COORDINATION SKILLS AND TIPS

Effective facilitation of humanitarian action

OCHA United Nations Office for the Coordination of Humanitarian Affairs

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Coordinating humanitarian action

Humanitarian coordination brings people together to work effectively, with the interests oh human kind in mind. The results are greater than the sum of all parts.

Effective humanitarian action requires skilful coordination among large and diverse sets of actors, ranging from national and international NGOs, UN agencies, government interlocutors, the military, conflict parties or the private sector. Skilled coordination enables partners to plan strategically, to reinforce advocacy efforts, and to maximize the use of available resources. It facilitates effective leadership and draws on strengths and comparative advantages of the partners. The quality of coordination impacts the success of the entire humanitarian response.

Coordinating humanitarian partners and stakeholders is, however, challenging. Differing mandates, priorities, and philosophies; as well as competing demands for available funds negatively impact the willingness and ability to collaborate. Moreover, coordinators are facing a variety of problems inherent to humanitarian responses. These problems include large numbers of participants in coordination meetings, unilateral actions of partner organisations, duplications and overlaps in humanitarian programmes; as well as gaps in coverage of affected populations, inadequate commitment of decision makers, poor information flow, lack of appropriate accountability measures, and insufficient resources.

Humanitarian Action does not only require committed and technically capable partners, but also skilful coordinators to meet the challenges. This book gives guidance and tips on a collaborative approach, good management of the processes and practical tools to facilitate coordination. It is meant as a support to coordinators at all levels, facilitating a wide range of team processes in and outside of meetings. It provides a menu of options and tips on best practice. Some tips are contextual and you will need to decide whether they are appropriate to your specific situation, and provide the most helpful response.

The ease with which you will implement some of the facilitation tips in chapter 2.2 depends on your confidence and experience as a coordinator and facilitator. This guide aims to be a practical and thought-provoking reference. It complements and does not replace experience and experiential training in facilitation, influencing and negotiation ,where you practice and receive feedback.

This guide **does not** explain the roles and responsibilities of OCHA staff, HCs or cluster coordinators. The '**what**' of coordination is explained in the RC/HC handbook, the Inter-Cluster Coordination Manual or cluster-specific guidance. This guide gives tips on '**how**' to coordinate.

You may want to read it cover to cover or just pick the chapter relating to a situation you want to prepare or debrief. In the annex you have many templates, which you can download (website) as a word template.

Handbook Outline

The handbook is divided into six sections:

Chapter 1. *Collaborative leadership* - The chapter focuses on a collaborative approach, taking into account the reality of diverse sets of stakeholders who can choose whether they want to coordinate. It also takes note of the role of coordinators at all levels who are accountable for results, while often not in the position to exercise authority. Finally, it outlines how a coordinator in daily facilitation brings the principles of partnership to life.

Chapter 2. *Managing and chairing meetings* - Chapter 2 outlines a structure for effective meetings, tips for good preparation and follow-up. It lists concrete tips for facilitating challenging situations and introduces electronic alternatives to face-to face meetings. It is complemented by templates in the tool box at the end of the booklet.

Chapter 3. *Influencing and negotiation and conflict resolution* - Chapter 3 outlines approaches, communication patterns, behaviours and tactics for different influencing situations. It explains negotiation styles and gives practical tips for the different phases of negotiations. The chapter outlines what is needed for a successful agreement and discusses options to resolve disagreements and dealing with an impasse.

Chapter 4. *Facilitating collaborative action of teams* - This chapter outlines the phases through which teams develop, and how to guide them as a chair. It leads through basic themes effective teams clarify such as goals, roles and responsibilities as well as work processes.

Chapter 5. *Facilitating effective decision-making* - Chapter 5 explains how a chair can guide a group through complex decision-making processes, while managing the relationships. In its last section, it outlines how to forge consensus.

The Toolbox. *Useful tools and templates* -The last section of the book exhibits ready to use templates for meeting agendas, a cover note for agenda items, action plans, check lists for decision-making, meeting management and facilitation as well as preparation for negotiations.

This booklet aims at complementing a skills-based workshop,[1] not at replacing skills practice and feedback. It is best used in conjunction with the cluster coordination training given by OCHA-PSB, the Humanitarian Field Coordination Programme (HFCP), or the accompanying Reference Module for Cluster Coordination at the Country Level.[2] It encourages learning on the job through a set of checklists for meeting managers and facilitators. Teams can use this guide when discussing improvements to the planning and facilitation of their meetings.

Competencies

By working with this handbook, you will strengthen the following competencies outlined in the Humanitarian Coordination Competencies matrix:[3]

Relating and Networking - Effective coordinators are skilled in building rapport and trust with people on a personal level. They use an understanding of country and or organisational context to build rapport and effectively establish networks of contacts inside the humanitarian system.

Fostering Humanitarian Teamwork - Key indicators for effective behaviour include the promotion of team effectiveness, team spirit and partnership. The coordinator encourages frank dialogue and discussion. He or she respects and promotes diversity as an asset of the humanitarian community.

Negotiation and Advocacy **-** Effective coordinators are skilled in advocacy and negotiation. They use a range of advocacy approaches to achieve immediate and sustainable change when interacting with partners and stakeholders. They know their preferred negotiation style and understand the motivations and needs of others. A good negotiator acts fairly, without bias and is able to build trust among negotiating partners.

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[1] OCHA Humanitarian Field Coordination Training & OCHA Inter-Cluster Coordination Training
2 IASC (2013) Reference Module for Cluster Coordination at the Country Level, last updated September 2013
3 IASC (2006) Humanitarian Coordination Competencies, IASC – Working Group 65th Meeting

Analysing Complexity **-** An effective coordinator makes good use of all available data when conducting analysis, and accurately identifies patterns and relationships with available information. He or she identifies information gaps and seeks further information. Their systematic analysis ideally leads to rational judgments and a range of workable solutions.

Planning and Organizing - A skilled coordinator identifies priorities and sets clearly defined objectives and actions. She or he develops action plans that take account of potential changing circumstances or obstacles.

Sources

This booklet was originally inspired by parts of the Education Cluster Coordinator Handbook and the WASH Cluster Coordinator Handbook, of which some parts found their way into this guide (Chapters 1, 2.1, 3.4, 4.1). The negotiation section is inspired by the work of Fisher and Ury on collaborative negotiations as well as the book of Mancini-Griffoli and Picot on humanitarian negotiations. Elements of chapter 4 were taken from an unfinished publication by Paul Knox Clarke.[4] Most of chapters 1,2,3 and 4, as well as the final section "The Toolbox" have been newly written to focus on practical skills needed to coordinate humanitarian action in the field. The overall composition of the booklet is inspired by questions and feedback from OCHA field staff during training on coordination skills.

4 Knox Clarke P. (2013): System wide leadership team effectiveness survey feedback, an unpublished document, ALNAP/ODI

Collaborative leadership

1

Leadership is exercised by coordinators at all levels, not only the Humanitarian Coordinator. As this guide focuses on the '**how**' of coordination, we will illustrate facilitative leadership behaviours throughout the guide, related to specific situations, instead of focusing on leadership options, which are derived from holding a formal position of power and authority.

1.1 Adapting your leadership style to the situation

This chapter outlines a staged approach to coordination and how a situational leadership approach can facilitate the work in these stages. Different teams and situations require different leadership styles to facilitate the effective work of the group.

The staged approach

Humanitarian coordination is about collective action, which requires partners to fully engage. However, teamwork or collective action often evolves step by step. A coordinator may help the team to develop collective action by moving through a staged approach to coordination.

As a start, ask partners to share information on:

- mandates, objectives, roles and responsibilities
- resources and capacities
- areas of operation, projects and priorities
- sources of data and perception of the general context

As a next step, encourage partners to work together at:

- assessing needs, setting standards and mobilizing external resources
- ensuring access to beneficiaries
- building local and national capacities, and training their own staff
- consistently and comprehensively integrating appropriate cross-cutting issues.

At this stage the group moves from pure coordination to collaboration, which is joint

work in contrast to mere sharing of information. If team members see the benefit of collaborating, they might decide to move to a third phase:

In the third phase, lead partners to a place where they are willing to plan together and share resources through:

- joint planning: contingency, strategic and operational
- implementing joint operations
- sharing expertise, security systems and logistics

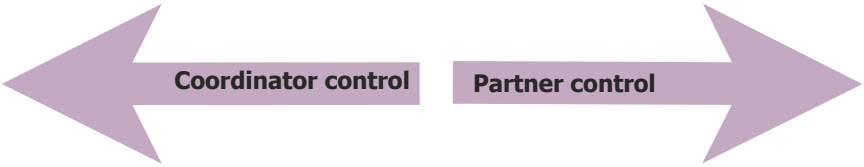
Each step requires a different leadership style. The following paragraphs outline the required changes.

Health warning! Teams don't necessarily evolve. Sometimes groups decide to stay at the level of information sharing or common work to prevent gaps or avoid duplication. Here, there is no shared vision and none might evolve as groups might be too diverse.

The situational leadership approach

The situational leadership approach suggests adapting your leadership style depending on the situation the the team is facing, for example when decisions are needed quickly, there are strongly conflicting interests, or sensitivities are high:

Directive	Collaborative	Delegative
- Initiates task - Directs others - Decisive	- Democratic - Initiates process or discussion - Involves others - Facilitates building consensus and decision-making	- Lets others take ownership of the task - Group makes decisions - Uses expertise of others - organizes process



When the coordinator is **directive**, s/he initiates action, structures activities, motivates others, and gives feedback to participants. The influencing style is assertive, using advocacy (see chapter 3.1.3) rather than threatening and demanding.

This may be appropriate at the beginning when processes and timescales are being set, during the forming stage of a group, when there is a sudden change in the security situation, or when time is short. However, it will only work if partners are motivated and committed to a common goal. The most important skill is being able to communicate clearly.

The **collaborative** style gets results by leading discussions, asking questions to involve others, encouraging others to volunteer for responsibilities, confirming commitments, and asking for a vote to get a consensus decision or a majority decision.

This style is important in gaining commitment to processes such as joint needs assessments, and building trust. However, it is time-consuming, and not every decision needs to be democratic, so it is important to develop the flexibility to use the other styles appropriately. The most important skill for this leadership style is facilitation.

The **delegative** style lets the group make decisions and encourages others to use their expertise, while the leader still maintains responsibility for the overall outcomes. This style is predominantly used during the norming and performing stage of a team.

