and reflects on lessons learned based on their emergency team leadership experience.
- **Emotional intelligence**¹¹ (**EI**) is a key theme in the leadership literature with a number of studies demonstrating the strong link between outstanding leadership performance and high emotional intelligence.¹² Thus, the ETLP places a heavy emphasis on this competency throughout the course.
- In complex and rapidly changing environments requiring action on several fronts by dispersed team members, a leader must increasingly rely on **teamwork** and devolve responsibility to his/her team members to achieve the desired results. Thus, a team leader needs to be self-aware about their impact on the **team's work climate** and performance. She/he also needs to inspire, practice **team care**, provide direction to the team and empower those on the team to take decisions and action. In these environments, leaders must balance the value of democratic, consensus-based decision-making against the need to make tough decisions unilaterally when required. Participants in the ETLP will have to conceptualise and complete a weeklong team project (during the workshop) requiring them to apply various leadership styles and receive feedback on how their leadership impacts team climate and performance.
- The most effective leaders develop a capacity for **situational leadership**, drawing on a variety of leadership styles (e.g., authoritative, democratic, social, coaching) to meet the needs of the situation and of their team members. Participants in the ETLP will have opportunities to practice and receive feedback on different leadership styles throughout the course.

10 The IASC Emergency Team Leadership Programme: A Proposal from The IASC Task Force on Training, Emergency Team Leadership Competences / *sic*, 25 October 2004.

11 In Working With Emotional Intelligence (Bantam, 1998) Daniel Goleman characterises emotional intelligence as including five basic emotional and social competencies: self-awareness, self-regulation, motivation, empathy and social skills.

12 See for example Primal Leadership, Learning to Lead with Emotional Intelligence, Goleman, Daniel, Boyatzis Richard, Mckee Annie. Harvard Business School Press, 2002.

- **Decision-making in emergencies:** The essence of leadership is the capacity and willingness to make hard decisions. The essence of *emergency team* leadership is the capacity and willingness to make hard decisions in complex situations characterised by insecurity, chaos, rapidly changing circumstances, and, perhaps most of all, a high level of uncertainty. During the ETLP we introduce and participants practice using a tri-dimensional decision-making framework (urgency-importance-acceptance) and learn about the adverse impact that prolonged stress can have on one's judgment, ability to listen to alternatives and quality of decisions made.
- An emerging concept in the leadership literature is that of “**shared**”, “**collaborative**” or “**distributed**” leadership. This concept is useful for emergency team leaders in interagency team settings and in situations where the leader has limited contact or access to team members in remote field offices. It may be especially useful when discussing the challenges presented by the UN “cluster system” concept.
- **Coaching** is one of the most underutilised and least understood leadership styles and therefore featured a bit more prominently during the residential workshop than other well-known styles such as the pacesetter, autocratic or democratic style. A coaching style of leadership is necessary especially when a team leader has to provide remote leadership to team members who are isolated from the larger team in sub-field offices. In the ETLP we focus on practicing the leadership skill of active listening and giving feedback in a way that helps the team member think through their problem and identify possible strategies and options.
- The ETLP favors **active learning approaches** (such as role plays, simulations, group exercises and on-the-job applications) and other multi-sensory approaches (e.g., viewing and discussing a significant film) over a teacher-centered, lecture-based approach.
- Like other successful leadership development programmes, the ETLP serves as a laboratory for personal creativity, risk-taking and development. The programme strives to cultivate a participant's own desire for **lifelong leadership development and learning**. The post-workshop self-directed learning activity is one effort in cultivating and applying this.

Annex 2 ETLP 6 Workshop agenda

	SU-16 Nov.	MO-17 Nov.	TU-18 Nov.	WD-19 Nov.	TH-20 Nov.	FR-21 Nov.
0830						
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	Welcome; introductions, course overview; ice-breaker, pre-workshop tasks, simulation briefing					
		1.1 Simulation	2.1 Leading with Emotional Intelligence - 1	3.1 "5-Second Leader"	4.1 Leader's Impact on Team Performance	5.1 Practicum: Influencing Others
				3.2 Situational Leadership	Break	
		Break	Break	Break	Break	Break
		Simulation debriefing	Leading with EI - 2	3.3 Coaching Corner	4.2 Leadership Negotiation Skills	5.2 Team Role Plays
		1.2 ETL Concepts	2.2 "5-Second Leader"			
		1.3 Team Leader Feedback	Lunch	Lunch		5.3 Team Review
		Lunch				5.4 Personal Action Plan
		1.4 "5-Second" Leader	2.3 Decision Making & Delegation	Field Assessment Mission	Lunch	5.5 Synthesis & Evaluation
		Break		Team Role Play Preparation	4.3 "5-Second Leader"	Lunch
		1.5 Communication & Listening: The Leader's Challenge	2.4 "5 Second Leader"		4.4 Leadership in Inter-Agency Settings	Departure
		End-Of-Day Review	End-Of-Day Review		Break	
					Coaching Session 3	
					End-Of-Day Review	