This style would be used in setting up working groups, allowing partners to use their specialized knowledge and experience. It is important to clearly define responsibilities, tasks and timelines. In moving towards early recovery, it will be increasingly important to engage this style of leadership. It is extremely important to set up an appropriate processes for the group to come effectively to their own conclusion.

An effective facilitative leader will use all three styles depending on:

- the urgency; *how much time is available?*
- the need for direction; *is s/he the most appropriate lead?*
- the basis of relationships; *are they based on trust or authority?*
- the maturity and development stage of the group; *are they able to work together effectively?*
- the nature and clarity of task; *is the group able to take decisions?*
- the level of motivation; *are people willing to actively engage?*
- work culture; *are there established procedures which need to be followed?*
- conflicts.

1.2 Moving to collaborative leadership

While being directive might be essential in a moment of crisis, more often as a coordinator you do not have the authority to enforce compliance and depend on collaboration. This demands an innovative approach to leadership and a shift in mindset and practice from a directive leadership to a collaborative approach. It requires a shift:

From…	to…
• leading on the basis of line authority	• leading on the basis of trust, relationships, services
• unilateral decision-making	• shared decision-making and consensus management
• command and control	• facilitating, networking and enabling
• implementing partners	• equal partners
• focus on agency interest	• focus on needs of affected people and broader sector/emergency as a whole
• being out in front	• facilitating and networking 'behind the scenes'

Some useful steps in seeking to achieve a collaborative approach include:

1. **Cultivating a shared vision** right from the start.
2. Taking care to involve the **right mix of stakeholders** and decision-makers needed for the implementation of activities.
3. **Sustaining the momentum** and keeping a focus on progress and results (reliable flow of accurate information and regular review of plans and outcomes will help to achieve this).
4. **Exploring different perspectives** and addressing the needs of a variety of stakeholder groups.
5. Ensuring that each partner agency's individual and institutional **self-interests are served** by both the process and products of the collaboration, to the greatest extent possible.
6. **Using time efficiently**. Meetings must be efficient and productive; management must be lean and driven. Consider alternatives to meetings.
7. **Developing clear roles and responsibilities** for participants and rotating these roles regularly to facilitate involvement.
8. Securing commitment from partners that the **same people will come to each meeting**.
9. Building a rapport and maintaining regular **contact with decision-makers** to ensure that decisions are made quickly.
10. **Maintaining regular communication.** All collaboration is personal – effective collaboration happens between people.

This attitude of collaboration underpins the following chapters, which look at collaboration in meetings, facilitation, influencing, negotiation, and productive, results-oriented teamwork. They will describe concrete processes and behaviours to foster collaboration.

1.3 Implementing principles of partnership

Partnership is the foundation of the humanitarian reform process. Its importance was reinforced in 2006 by the Global Humanitarian Platform (GHP), a complementary initiative aimed at facilitating dialogue and collaboration between UN agencies, the International Red Cross and Red Crescent Movement and humanitarian NGOs.

'NGOs are treated as partners', agreed nearly all UN agency participants in a 2013 research of Interaction.[5] However, NGOs that were asked the same question only agreed partially. Hence, while the principles of partnership have been agreed at the 2007 Global Humanitarian Platform, there seems to be still some way to go to practice them consistently. This section reinforces the principles that underpin the way coordinators work and suggests practical tips to manifest the principles in daily work.

The following section recapitulates the principles and gives for each one, concrete tips on what you can do as a coordinator to put them in practice.

Applying the principle of Equality

As a coordinator, balance the need for participation and inclusiveness with the need for a fast and effective response. Explore how partners want to participate, some want to be informed, others are interested in joint planning and decision-making.

When taking decisions, clarify who will take them (the group, the coordinator, and expert?), how (consensus, majority, quorum) and against which criteria (See chapter 5). If it is not clarified, and the decision is taken by a limited number of people in the corridors, the others will feel deceived and transparency and equality is undermined. This process is most important for funding allocation.

Equality requires mutual respect between members of the partnership irrespective of size and power. Mutual respect must not preclude organisations from engaging in constructive dissent.

Applying the principle of Transparency

Agreed and transparent processes enable all stakeholders to participate. As a

5 Interaction (2013): Collective Responsibility: the Perceptions, Expectations and Realities of NGO Coordination in Humanitarian Leadership.

coordinator, ensure the group is clear on **how they will agree** on strategic priorities, roles, responsibilities and procedures such as decision-making. Most groups jump into content discussions without ever clarifying how they want to work with each other. The initial time investment quickly pays off as agreed ground-rules save time later.

Transparency is achieved through dialogue (on equal footing), with an emphasis on early consultations and early sharing of information. Communications and transparency, including financial transparency, increase the level of trust among organizations.

When facilitating a meeting, clarify at which step in a process you are. Ask the group if they are clear on **how** to move forward. Ensure that you use easy processes to get everybody's input. In your facilitation, ensure that people discuss in small groups and then converge views, rather than having every discussion in plenary.

Effective humanitarian action must be reality-based and action- oriented. This requires **result-oriented** coordination based on effective capabilities and concrete operational capacities.

Applying a results-oriented approach

Ensure as a coordinator that you review with the group the effectiveness of their collective work, and challenge them if necessary:

- Encourage inter-cluster coordination around common objectives of small sub-teams, e.g. health, food, nutrition and WASH, aiming at reducing infant mortality.
- Encourage sharing of data on needs, capacities, and gaps within the team and with external stakeholders (government, organizations, field offices and HQ).
- Ensure practical accountability mechanisms to affected people so that they are well informed about rights and services. Ensure safe, effective mechanisms for feedback and complaints.
- Add regular, simple monitoring of the implementation to your workplan in general, and the agenda of meetings in particular. See templates in the toolbox.
- Use simple self-assessment or reflection tools on how effectively you work together (Tools 6, 7).

Humanitarian organizations ought to accomplish their tasks **responsibly** and with integrity. They must make sure to commit themselves to activities only when they have the means, competencies, skills and capacity to deliver on their commitments. Decisive and robust prevention of abuses committed by humanitarians must be a constant effort.

Applying Responsibility

As a coordinator, encourage regular review of what works well and what doesn't.

- Create a space for a frank change on unacceptable, inappropriate or wasteful activities.
- Initiate lessons-learned exercises.
- Address unsafe practices.

The diversity of the humanitarian community is an asset if we build on our comparative advantage and **complement** each other's contributions. Local capacity is one of the main assets to enhance and build on. It must be made an integral part in emergency response. Language and cultural barriers must be overcome.

Complementarity

As a coordinator:

• Include the operationally relevant organizations into coordinating groups; check if your group represents the operational field realities.

• Check what prevents diversity. Understand and address barriers for local organizations, which would/should be represented. Barriers might include the knowledge of coordination structures of the humanitarian community, lack of an invitation, language of the meetings or meeting venues, which might be perceived as very formal.

- Encourage visualized mapping of actors, activities and geographical areas and leave columns visibly blank when partners don't share information.
- Point out duplication and challenge the group to identify and address gaps. Encourage cluster lead agencies to avoid conflict of interest and present all cluster participants, not just their own agency.

Tips for promoting partnership[6]

- ✓ Adopt a collaborative leadership style and encourage teamwork.
- ✓ Make personal contact and maintain regular dialogue with partners.
- ✓ Highlight common goals, interests and interdependencies among partners.
- ✓ Engage national and local actors as quickly as possible; they are crucial for accessing local networks, and re-establishing community services.
- ✓ Develop clear, simple Terms of Reference to promote effective collaboration, and clarify mutual responsibilities and expectations.
- ✓ Promote transparency and accountability through open decision-making and a complaints mechanism for partners.
- ✓ Facilitate opportunities for proactive partner involvement and influence, while ensuring equal partner representation.

6 Adapted from Cluster Sector Leader Training: Partnerships in Clusters 2007 http://www.humanitarianreform.org/Default.aspx?tabid=421

1.4 Obstacles to coordination and tips to overcome them

Many barriers to coordination based on the nature of emergency operations and poor working practices in challenging environments. While each chapter of the booklet concentrates on ways to deal with specific situations, this overview touches larger, cross-cutting issues. While they are often not under control of a coordinator or chair, they can possibly influenced by applying some of the tips.

Common barriers to coordination	Tips to overcome them
Competition: Partners contest the involvement, values or interests of others. Partners compete for access, resources and visibility.	• Adopt a transparent, systematic process for prioritization and allocation of resources. • Develop shared policies and standards, taking into account the interests of all partners. • Ensure broad representation in decision-making and working groups.
Neutrality: Partners feel their autonomy is threatened.	• Seek shared objectives as part of a strategy. Demonstrate how shared problem-solving need not compromise freedom of action. • Respect the position of agencies whose involvement in coordinated activities is limited by their own mandates, e.g. International Committee of the Red Cross and Red Crescent Societies (ICRC), Médecins Sans Frontières (MSF). • Offer an observer status if necessary.
Team size: Excessive number of participants inhibits decision-making and restricts usefulness of meetings	• Consider different media and forums for different activities, e.g. information-sharing, decision-making, problem-solving. • Adopt a smaller steering group and technical working groups.
Unilateral actions: Duplication and overlaps. Gaps in coverage of affected populations and needs.	• Clearly define, and agree, roles and responsibilities with partners. • Actively engage all representatives in decision-making and coordination activities. • Publish needs assessment data per region and cluster and overlay it with maps explaining who does what where to show gaps.

Common barriers to coordination	Tips to overcome them
Inadequate commitment: Decision-makers not willing to attend meetings. Inconsistent involvement.	1. Understand partners' interests and needs and ensure they benefit from meetings. 2. Provide information, resources and services that are of value to them. 3. Clearly define, and agree, roles and responsibilities with partners. 4. Establish and maintain personal contact. 5. Notify partners of the purpose, agenda, decision to be taken, and action deadlines for meetings. 6. Establish decentralized coordination mechanisms to facilitate local partner involvement.
Poor information flow Information does not reach decision makers or is not taken into account during the decision-making process	• Identify bottlenecks (where is the information stuck?) and causes (lack of time, interest?), (see chapter 4.2.2.) • Work with those who have the information to facilitate they are passed on. Ask OCHA Head of Office or HC for help to manage bottlenecks. • Do not censor information that might be inconvenient for decision-makers.
Poor leadership: Failure to act as an 'honest broker'. Personality clashes. Imposition of decisions without a transparent process of decision- making. Domination by some partners.	• Adopt a collaborative leadership style and take care to act in a neutral manner. • Establish and maintain personal contact. • Ensure broad representation in decision- making and working groups. • Periodically evaluate satisfaction of partners through informal feedback and the formal performance review process. • Establish decentralized coordination mechanisms to facilitate local partner involvement.

Common barriers to coordination	Tips to overcome them
Insufficient resources: Lack of time. Slow or inadequate mobilisation of human, material or financial resources.	• Build on existing coordination processes and delegate coordination responsibilities. • Streamline the use of meetings. Phase response activities. • Invest in effective information and knowledge management. • Seek external, headquarters, or global support in mobilizing resources.
Inappropriate working practices: Failure to acknowledge language constraints, differing working practices, and types of knowledge. Too process-oriented.	• Build on existing coordination mechanisms. Involve national and local organizations and draw on local expertise, e.g. academic, research and professional institutions. • Translate all key information as required. Provide translation and interpreting in meetings. When registering contact information, include a field for language preference. • Adapt information and knowledge management systems to accommodate local levels of IT capacity and expertise.
Poor performance: Lack of accountability (upward or downward) Partners' failure to fulfil responsibilities, meet standards.	• Establish guiding principles and standards. • Draw on authority of HC, government partner or donors. • Monitor performance of all partners against criteria that equally value differing forms of contribution. • Name and shame.
Poor knowledge or information management: Poor-quality or delayed information. Failure to establish communication or information management strategies.	• Seek external, headquarters or global support in finding information management expertise if required. • Build on the services provided by Office for the Coordination of Humanitarian Affairs (OCHA). • Adapt information and knowledge management systems to accommodate local levels of IT capacity and expertise.

2 Managing and chairing meetings

This chapter proposes tips for two functions: a. the one of the meeting organizer and b. the meeting facilitator. Sometimes, the same person organizes and facilitates the meeting, often there are two different people, e.g. OCHA organizes the HCT meetings and the HC facilitates them. Make meeting attendance worthwhile; for many partners it is a voluntary activity to participate in coordination meetings and one of the many activities that they are asked to perform!

Everybody contributes to an effective meeting in their respective role:

- **As the meeting manager**, your role is to clarify the purpose, prepare the agenda, oversee the logistics and ensure monitoring and follow-up.
- **As the chair**, your role is to facilitate the meeting in such a way that the collective knowledge and experience of participants is tapped into, while keeping discussions in line with the meeting's objectives. Your role is to provide leadership when the group is barely forming, when there is no sense of urgency in face of a crisis, when the meeting is stuck or the group is unable to agree.
- **As a partner**, your role is to prepare for and engage constructively in meetings, so that results can be accomplished.
- **As administrative support**, your role is to ensure that all material is available, that the necessary equipment functions, refreshments are ready, and participants know to access the venue (map, security).

The first part of this chapter focuses on the role of the meeting manager and the second part on tips for the chair to effectively facilitate discussion and group dynamics. You might want to use the self assessment checklists (Tools 4 and 5) to analyse the quality of your meeting management and/or facilitation.

2.1 Planning and preparing

Effective meetings are crucial for coordinating joint action, but they come at high costs. The financial costs of an average HCT meeting can easily exceed US$ 7,000[7] for a 90-minute meeting, which draws heavily on the limited time resources of the heads of humanitarian organizations. Investing time in planning and preparing for meetings will maximize their effectiveness and improve outcomes. The following questions will help you sharpen the focus of a meeting, clarify attendance and the most conducive setting.

WHY	**Why** is the meeting being held? – purpose and expected outcomes • Give or share information, feedback, reports • Generate ideas • Find solutions / solve problems / make decisions • Develop trust, relationships, teams. Who needs to agree on these objectives? What do partners want from the meeting? Is the meeting part of a continuous process?
WHAT	**What** topics need to be on the agenda? • Use the agenda to explain how different topics will be handled, and for how long. List what people need to bring. Is the agenda circulated beforehand? Bring spare copies!
WHO	**Who** should attend? Are the right people available? Is there a protocol for invitations, e.g. to technical or working group meetings?
WHERE	**Where** is the best location and venue to suit everyone? Does it have enough space to avoid second row seats? Does it have daylight and good ventilation? Is equipment or catering needed? What is the best layout for the style of meeting: formal or informal?
WHEN	**When** is the best time for this meeting? Is there a clear start and finish time which is culturally acceptable to all, e.g. respecting prayer times, avoiding conflicting times with other coordination or cluster meetings. Is there sufficient time to achieve the objectives? What breaks will be needed? Will it be free from interruptions?
HOW	**How** will the meeting be facilitated, in order to engage all participants, encourage contributions, focus on the purpose and clarify expectations? For example: • introductions, ground rules, ice-breakers Are translation and interpretation needed? How and when will you record, clarify and circulate decisions and actions?

7 This estimate is based on UN salary in duty station C; travel time (25 min), preparation time (20 min), and follow-up time (15 min). NGO and Donor salaries are estimated at 40% and 80% respectively. Not included are related costs (hazard-pay, R&R, dependents, rent, maintenance, support staff, security). Even higher than direct costs might be the opportunity costs: what was not done because of the meeting.

Meeting flow overview

Clarify problem and desired outcome
- inspire
- address the urgency adequately

Ensure all important and available data is accessible and shared
- check assumptions
- engage resource persons for giving short presentations
- have bilateral conversations prior to the meeting

Look for creative strategies
- appreciate and be positive
- restrain from advocating
- get the most out of your group

Prioritise options:
- use tools to visualise and focus the discussion
- identify decision-making criteria
- discussing the decision-making criteria paves the way to build consensus!

Take the decision and define action points:
- clarify the process at the outset!
- track the action points visible for everybody!

Provide input → **Define the problem and desired result** → **Establish a common knowledge base** → **Generate strategies** → **Evaluate and prioritise** → **Take decision and define action points** → **Follow up**

Creative opening process of meeting

Structured closing process of meeting

The quality of coordination meetings will significantly affect continuing attendance of partners and the ultimate effectiveness of coordinating the humanitarian response. Key learning points include:

General advice:

- **Consider co-chairing** your coordination group. Co-chairing increases ownership, deepens partnerships and provides a back-up when you are not available. If appropriate, seek a co-chair with high interest in results who comes from a different group of stakeholders (e.g. co-chair NGO-UN or Government-UN).
- **Develop standard templates** for the agenda, action points (see Tools 2 and 4 in the Toolbox), and meeting notes, to facilitate consistency and ease of-cross referencing.
- **Make provisions for simultaneous interpreting** during the meeting, as well as translation of the agenda and meeting notes.

Be a good host
Good hosts in all cultures provide refreshments; it creates a positive atmosphere and is good for the morale, especially in tough environments.

Keep your records straight
Record decisions live during the meeting and project them on the screen. Participants can make on-the-spot suggestions for correction and immediately approve action points.

Before the meeting:

- **Give advance notice of meetings and enough time to elicit inputs for agenda** – Include time and dates, contact details, and current and past agendas and meeting minutes. If appropriate, maintain a meeting schedule on the OneResponse or alternative Cluster websites. Use Doodle (See Chapter 2.3.4) to find a common time slot.
- **Rotate the chair** – even if the venue cannot be rotated, rotating the chair helps to facilitate broad engagement and keep agencies involved.
- **Brief newcomers** to the group on previous discussions and decisions to save time.
- **Offer to rotate the meeting venue** – this needs to be agreed upon in the initial meetings, and can help to keep agencies involved. However, be aware that maintaining the same time and place avoids confusion for those attending. The hosting agency may also be responsible for chairing and/or producing the minutes, taking the burden off the coordinator.

Follow-Up
Persist in ensuring completion of action points prior to the meeting. Committed partners may not attend your meeting again if they find that action points have not been addressed.

- **Prepare people in advance** – circulate notes from the previous meeting and an agenda with expected outcomes and background reading. Use the appropriate channels for circulation (e.g. use of Google groups for partners with Internet access, but possibly hand delivery for the government).
- **Engage and confirm attendance of decision-makers** – encourage their involvement in meetings through maintaining regular, personal contact. If they cannot attend, ensure that key decision-makers receive a brief (one- page) written or verbal update of the meeting's outcomes.
- **Display updated visual representation of who is doing what, where and when in the meeting** (e.g. maps, charts or matrices).

Is the proposed venue appropriate for all actors?
National and local agencies have experienced security restrictions, or felt uncomfortable attending meetings within UN compounds or in expensive hotels that are mainly used by expatriates.

During the meeting:

- **Visualize names** with name cards if there is a high turn over or new group configurations. Write the names and organization large enough that it is visible from the other end of the table.
- Keep oral **introductions brief**.
- **Refer to earlier decisions** and minutes, if old agenda items come up. Alternatively, explore if there is new information that require another discussion.
- **Limit discussion of detailed or specialised issues** to separate committee or working group meetings.
- **Avoid a tour d'table of updates** from partners; use agency reporting and monitoring mechanisms for tracking agency activity and limit discussion in meetings to an overall sectoral summary.
- **Review action points at the end of meetings** rather than the beginning, as most issues will come up anyway during the course of the meeting; this avoids time wasted by discussing them twice.
- **Track the action points visible for everybody** to increase peer accountability and joint commitment.
- Remind people to **update the contacts list.**

Notes
Writing up meeting notes places a significant burden on the coordinator; consider getting an **intern or local student** to assist. Alternatively, one person takes notes of action points that are projected on a screen and agreed on at the end.

Key tips for a meeting agenda

- ✓ Start meeting with recalling objectives for meeting and allocated time. Ask if there are additional agenda points.
- ✓ Ensure you are discussing the most important items first; or items where you can take quick decisions;
- ✓ Entice participants with a concrete agenda.
- ✓ Calculate time for participants to elicit inputs to the agenda from their constituencies or field offices.
- ✓ State who needs to attend and identify which agenda items are for information-sharing, discussion, and decision.
- ✓ Define for each agenda item the actions that the participants have to take in preparation of the discussion (e.g. read the report on..., consult in your agency about...)
- ✓ Outline the purpose of each agenda item in more detail as well as time allotted.
- ✓ Include 'urgent issues'.
- ✓ Once the agenda is circulated, follow-up with key agencies to ensure that appropriate decision-makers attend.
- ✓ Circulate the agenda early in advance (e.g. 1-3 weeks).
- ✓ Use the agenda template presented in Tools 5 and 6.