Annex 3 Participants from ETLP 1 -to- ETLP 6

06 ETLP 1 - Participant List (6-10 March 2006)

Name	Title	Agency
Mr. Alex Claudon	Disaster Management Delegate - IFRC Pan American Disaster Response Unit (PADRU)	IFRC
Mr. Douglas Allen	Senior Officer, Field Assessment & Coordination Teams (FACT)	IFRC
Mr. Christophe Girod	Rapid Response Unit (RRU)/CBB	OHCHR
Ms.Olatokunbo Ige	HRO/Africa Team Coordinator/CBB	OHCHR
Ms. Patricia Danzi	Deputy Head of Operations, Horn of Africa	ICRC
Mr. Gherardo Pontrandolfi	Head of Mission, Pristina	ICRC
Ms. Maria Olga Gonzalez	Disaster Management Spec. for Disaster Reduction & Resp. Unit	UNDP
Ms. Alice Ballah- Conteh	Emergency Preparedness and Response Officer	UNHCR
Mr. Geoffrey Wordley	Emergency Preparedness and Response Officer	UNHCR
Mr. Roger Vivarie	Senior Policy Advisor	UNHCR
Mr. Quoc Dang Nguyen	Emergency Officer ex-Head of Sub Office	UNICEF
Mr. Mario-Lito Malanca	Senior Operation and Program Officer , Kosovo	IOM
Mr. Mohammed Abdiker Mohamed	Chief of Mission, Harare, Zimbabwe	IOM
Mr. Jean Marc Cordaro	Head of OCHA South Kivu, Bukavu	OCHA
Mr. Markus Werne	Regional Humanitarian Affairs Officer	OCHA
Mr. Alghassim Wurie	Programme Officer, Kandahar, Afghanistan	WFP
Mr. Hakan Falkell	Deputy Country Director, N'Djamena, Chad	WFP

06 ETLP 2 - Participant List (8-13 October 2006)

Name	Title	Agency
Ms. Agathe Stricker	Chef adjoint des Op. pour la Corne de l'Afrique	ICRC/ Geneva
Mr. Alexandre Liebeskind	Chef adjoint des Op. pour la Corne de l'Afrique	ICRC/ Geneva
Mr. Michel Masson	Adjoint Operations Europe and Latin America	ICRC/ Geneva
Ms. Linh Schroeder	Chef adjoint des Op. pour l'Europe orientale	ICRC/ Geneva
Ms. Silvia Danailov	Chief, Coordination of Emergency Response	UNICEF/DRC
Ms. Harriet Torlesse	Project Officer Nutrition, Health & Nutrition Section	UNICEF/ Bangladesh
Ms. Jean McCluskey	WES Emergencies Adviser	UNICEF/ Geneva
Mr. Jesper Lund	Humanitarian Affairs Officer	OCHA/ Geneva
Mr. Daniel Augstburger	Senior Emergency Officer	OCHA/ Geneva
Mr. Dimiter Chalev	OIC Europe, NA and Central Asia Unit	OHCHR/ Geneva
Mr. Matthias Behnke	OIC, Peace Missions Sup. Unit and Rapid/Response unit	OHCHR/ Geneva
Ms. Germaine Bationo	Emergency Preparedness and Response Officer	UNHCR/ Geneva
Mr. Iain Hall	Senior Policy Adviser, ETSS	UNHCR/ Geneva
Ms. Renata Dubini	Chief, Protection Capacity Section	UNHCR/ Geneva
Ms. Anne Calanan	Nutrition Cluster Co-ordinator	WFP/Rome
Mr. Enrico Pausilli	ICT Emergency Coordinator	WFP/ Rome