Following the meeting:

- Finalize and circulate the **action plan** and promptly follow-up on it (see template in the Toolbox). The action plan should state the final decisions, the action points, the person responsible and the deadline. It should be circulated to all invitees of the meeting and all adequate stakeholders who must be informed about the decisions. Use the template on meeting minutes and actions from the toolbox (p. 72).
- Once the action plan is distributed, it is important to **follow-up** with the persons and/or working groups in charge as due dates approach to see whether they are on track with the action.
- The facilitator should also **meet informally** with those who seem to have been dissatisfied with the meeting outcome.
- Ensure those are informed who need to agree or to implementation of decision (e.g. cluster leads).
- Keep the list of all open agenda items from all previous meetings.

We encourage **all** chairs to occasionally seek feedback on their skills from trusted colleagues. The checklist in Tools 4 and 5 (pages 80 and 81) can facilitate this process.

2.2 Facilitating challenging situations and using the magic power of questions

Even during a well-prepared meeting, experienced facilitators face difficulties. This section focuses on facilitation tips **during a meeting** when a conversation gets stuck or participants get upset. Effective chairs are able to turn challenging dynamics during a meeting with the right, powerful question.

Challenges or irritations have many causes, as outlined in the introduction and the final section (Toolbox, Tool 1), which can lead to complaints, arguments or a tense climate in coordination meetings. The following section lists five tips for facilitators to address challenges in the room. These tips aim at moving the discussion along. However, when there are deeper underlying issues triggering irritation, they might not solve the problem. In this case, consult the three subsequent chapters, outlining influencing, negotiation and conflict-resolution processes, as well as facilitation of basic team processes.

Tip 1: Keeping on track

Many discussions frustrate participants, as the conversation appears to be about the forest, the tree and the leaf simultaneously. It is important to keep the group on track to discuss at the appropriate level of complexity, agreed upon in advance. Both HCT and Inter-cluster coordination meetings are often accused of drifting into operational details when requested to take strategic decisions.

One task of the facilitator is to monitor that the conversation remains focused on the outcome the group wants to achieve. When the discussion departs from the agreed level, it is the job of the facilitator to make this visible to the group. Ideally, the facilitator will remind the group of what level they agreed to discuss at. Example question: *Will the discussion of this [operational detail] advance our strategy?* Example bridging phrases: *a). …to come back to the strategic level, which we agreed to discuss….b.) to focus back on the specifics, which we wanted to clarify today…*

If a group repeatedly diverts to a level other than the one previously agreed, the facilitator should check if participants wish to refocus the discussion. It is the role of the facilitator to ask the group to take a conscious decision to divert the discussion, to close or 'park' the discussion topic for a later conversation.

Tip 2: Shifting from a problem to an outcome focus

Teams can lose ample time and energy discussing problems and complaints without moving to solutions. The following questions can move the discussion towards an outcome. Answering them will force upset participants to take responsibility for outcomes they want to see.

Questions:

What would you like to see?

What would a solution look like?

How could we move this forward?

What would it take to make it work?

Who needs to help?

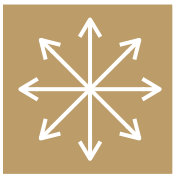
Health warning! Please ensure that the situation is clarified before moving to solutions, so that you discuss solutions for the right problem.

These questions tend to be more effective and energizing than concentrating on the problem and who is to blame.

Tip 3: Using the right questions to move the conversation

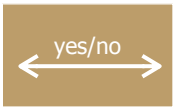
Questions can be open or closed as well as biased or neutral. A facilitator shapes a conversation with the type of question she or he is asking.

open/neutral



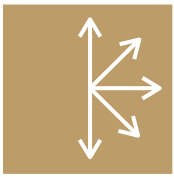
Open neutral questions are useful at the beginning of a conversation when many options need to be generated, as they allow a wide spectrum of answers. Examples are: *What do you think about x, y, or z? What options do we have? How can we deal with this challenge?*

closed/neutral



Closed neutral questions might be useful at the end of a conversation as they force a choice. Example: *Do we have an agreement?*

open/biased



Open-biased questions only permit a limited spectrum of answers and allow the facilitator to steer the conversation in a direction without limiting it to one answer. Examples of open-biased questions include: *What do you like about…? How can we make this happen?* This type of question excludes the option of 'not making it happen'. They are helpful to implicitly communicate to the group that they have made a certain amount of progress.

closed/biased

yes

Facilitators should abstain from **closed biased questions,** such as "*Don't you think, we should….?"* as this polarises the group and undermines the facilitator's role.

Tip 4: Exploring assumptions

Differences in unconscious assumptions can cause misunderstandings or even conflicts. When participants have strongly held opinions, it might be helpful as a facilitator to explore mental models and assumptions leading to these conclusions.

Useful questions include:

Can you help me understand how you came to these conclusions?

Can you give me some data?

What makes you say that?

Can you restate that point?

What is it that leads you to that position?

Once you have elicited some data, ask the group what they think about the interpretation and conclusions.

Tip 5: Working with challenging participants

There are many technical ways to deal with challenging participants, such as listening, redirecting, avoiding and postponing the discussion for later. These will work at best once. If participants feel that their concerns and frustrations are not heard but they are being 'dealt' with to simply move on, the frustration tends to remain. At the same time, valuable ideas and concerns might not have been effectively explored and addressed.

While a verbal attack instinctively elicits a defensive reaction, effective facilitators want to understand the needs of a challenging participant and then refocus the discussion on outcomes. There are four technical steps to do this. However, for this to work, the facilitator needs to have a **genuine** interest in exploring the needs of the challenging participant.

The four steps are:

1. Listen to last note and stay quiet for the moment.
2. Constructive, outcome focused reformulation

   Examples:

   Participant: *What you are saying is abstract.*

   Facilitator: *So, if I understand correctly, you are looking for concrete examples…*

Participant: *This never works here.*
Facilitator: *So you are looking for a locally adapted solution?*

3. Listen to the answer.
4. Return-question or proposal

A positive reformulation signals the other: 'I understood what you are looking for and I check my understanding by offering a formulation attempt'. It does not mean, 'I am agreeing.' I merely seek to understand. This technique does not solve the problem, but it first deescalates an exchange, gives the 'challenger' space to express his or her concerns and then lifts the discussion from the level of complaints to a focus on outcomes.

Inflammatory interventions are often driven by powerful emotions. As a chair, you may need to acknowledge the emotion before reframing.

Examples:
Participant: *I am sick and tired of long-winded discussions without results.*
Facilitator: *It sounds like you are very frustrated. (PAUSE)*
You might want to wait for a 'yes' or a correction, such as:
Participant: *No, I am actually tired/under time pressure/unhappy with the direction of the discussion.*
This response gives you more information on what the person needs. You can attempt a positive reformulation, such as:
Facilitator: *Do you want to have a break? ...get us to decide now? ...move discussion to.... (direction the person indicated)?*

Tip 6: Working with quiet participants
Many people may not want to speak up in a larger group for fear of embarrassing themselves. They might be introverted people who are more comfortable discussing important issues in groups of three or four. Alternatively, they might just not be sure if they have the 'right' to speak or they might not want to antagonize others they perceive as more senior (e.g. higher in Grade) or more powerful (bigger agency or donors). In coordination structures, these often tend to be younger participants or representatives of NGOs or smaller agencies.

When you ask important questions and you don't receive an answer, or have only your 'usual suspects' commenting, ask participants to turn to their neighbours and discuss the question for a couple of minutes. Then one person of the group shares their comments

in plenary. The energy level immediately rises and everybody contributes to the conversation.

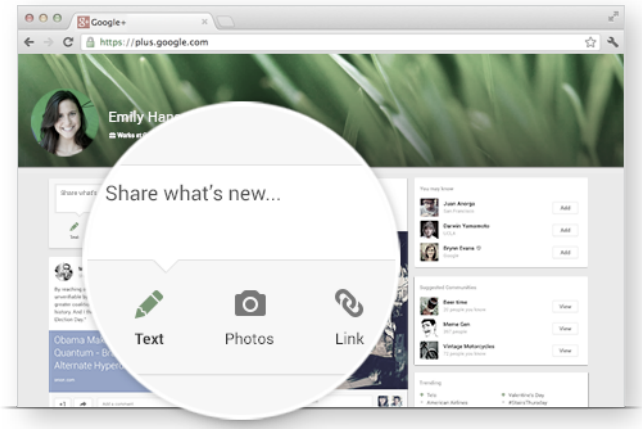
2.3 Alternatives to face-to-face meetings

Meetings place a significant demand on people's time and attention. This time can be used wisely through using alternative means of interaction. If you decide to share information, consider what you want other people to do with the information and whether they will need an interaction or you will need feedback. As a facilitator, you can use online resources to better schedule and manage the work of a team.[8]

2.3.1 Collaboration tools (private):

Google Drive / Google +

You can use Google Drive (drive.google.com) to upload, share and edit text, spreadsheets and presentations with partners. Google Drive allows several users to edit any document, and documents are saved automatically online. Google Forms is a great tool for feedback, as the information provided by users can be saved as a spreadsheet. In addition, Google+ (plus.google.com) allows you to create community pages for your team, with individual "circles" (which can emulate clusters, for example). Here, you can share links, schedule events, and keep people updated on your work through a feed:



8 This information was summarized from Jane Hart (2013): Practical Guide to the top 100 Tools for Learning. p. 121, www.C4LTP.co.uk/top100tools/guide. Jane Hart's booklet also provides step-by-step guidance on how to use each of these tools.

Wordpress / Buddypress

Wordpress (www.wordpress.org) is a blog-hosting site. You can use it a blog to track progress on different projects, as well as to inform partners about recent developments. Readers can also make comments on each post, making it a great tool for feedback. The Dashboard feature on your blog also allows you to track how many people have visited your site and what pages they leave comments on.

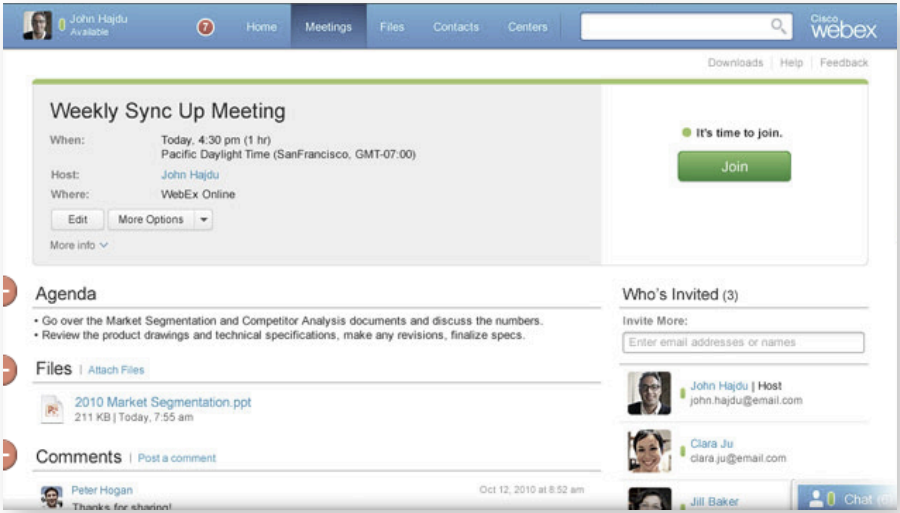
The **Buddypress** (www.buddypress.org) addition to Wordpress allows you to create a full social network from your site. This allows you to communicate with specific groups or partners, while they can track your activities and make comments and suggestions.

Other options include **Yammer** (www.yammer.com) a private social network for organizations (it functions like a Twitter – explained below), **Sharepoint** (a private sharing platform from Microsoft: (office.microsoft.com) and **PBWorks**, (which, apart from sharing content, allows you to create tasks for people, schedule meetings and events, create knowledgebases and manage meetings (pbworks.com).

2.3.2 Communication tools:

Skype and Webex

Skype (www.skype.com) is a free program that allows you to make video calls through the internet with up to ten people. It includes chat, file uploading and conference call functions. Webex (www.webex.com) is similar to Skype, but in addition it allows you to host online seminars (webinars), trainings and events. It can be an especially useful tool for holding a workshop with partners who are far away. Available through several mobile devices, Webex is a secure and effective way to share important knowledge on the field.



Google Hangouts

Like Skype and Webex, you can use Google Hangouts (www.google.com/+/learnmore/hangouts/) to hold conference calls. One advantage of Google Hangouts is that it allows you to save notes directly to **Google Drive**. The **Hangouts on Air** function allows external users to witness a hangout live but not to participate in it.

2.3.3 Social media tools:

Social media tools like **Facebook** (www.facebook.com) and **Twitter** (www.twitter.com) are being used increasingly by organizations to maintain the public informed about their activities. OCHA encourages the use of these applications, but this use is subject to guidelines.[9]

Health Warning! The use of social media tools is subject to the UN Department of Public Information's *Social Media Guidelines*. Sharing information on an online public platform can imply serious security risks. Be careful never to divulge confidential information as well as locations, maps, itineraries or personal information that might put UN staff in danger. When in doubt about what to post, check with a supervisor!

2.3.4 Productivity tools:

Doodle (www.doodle.com) is an online program where users can mark their availability for a specific event. Doodle allows you

9 UN OCHA (2012), OCHA Corporate Social Media Strategy 2012: Public Information and Communications.

to send a link to partners where they can note their availability for a meeting. The program automatically selects the most convenient time for the group.

SurveyMonkey (www.surveymonkey.com) is an exceptional tool for feedback. The site allows you to create survey forms with your own criteria. You can then send the forms to your partners and receive their input.

Influencing and negotiating

3

When you facilitate, you make it easier for a group to come to conclusions. This chapter goes one step further and suggests options for more direct and focused communication: how do you influence people for a specific outcome, how do you negotiate when different positions clash, and what do you do when neither is working and you have reached an impasse.

3.1 Influencing

Good influencers think constructively about relationships, they understand how communication works and consciously choose behaviours and tactics. This chapter explains these four dimensions and provides a menu of options from which you select an appropriate approach for the situation you face.

Instead of thinking of influencing as a one-way movement, we would like you to think of it as a dynamic between partners. Unfortunately, we tend to focus on our needs and give too little attention to who the other person is, how they like to be treated, and what we need to take into account to create a favorable environment for both of us.

The way we think of relationships influences our behaviour and impacts the perception and response of the people we want to influence. We tend to think in unproductive ways such as:

We believe	Therefore, we	...and get this result
We are right.	Don't listen to what they say.	The harder we push, the more they resist.
Our goal is to convince them to support what we think is best.	Focus on selling our ideas.	We feel we have to escalate the matter.
Influencing is really about manipulating them.	Try to find the right trick to get them to do what we want.	We decide to work around them.
We don't need to influence them when we can tell them what to do.	Give orders or make threats.	They give in and are resentful.
We have no power to influence them.	Don't even try.	We give up.

We can think about influencing more productively with the following mind set:

When we believe...		*Then we....*
That our views are important and incomplete	→	listen to what they say and respond to their comments;
our goal is to persuade them to change their mind,	→	focus on their needs and concerns;
people will only do those things they see in their best interest,	→	develop proposals that help them achieve some key goals too;
people will do more to help others they like, respect and trust,	→	will build our credibility and trust with them;
we almost always have some ability to influence them,	→	focus on how we might be able to influence them.

A strong relationship based on trust, openness and respect provides the most fertile ground for influencing.

The following section outlines different behaviours, ways to shape your communication and different tactics. The term tactics refers to the way we implement the behavioural strategies.

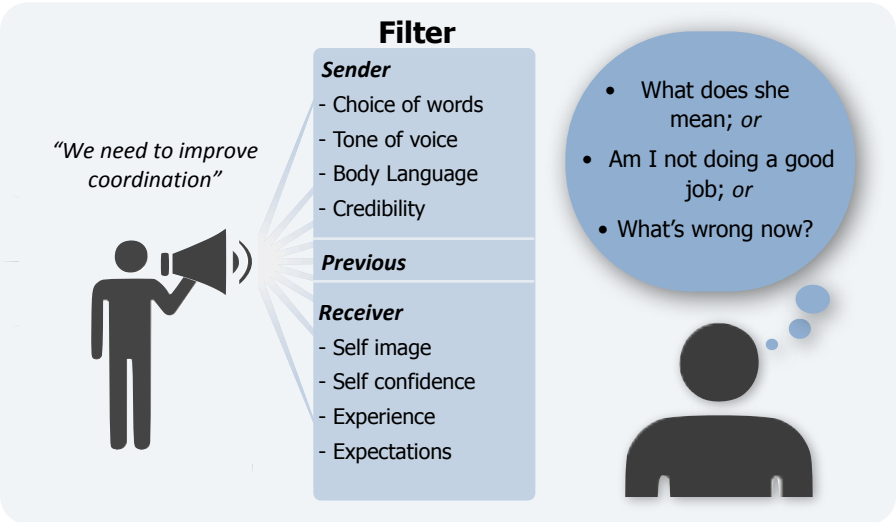
Health warning! Behaviours to build relationships work well, like medicine, in the right dosage. Under- or overused they might actually reduce the effectiveness of the influencing.

3.1.1 Clarify your homework

First, define your objective: what do you want to achieve?
Second, investigate what the other person's interest is. Explore as much as possible what matters to them. What is their agenda? What is their power? Do you have common interests? Explore as much common ground as possible. Common ground can range from the fact that you are both parents or like soccer, to common concerns about the welfare of a group of people or specific humanitarian issues.
Third, once you have completed your homework (yes!) you need to find out how to get a win-win situation. You have three options: a. you can persuade them and say something that would appeal to them; b. you can trade something they want; c. you can use power. The last option usually undermines long-term relationships.
In the process of preparing your approach or doing your homework, as well as during the interaction, you can choose from a range of possible behaviours.

3.1.2 Shaping the communication

Even when we are using the same words, their meaning for the receiver may greatly vary, depending on the context, tone of voice, the relationship between sender and receiver, etc. People comprehend different meanings from the same word or might interpret messages into what you say for positive or negative reasons, depending on their filters. You want to pay attention to how people listen and respond to you, as this will give you clues of what they understood from what you said. This simple example illustrates the range of interpretation of one sentence:

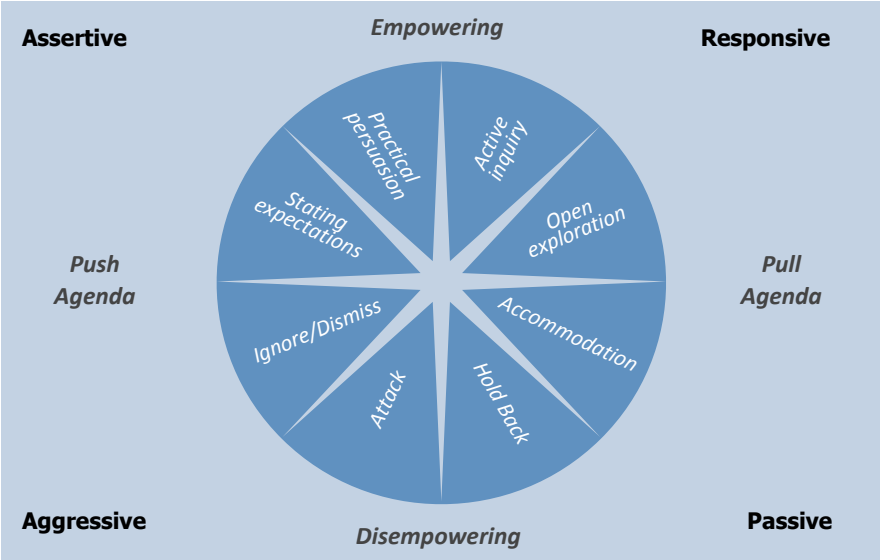


In summary, messages are interpreted depending on

1. **How** the person is sending the message, his or her choice of words, tone of voice, body language and credibility;
2. **The relationship** between sender and receiver
3. The **filter of the receiver**, which could be coloured by his or her self image and confidence, their expectations and their experience.

Successful influencers listen carefully for possible interpretations of the receiver and ask for clarification. They also craft their messages in the way the receiver understands best. This includes using examples relevant in his or her context.

3.1.3 Choosing a behaviour



This chapter gives an overview of the possible influencing behaviour. The secret to success is choosing the right mix in a given situation. In addition, it is helpful to understand your own natural preference, as in stressful situations we tend to revert to those by default.