07 ETLP 3 - Participant List (4-9 March 2007)

Name	Title	Agency
Rachel Scott-Leflaive	Emergency Preparedness Section	OCHA/ Geneva
Jo Pilgrim	Head of Logistics	WFP/ Sierra Leone
Colin Davis	Snr Program Officer - Philippines CI	UNICEF/ Philippines
Johann Siffointe	Emergency Preparedness & Response Officer	UNHCR/ Geneva
Jahal de Meritens	Sr. Recovery Advisor, BCPR	UNDP/ Geneva
Janthomas Hiemstra	Prog. Support Coord. & man SURGE project	UNDP/ New York
Steve Nsubuga	Chief, Logistics Officer	WFP/ Rome
Roberto Desogus	Coordinator, Bucaramanga	OHCHR/ Colombia
Shoko Shimozawa	Deputy Head of Services, Donor Rel. & Mob. Service (DRMS)	UNHCR/ Geneva
Abimbola Odumosu	WASH Snr officer, Uganda CO (ESARO)	UNICEF/ Uganda
Karin Lucke	Coordinator, Arab Region Unit	OHCHR/ Geneva
Dusan Zupka	Chief ai, Surge Capacity Section	OCHA/ Geneva
Pierrine Aylara	Senior Desk Officer, Europe Bureau	UNHCR/ Geneva
Mamadou Bailo Baldet	Programme Coordinator	UNICEF/ CAR
Scott Cunliffe	Rgnl. Disaster Reduction Advisor- Asia Pac.	UNDP/Bangkok
Laylee Moshiri	Snr Field Ops officer - Afghanistan CO	UNICEF/ Afghanistan
Fernanda Guimaraes	Deputy Director a.i, MONUC HR	OHCHR/ DRC
Marc Vincent	Chief, Protection and Policy Section	OCHA/ Geneva

07 ETLP 4 - Participant List (28 October – 2 November 2007)

Name	Title	Agency
Paula Abdulkader	Head of Sub-Office	UNICEF-Iraq
Sherazade Boualia	Senior Emergency Officer, EMOPS	UNICEF-New York
David Horobin	Rapid Deployment Coordinator	ICRC Geneva
Gerson Brandao	Field Coordination Officer	OCHA – Sri Lanka
Mélanie Mason	HAO, Head of sub-office Nazran	OCHA-Moscow
Rosa Malango	HAO, Desk Officer for West Africa	OCHA – New York
Antonio Massella	HAO, Port Moresby	OCHA - PNG
Maarit Kohonen	Head, OHCHR	OHCHR Uganda
Frej Fenniche	Regional Representative	OHCHR- Eastern Africa
Server Caylan	Senior Emergency Administrator	UNHCR
Jean-Claude Do Rego	Senior Desk Officer	UNHCR
Ahmed Warsame	Senior Desk Officer	UNHCR
Belli Kodendera	Head of Logistics	WFP-Indonesia
Taban Lokonga	Programme Officer	WFP-Tanzania
Josefa Zueco	Regional Logistics Officer	WFP-Senegal

08 ETLP 5 - Participant List (13-18 April 2008)

Name	Title	Agency
Semih Bulbul	Desk Officer	UNHCR HQ
Ioli Kimyaci	Sr. Program Coordination Officer	UNHCR HQ
Laurent Meillan	Human Rights Adviser	OHCHR Maldives
Elio Tamburi	Human Rights Adviser	OHCHR Geneva
Alexis Bonte	Emergency Coordinator	<i>FAO Uganda</i>
Andrew Harberd	Emergency Coordinator	FAO Somalia
Greg Garbinsky	Sr. Operations officer for the Emergency Operations Rehabilitation Division	FAO Rome
Jonathan B. Ndzi	Humanitarian Response Specialist	UNFPA - Senegal
Jennifer Miquel	Humanitarian Response	UNFPA - Nairobi
Sally Haydock	c/o WFP Coléan Domino, Corniche Sud, Conakry, Guinea	WFP - Guinea
Azeb Asrat	Head-of-Office Khartoum, Sudan	WFP - Sudan
Christian Gad	Emergency Coordinator	Danish Refugee Council, Copenhagen K
Paulo Marques	Trust Fund Programme Coordinator IOM Kosovo	IOM Kosovo
Guillaume Sauval	Emergency Officer	UNICEF DRC Goma Office
Marinus Gotink	Chief of Health/Nutrition	UNICEF Philippines
Irene Zuend	ICRC	ICRC Geneva