The two major lines of behaviour in influencing are **advocacy** and **inquiry**, where in advocacy you are pushing your own agenda and when using inquiry, you are pulling the others agenda.

Advocacy

The continuum of advocacy strategies range from being assertive to being aggressive. The following focuses on constructive strategies such as assertiveness. The following points will help your communication when stating expectation or persuading.

- Make your own reasoning explicit, explain how you have arrived at your view and the 'data' upon which it is based.
- Encourage others to explore your view with questions such as: Do you see any gaps in my reasoning?
- Encourage others to provide different views through questions such as: Do you have either different data or different conclusions or both?
- Actively inquire into other views that differ from your own.

On the aggressive end of the spectrum is the attack or the dismissal, which can be outspoken or manifest in silently ignoring the other parties arguments. As both behaviours are disempowering and damaging relationships, we are simply cautioning the use.

On the assertive side of advocacy, you may choose to state your expectations or to attempt convincing through rational arguments and facts. Well-stated expectations clarify to the others what you need or expect and when appropriate it might be helpful to also state the consequences for meeting or not meeting the expectations. While being clear about our position seems self-evident, experience shows that we are often not clear about our needs underlying our positions, which in consequence impacts the clarity of our communication.

Health warning! While we mostly think of our behaviour as assertive, colleagues tend to perceive us more often than intended as aggressive. You may want to ask colleagues for feedback after an intervention to what extent they perceived you to be assertive or attacking.

Inquiry

The modes of inquiry range from passive accommodation and giving away to open exploration and active inquiry.

Constructive inquiry focuses on open exploration and using the range of magic questions discussed in chapter 2.2 on facilitation challenges.

When inquiring into others' views:

- If you are making assumptions about others' views, state your assumptions clearly and acknowledge that they are assumptions.

- State the 'data' upon which your assumptions are based.
- Don't bother asking questions, if you are not genuinely interested in the others' response.

3.1.4 Selecting the tactics

Once the message is clear, it is worth to reflect on who needs to be influenced and if it is possible to influence the person directly or indirectly. The more senior a person or the more complex an issue, the more likely there are "gatekeepers" for the decision-making process. They are actors who control access to the decision maker or the decision-making process in relation to the desired outcomes. For example, a secretary might be the gate keeper for his boss, the OCHA Head of Office might be the gate keeper to the HCT agenda or a colleague we know well might be the gate to his colleague who he knows well.

If you can't influence directly, you may want to analyse who are the gates/or gate keepers to the person you ultimately want to influence. You need to analyse their level of influence on a prospective change (high, medium, or low). You want to know as much as possible on the current position both of the person to influence and the gatekeeper and the drivers of these needs. Do they support, oppose or not have a particular view on the desired change? Based on the analysis of a range of gatekeeper/ gates, decide on which key intermediaries you want to work through.

At that juncture reflect on the different tactical options for influencing you have. Think of what options are available to you and what the impact on the receiver and their readiness to be influenced are:

Options	Possible positive impact	Possible negative impact
Private	Might generate more openness for dialogue and creative solutions;	No follow through as there is no public accountability;
Public	Public pressure; open discussion including other actors; wide reach;	Loss of face; escalating when there is open disagreement;
Direct	Fast; limits discussion to people involved;	Might be perceived as confrontational;
Indirect	Gives people time to reflect; saves face when exploring sensitive subjects;	Might be misunderstood or ignored;
Building relationship	Long term investment; Might help in a sustained way;	Low return of investment on short term basis; no return when there is a frequent turn over of decision-makers

It is important to assess the risks of each tactical option, bearing in mind that these should be weighed up against the potential benefits for affected people. When deciding which approach to take, you may want to prioritise the approach that is most likely to succeed, balanced against the potential risks of the approach.

3.2 Negotiating

Humanitarian coordination involves frequent negotiation. Whether we try to establish consensus among a group of people or with individuals, negotiation is at the centre of most coordination processes and often a precondition for effective joint action. Negotiation is so frequent in our everyday life ("Where do we go for lunch") that we often negotiate without realizing it.

This chapter focuses on negotiations within the humanitarian community. It does not focus on negotiations with non-state armed actors or negotiation for protection, access and assistance for affected people. There are two very good manuals available: one, written by OCHA and by the Centre for Humanitarian Dialogue, which focus on the specifics of humanitarian negotiations.[10]

Generally, our negotiations are based on one of three paradigms: Power, rights or needs. While humanitarian negotiations are guided by humanitarian principles and a rights-based approach in we are focusing this chapter on principled, needs based negotiation. In this chapter you will get tips about your negotiation style, preparation of negotiations, behaviours in the actual negotiation and follow-up. It helps you to prepare and conduct negotiations in the context for coordination with other humanitarian organizations, e.g. in HCTs, cluster or cluster-coordination meetings.

3.2.1 Negotiation styles[11]

All of us have preferences on how we are dealing with conflicts, our natural style. Depending on our focus, we might decide to be more assertive or more cooperative. As we develop our skills we are ideally aware of our 'reflex' style and expand our options to manage negotiation.

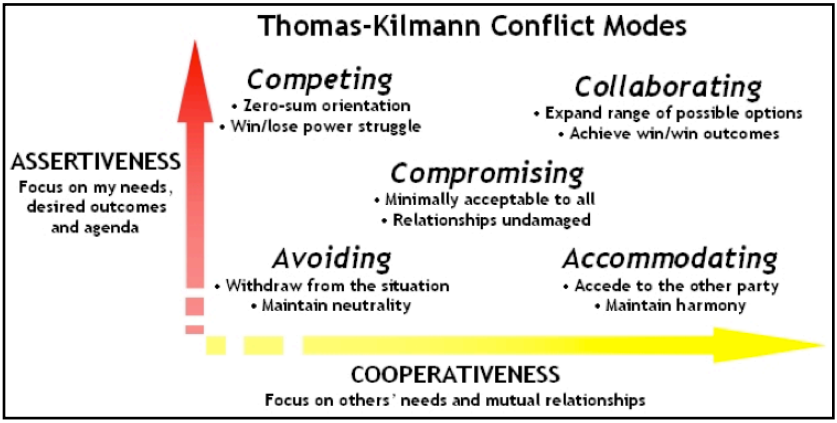
There are three possible outcomes of a negotiation: a win-lose, a compromise or a win-win outcome. Each one has advantages and disadvantages.

- When we are **competing**, we care highly about our needs and little about the needs

10 See Gerard McHugh, Manuel Bessler (2006) and Mancini-Griffoli et. al. (2004).
11 Based on Conflict Mode Instrument developed by Thomas-Kilmann.

of the others. In other terms, we agree on the price of a damaged relationship for the sake of wining in the negotiation. As we are often inter-dependent of each other, each time we win, somebody else with whom we are likely to work on other projects too, will lose and resent the outcome.

- The opposite style of **accommodation**, values the relationship and the needs of the other higher than our own needs. With this style, we lose and don't meet our needs.
- When we **compromise**, usually each party gets something. Compromise approaches tend to be soft, ensuring the relationship is maintained, usually avoiding confrontation and focusing on meeting each other half way. Negotiators might not reach the best quality outcome as they might be too concerned to find a compromise and not challenge themselves and other hard and creatively enough to find the best solution.
- When **collaborating**, you maintain a high concern for the other and the relationship, while exploring the needs of the others and push for a **win-win solution**.



The core message of collaborative negotiation strategies is to abstain from positional bargaining, to identify the needs of the other party, and to come up with a solution, agreeable for both.[12] In practice, this means that the negotiator identifies his or her own needs and the needs of the other party in a first step, and then re-phrases and "re-frames" the issue at stake in a way that is similar to the following: "How can we satisfy your needs to achieve…, while simultaneously satisfying my needs to achieve…". By going beyond the positions of the parties and focussing on their needs, this collaborative negotiation approach can help to create options for mutual gain, to deescalate the situation and to "separate the people from the problem".

12 See Ury, Fisher and OHRM sources.

During a collaborative negotiation process, the negotiator should insist on reaching a result based on objective criteria and strive to be "soft on the people and hard on the problem". While the goal of "soft" positional bargaining is to reach agreement and the goal of "hard" bargaining is to reach victory over the other party, the goal of **collaborative** negotiation is to reach a wise outcome efficiently and amicably. The above chart exemplifies the the different negotiation modes.

3.2.2 Preparation

Verify that:

- You select the appropriate counterpart who has the power to negotiate and deliver what you need.
- There is joint interest in achieving a settlement.
- It is possible to come up with creative options as more than one potential outcome is achievable.

Explore your needs and options:

- Define your negotiation objective. What is your issue? What outcome do you want?
- What are you needs and what do you really want? List all your interests and prioritize them so that you have clarity of what you could let go of and what you want to defend.
- Think of the leverage or power you have to influence the other party. What can you offer as an incentive? (add footnote: There is always the possibility to think of threats as well, however, to stay credible you need to be ready to carry them out, which usually damages the relationship and does not lead to a collaborative outcome).
- Think of your best alternative to a negotiated agreement (BATNA). What will you do if the negotiation fails.
- What is the minimum you are prepared to accept?
- What are all the issues you could negotiate over (time, money, quantity, quality)?

For following a *collaborative* negotiation approach you should also know:

- Ensure that you have clarity about what your organization can deliver to manage expectations of your partner.
- Find out as much as possible about your counterpart through colleagues, internet, and any possible contact you can make.
- Where are they from? What matters to them? General knowledge helps you to build rapport and establish common ground, which builds trust.
- What is the negotiation style? What are their personality preferences?
- How much power do they have, to negotiate, to influence others or to move resources? What is their relationship to other key people?

- What are his/her values and organizational mandates which might impact the negotiation?
- What is their position? What are the underlying needs leading to this position? Why are they taking this position?

Strategize:

- How can you **reframe** the issue in a way that acknowledge the necessity to satisfy the needs of both parties?
- Which options could be available for mutual gain? When considering options, you want to be as creative as possible. Ask yourself: What options could a colleague, an experienced negotiator, a creative thinker come up with? Brainstorm with your team.

While it is important to prepare these questions, there is high likelihood that you will learn more about your counterparts' needs and more options for solutions can be brainstormed with your counterpart during negotiations.
Consider timing for negotiations. There are good and bad times to negotiate. Bad times include those situations where there is:

- A high degree of anger on either side;
- Preoccupation with other issues;
- A high level of stress or fatigue; or
- Inadequate time on either side.

Schedule negotiations when there is sufficient time in a private, conducive space.

Negotiating as a team

Discuss your negotiation strategy in your organization with colleagues above, below and beside you in the hierarchy to ensure your discussions are aligned with the values, principles and legal standards of your organization. Your feedback loop is likely to inform into parallel negotiations of your colleagues.

3.2.3 In negotiation

During the negotiation use questions to explore the other person's concerns and needs. You might already have a sense of these needs. However, genuine interest in the other party's needs will deepen your understanding of the "real problem" behind her or his position and signals readiness to look for a mutually acceptable solution. A profound understanding is important to identify creative solutions at a later stage. You might want to try:

- *What makes you say that?*
- *Why is this important to you?*

- *Which aspect is most important?*
- *What are your concerns?*

Listen actively to what the other person is saying. This can help you to gauge the issues of greatest importance to the other party, and which issues they are most likely to compromise on.

After understanding the needs of the other party, you also have to clarify what **you** need and why you need it and possible implications. Start with what you ideally want, and have other options ready for which you would settle. Often there might be disagreement regarding the method for solving an issue, but not about the overall goal.

Culture - Relationship - Interpreters

Be aware of cultural differences that might inform the views of your counterpart. They may be in any of the areas listed: relationship with authority, male-female relationships, respect for rules, flexibility of timelines, preference for direct or indirect communication, preference for a more collectivist or individualistic approach, pace and place, orientation towards achievement or relationships and the customs of bargaining.

Create a viable working relationship based on respect. Do not make concessions on substance simply to maintain good rapport. Acknowledge emotions and spend more time listening, than talking.

Work intensively with your interpreter before negotiating with translation.

Reframing

When **reframing** the issue at stake it is useful to first signal understanding about your needs of the other person before stating your own needs. This allows the other party to relax and to listen to suggestions:

- Speaker: "This is not my priority and I cannot keep the deadline"
- Listener reframe: "How can we structure the process in a way that allows **you** to complete your priorities while keeping the deadline so **I** can move on with the work?"

Brainstorm options

Once you have found a reframe that works for both parties, start thinking of options together with your counterpart if possible. Be creative.

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13 This text is a summary from Mancini-Griffoli, Deborah and Picot, Andre (2004): Humanitarian Negotiation – A handbook for securing, access, Centre for Humanitarian Dialogue, p.36

Producing a successful agreement[12]

A successful agreement meets five requirements:

- It meets the needs of affected people.
- It can be implemented. This means that you only agree on what you can deliver. Ensure that your resources and internal processes allow you to deliver what you have agreed upon.
- It details specific obligations and responsibilities. Clarify who will do what, by when to ensure that everybody can monitor the implementation and there is no assumption or misunderstanding which leads to a break down.
- It is sustainable. A good agreement last over a significant period. Do your best to ensure that the organizations will honor the agreement, if staff leaves and players change.
- It nurtures the relationship for future negotiations. A successful agreement will be the beginning, not the end of a good working relationship with your counterpart.

3.3 Resolving disagreements

Disagreements are a pervasive and inevitable part of any group and, if handled well, can lead to growth and development of teams as well as of each individual member (chapter 4 on team development).

Positive outcomes can include:

- awareness of problems and encouraging change
- better decisions and more creativity
- heightened interest and energy in the group
- increased cohesiveness and clearing the air.

If a team tends to avoid disagreements, resolves them prematurely, or stifles any discussion of differences, serious difficulties will arise. Relationships among partners and the team's effectiveness and productivity will suffer. Unless a group is able to withstand the stress of a disagreement among members, it is not likely to last very long. The trick is to disagree on issues without being disagreeable in relationships.

Steps to resolve disagreements

1. **Recognize symptoms:** overt symptoms include: anger, disengagement, being quiet, body language, cliques forming, and arguments.
   Hidden symptoms include: low energy, non-attendance, lateness or leaving early, mistakes, not socializing.

2. **Tackle it early:** left alone, conflict grows and spreads.
3. **Identify the causes**[14] **-** sources of conflict include:
   - Unclear goals;
   - Ambiguous or lack of strategies;
   - Heavy systems (methods of communicating);
   - Unclear roles and structures (division of responsibilities; physical barriers);
   - Conflicting priorities (differing values);
   - Conflicting working stiles or personalities.
4. **Focus on core issues** and avoid personalizing problems.
5. **Consider each point of view:** use active listening.
6. **Invite suggestions on the way forward:** focus on solutions and building consensus.
7. **Check agreement of all stakeholders:** check back that everyone accepts the resolution.

Clarify expectations
Experience has shown that conflicts are reduced or more quickly resolved when teams have clarified goals, roles, process and agreed on a work plan.

While these steps look like a neat plan, in reality, the obvious causes are often only a surface manifestation of underlying root causes. The actual process of dealing with one might lead to deeper layers and the identification process is like peeling an onion, layer by layer.

3.4 Dealing with 'impasse'

An impasse occurs when key stakeholders are unable to perceive effective solutions to their dispute or differences. People feel stuck, frustrated, angry and disillusioned. They may dig their heels in deeper, adopting extreme or rigid positions, or withdraw from cooperation altogether. Whatever the reaction, an impasse can offer an opportunity to negotiate a solution to the conflict. Therefore, rather than avoiding or dreading an impasse, see it as an opportunity for a breakthrough. However, parties have to stay with the problem and not engage in avoidance behaviour, like moving to another subject.
When you arrive at an impasse where different parties don't seem to be open to inquire their own views any longer, the following might advance the conversation:

- Ask participants what data or logic might change their views.
- Ask if there is any way in which they can design together a process which might produce new information.

14 See Chapter 4 on facilitating effective team work.

When others are hesitant to express their views, or to experiment with alternative ideas, encourage them to think out loud about what might be making it difficult? What is it about the situation and about me or others, that is making open exchange difficult? If there is a mutual desire, design with others strategies to overcome these barriers.[15]

Techniques for breaking an impasse

- ✓ Remind all stakeholders of the humanitarian consequences of failing to reach an agreement, and the potential damage to longer-term relationships.
- ✓ Ask them to discuss what happens if no agreement is reached.
- ✓ Find out where people stand and how strongly they feel.
- ✓ Retrace progress and summarize areas of agreement and disagreement.
- ✓ Confer and invite suggestions – use probing questions.
- ✓ Gather further information or 'evidence'.
- ✓ Build consensus in mixed small groups, such as sub- or working groups, then get representatives to report to the steering group.
- ✓ Set a time limit and then suggest the issue goes to a majority vote.
- ✓ Meet with primary disputants and ask them 'What do you need to move forward?'
- ✓ Bring disputing parties together at a separate time and facilitate conflict resolution and problem-solving.
- ✓ Check if the problem needs to be solved at another level of authority

15 Peter Senge (1990): The fifth discipline, The ARt & Practice of The Learning Organization, p. 201.

Facilitating effective teamwork

4

4.1 The way to high performance

A team becomes more than just a collection of people when a strong sense of mutual commitment to a common goal creates synergy greater than the addition of individual performances. This chapter outlines what it takes for a group of people to become a team and thus generate collective leadership. It outlines effective ways to clarify roles and responsibilities, to define goals, and to manage the information flow. It will help you to adapt your leadership style to the maturity of the team and the situation you are in.

New groups Time *Effective groups*

Phase	**1. Forming**	**2. Storming**	**3. Norming**	**4. Performing**	**5. Adjourning**
Relationship	dependency	conflict	cohesion	interdependence	reducing dependency
Behaviour:	group looks to leader for support	conflict about leadership, power and authority	testing of common goals emerges	a real team; relationships work well	completing and disengaging
Tasks	orientation	organization	data-flow	problem solving	dissolution
Behaviour:	what are we here to do? what are our goals?	organization of rules, procedures, structures, roles	information and ideas begin to be received and shared	effective team, high performance of appropriate tasks	lessons learnt, handover, closure

Bruce Tuckman

There are a range of models illustrating the stages of team development. While the names and stages may differ, each model indicates that:

- there is a developmental process with a number of stages;
- this developmental process is not necessarily linear;
- the time spent at each stage may vary depending on the group;
- groups tend to go back in stages, if there is a significant change in membership or leadership.
- a group may never reach the final stage to become fully developed.

The diagram above combines Tuckman's stages of group development, and Blake and Mouton's 'Managerial Grid'.[16] Using Tuckman's model, consideration can be given to the differing responsibilities of the coordinator, the likely leadership style, and tasks at each stage of team development.

Stages of team development	Coordinator's role
Stage 1: Forming The under-developed team	• Connect individuals with each other and allow time to connect with each other, even if it's only a minimum because of the emergency. • Advocate for, and reassure partners of the importance, and value, of their involvement. • Set goals or facilitate their collective development • Outline roles, responsibilities and expectations of involvement. • Quickly establish systems to enable partners to get acquainted, collaborate, and exchange information and resources.

16 Blake, R R and J S Mouton (1964) The Managerial Grid, Houston, Gulf Publishing Co.; Tuckman, B W (1965) 'Developmental Sequence in Small Groups', Psychological Bulletin.

Stages of team development	Coordinator's role
Stage 2: Storming The developing team	• Clarify structure and decision-making mechanisms. • Define guiding policies (e.g. standards), systems (e.g. information management [IM]) and targets (e.g. strategic response plan). • Offer opportunities for proactive involvement. • Ensure follow-up on agreed actions. • Recognise and support the capacity-building needs of smaller partners as far as possible (e.g. IM systems). • Acknowledge tensions and emotions. Reframe complaints into outcomes participants are looking for (see 2.2. tip 2). • Facilitate conflict resolution through open dialogue.
Stage 3: Norming The developed team	• Facilitate broad involvement in ongoing planning, resource mobilization, IM, policy-setting, M&E. • Acknowledge and encourage partners' contributions. • Delegate and provide support to working groups. • Coach coordination team members, including government counterparts as appropriate.
Stage 4: Performing The mature team	• Seek feedback on performance and facilitate exchange of lessons learned and good practice. • Extend partnership opportunities and external relations. • Promote leadership opportunities for partners. • Facilitate opportunities for capacity-building.
Stage 5: Adjourning	• Complete and disseminate lessons learnt. • Complete capacity building to ensure handover of remaining activities, structures. • Complete capacity building to ensure handover of remaining activities, structures. • Acknowledge achievements and plan a goodbye party.