08 ETLP 6 - Participant List (16-21 November 2008)

Name	Title	Agency
Ms. Alessandra Morelli	Sr. Emergency Coordinator	UNHCR - Geneva
Mr. Loufti Beldjelti	Sr. Emergency Preparedness and Response Off.	UNHCR - Geneva
Ms. Ketevan Getiashvili	Country Director	Oxfam UK - Georgia
Mr. Abdoulaye Traore	Human Rights Officer	OHCHR- Guinea
Ms. Katia Chirizzi	Head of Mid-Western Regional Office	OHCHR - Nepal
Ms. Caroline Ward	Global Emergency Operations team	Mercy Corps - UK
Mr. Adam Koons	Director of Relief & Humanitarian Assistance	IRD - USA
Ms. Eddie Argenal	Emergency Shelter and Infrastructure Officer	CHF Int. USA
Ms. Fotini Rantsiou	Humanitarian Affairs Officer	OCHA Iraq
Mr. Thomas Paul	Area Coordinator	OCHA Darfur
Mr. Leith Baker	Humanitarian Affairs Officer	OCHA Nepal
Mr. Gift Chatora	EP & R - Field Officer - Juba	OCHA Sudan
Mr. Dimitri Papathanassiou	Deputy Representative	UNICEF - Chad
Mr. Ernest Mutanga	PM -Food Security and Livelihoods	Danish Refugee Council - Sudan
Mr. Giovanni Cassani	Chief of Emergency Operations	IOM – Sri Lanka

Annex 4 Post-workshop learning plan

The ETLP seeks to enhance your personal emergency team leadership competencies and to strengthen the effectiveness of team leadership and interagency coordination in humanitarian operations. You have now completed the pre-workshop activities and the ETLP workshop. The last remaining activity is to apply and test what you have learned here.

Instructions

Reflect on what areas of emergency team leadership you need to improve. Design a post-workshop activity that will help you apply what you have learned in this ETLP. Submit the attached “Personal Action Plan” to your ETLP facilitator before departing the course.

Complete your post-workshop activity by February 1, 2009 and submit a brief email report which responds to the following questions:

1. What was your post-workshop activity and what did you apply from the ETLP?
2. Reflect on this activity. What did you learn about leadership, emergency team leadership and/or your personal effectiveness as a team leader from this experience?

Also submit any additional documentation related to your learning project (meeting agenda, feedback forms, evaluation report, etc.). Upon receipt of your report, we will send you the ETLP certificate of completion signed by the IASC representative and your course facilitator. Below, are some suggestions on the types of learning activities that others have done.

Some post-workshop learning activity ideas

- Lead an emergency mission or join one as a team member. Upon completion, ask two team members to complete either the peer feedback form or the team leader feedback form. Note what you learned from the experience and from this feedback.
- Organise a teambuilding activity or leadership workshop for your team. Evaluate the workshop and submit an analysis of the results.
- Prepare for a negotiation using the ETLP negotiation preparation worksheet.
- Ask three people (subordinate, supervisor and peer) to give you feedback using the peer feedback or the team leadership feedback form.
- Note your use of leadership styles over the course of two weeks, in the third week, make an effort to apply those that you have not applied. Ask for feedback from colleagues.
- Keep a log of how often you give feedback to your staff and colleagues over the next month. Note what you learned from giving this feedback.
- Keep a decision-making log; for each decision analyse the decision using the framework presented in the course: “Need for Acceptance”, “Quality-importance” and “Urgency”.
- Observe an emergency team leader whom you respect. Assess their leadership using the CODED team leadership form.
- Organise and lead an interagency meeting. Ask two colleagues to give you feedback on your leadership and facilitation of this meeting.

Post-workshop leadership development: Learning Plan

(keep a copy & submit one to course facilitator)

Date: _____

Your Name: _____

Your proposed leadership development objective(s)

Your post-workshop leadership learning/development objective should be related to an area of emergency team leadership that you have identified as requiring improvement. List this objective below. For purposes of the ETLP, you will need to complete your post-workshop activity and submit your report and support materials by February 1, 2009.

Learning activity plan

Describe your proposed learning activity (ies)	Where and when will you do it?	How will you know (or measure) if your learning objective has been met?	What will you submit to your ETLP facilitators?

Please submit this to CHARLES DUFRESNE before leaving the ETLP workshop.