4.2 What do effective teams do?

The following chapter explains the dimensions a coordinator needs to pay attention to and the simple ways to facilitate the group reaching clarity in each dimension. The four

dimensions of the 'GRPI' model of team effectiveness suggest that, for any team to be effective, it needs to demonstrate clarity and agreement around:[17]

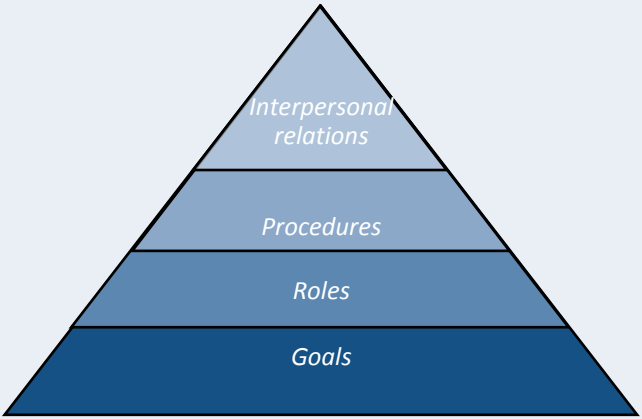
Goals – what the team is trying to achieve and the best way to achieve this. This can also be thought of as the 'strategic direction' of a team.

Roles – who does what in order to fulfil team goals; and how the various roles interact and communicate with one another.

Procedures and processes – how work gets done.

And to have honest and effective:

Interpersonal relationships – the way that team members interact with one another, and the degree of trust that they have in one another.



The model puts these elements of team effectiveness in order of importance. The most important step to 'get it right' is clarity around goals. The next step is clarity around roles. After this, the team should concentrate on procedures/processes, and only then on interactions. This chapter will only touch on inter-personal relations as as we assume that good relationships are the consequence of using the processes, tools, and tips in this booklet.

17 Originally developed by Beckhard. See Beckhard, R. (1972) Optimizing Team Building Effort, Journal of Contemporary Business, 1 (3).

This approach differs from many team-building approaches, which focus primarily on the 'interpersonal' elements (building trust for example). In the GRPI model, lack of effectiveness or conflict within the team is seen less as a result of 'personality clashes', and more as a result of (often hidden) disagreements around what the team should be doing, and who should be doing what.

Analyzing challenges and coming to conclusions on what to do about it is one the core functions of teams. At the same time, participants at all levels of humanitarian coordination complain about the lack of strategic focus and describe the coordination for a more as information exchange mechanisms then as strategic decision-making bodies.

In effective teams, members understand their individual and the collective role and the responsibilities which come with it. This usually manifests in the terms of reference.

They have defined how they interact with other bodies and manage the communication flow. They discussed who provides information, who makes recommendations and who decides as well as who triggers when the information flow.

Effective facilitators know how to manage a decision-making process leading to fast decisions of good quality.

The following chapters describe ways to facilitate the clarification of:

4.2.1 **Goals**

4.2.2 **Roles and responsibilities**

4.2.3 Managing the **information flow**

4.3 **Inter-personal relations**

4.2.1 Clarifying goals

It is, of course, extremely important that everyone in the team works towards the same goals. If you have decided to concentrate on clarifying your goals, the following exercise will, hopefully, prove useful.

The first area where you need to achieve clarity is that of your **overall objective**. To better understand this objective, ask the team the question:
"In this situation, what does success look like"?

The answer should be possible, but difficult to achieve: for example – "*No household in this area becomes destitute as a result of the drought*"; or "*Acute malnutrition rates drop (perhaps with the target - below x% in the next y days*"; or "*all households are in adequate and appropriate shelter, in areas where they are able to pursue their livelihoods, within x*

days." Answers can be fairly general "*livelihoods are protected*" or more specific: "*all households retain at least half of their productive assets*". The more specific your answers are at this stage, the less work you will have to do at the next stage!

Second, the group needs to clarify how they will best use their limited resources to move towards this objective.

This is best done by answering three questions:

1. What are the **needs** related to this objective?
   One way to answer this question is to ask – what is the problem we need to solve to achieve this objective?
   Identify the main problem (for example: x% of children are acutely malnourished, or there are a large number of violent incidents in camps: women particularly report not feeling safe). Ask "*why is this happening*" – and record all the possible reasons on the board.

   If you have a lot of answers (there are a large number of factors contributing to the problem), you will need to establish which ones are the most important – which make the biggest contribution to the problem. You can do this through discussion, or by using a problem tree, or similar method.

   The **needs** are the key factors that are contributing to the problem.

2. What are our **capacities** as a team?
   Your capacities, as an office, are those things, which you have the skills, resources, and experience to do successfully. Ask – what have you done that has worked well? Do you still have the skills and resources to do that again?

3. Which **other interventions** are currently being made to address the problem?
   To prevent duplication, you should also consider activities that are ongoing, or which are planned, by government, civil society groups or other agencies to address the problem: who is doing what?

When you have answered these three questions,

1. Take all of the answers together, and try to identify: The **needs,** which exist, which you have the **capacities** to fulfil, and which are not being addressed by **other interventions**. These are the team's specific goals – the issues that you are all working to address.

2. For each of these specific goals, you should then identify key actions that you will take to address the need.

You might find that - even within the boundaries of those things which your team has the capacity to do and which are not being addressed by others – there are too many actions for you to take. Review Chapter 5 on decision-making, as well as Tool 8 in the "Toolbox", to get some ideas on how to set priorities.

4.2.2 Clarifying roles and responsibilities

When coordinating different organizations and bodies at different level of decision-making, clarity of roles and responsibilities as well as management of the interface between them is vital. Formal terms of reference and global manuals are important guidance notes. Based on them, teams in the field have to make sense of their local reality and define with clear language who has to deliver what and how they will relate to each other.

It might be useful to ask participant (groups) to describe how they see their role or key functions on a flipchart and where they see interactions with other groups.

Alternatively, you may want to ask different groups to describe on cards how they see the role of the others. Then, each group takes the expectation of the others and lists how they see their role.

In our experience most groups assume a lot of each other, which leads to irritations, as then expectations are not met. Example: *I assume, as part of your role you are writing a strategy. If this is not clarified, I might wait for a long time for the strategy.*

While the discussion seems basic, it is essential with new teams and after a high turnover to spend some time to clarify roles and responsibilities.

If the problem around roles arises from confusion about **who makes which decisions about what**, then the following approach might help. First, clarify the different roles that people might have in a decision. Common roles include:

Decides: makes final decision: fully accountable
Recommends: Collects information & proposes options
Consulted: Provides information – has 'right' to input to decision-making process
Informed: Has the right to be informed of decision
Performs: Carries out decisions
Initiates: Starts a process

In the context of an HCT, these could be some examples of clarifying roles and responsibilities.

	Ana, HC	*John, Director Cluster Lead Agency*	*Katia, OCHA Head of Office*	*Tsering, Cluster Coordinator*
Emergency Response	Initiates	Recommends	Consulted	Consulted/ Performs
CERF funding	Decides	Recommends	Consulted/ Informed	Consulted/ Performs
Advocacy on specific areas	Consulted	Decides	Consulted	Performs
Advocacy on access	Decides	Consulted	Recommends	Informed

4.2.3. Clarifying Processes: Managing the information flow

More often than not, you might have facilitated a good discussion, but the minutes are either not written, finalized very late, or only distributed to the participants and not to all the people who are responsible for implementing the decisions. As a chair, make sure that you distribute the minutes to the people who are with the implementation, or that participants agree to share them.

Health Warning! Many terms of references lack sufficient clarity, and often members are not aware of existing guidance, a discussion of roles and responsibilities is a necessity to prevent misunderstandings.

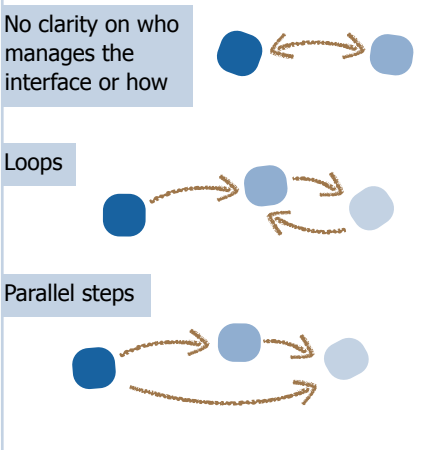
As a chair you also need to ensure that those giving input to the meeting (field offices, NGOs represented by others) have had enough time to give input to their representative. While it should be part of good management, field offices often feel deprived of the possibility to contribute due to short deadlines for input.

Tips:

- Be clear when inviting who should contribute through others even if they don't attend the meeting (e.g. field offices).
- Discuss with others who initiates communication. Sometimes people have valuable information but are not sure if they can just approach you. Even if they are not part of a 'core group' or regular attendees, ensure that you have an agreement on how they can highlight important information for the meeting.

- Agree on who gets feedback after the meeting and who is responsible for giving it.
- Ensure that you sequence your meetings so that the results can feed into conversations at different levels. Example: If you have a field coordination meeting, ensure it takes place before the national meeting so that any requests can be fed up. At the national level, ensure that you take notice of the field discussions and give feedback to the field level. Other sequences are between cluster and inter-inter-cluster meetings or between inter-cluster and HCT meetings.
- In addition to the roles we often have to clarify who manages the interface between two actors. For example, who initiates a conversation? Who triggers a request? Do you give feedback when a process step is completed? Do you sequence meetings so that the communication for example flows from the sub-national cluster to the national to the inter-cluster to the HCT? Who manages this flow and the inter-faces between the different bodies. This is particularly important when there are different levels of hierarchy.

Watch out for common interface problems



4.3 Understanding and managing inter-personal relations

While, ideally, personality clashes are dramatically reduced when a team has clarified goals, roles and procedures, different personality preferences impact the team dynamics and the effectiveness of the teamwork. Understanding that people have different working or relating to others helps to understand our own needs as well as the preferences of others. It often de-personalizes conflicts. For example: If you know that your colleague's natural instinct is to talk in order to find a solution, you may bear with him or her, even though you personally would want to think through it first by yourself before discussing with others. This might be interpreted as not keeping others in the loop or being participatory, but it may originate from a personal preference of figuring out problems before sharing them.

There are many psycho-metric tools in the market, designed for people to understand themselves better and for teams to analyse their strengths and weaknesses. Most tools require a trained facilitator to explain the scope of the assessment, and help individuals

and teams to make sense of the results.[18] A facilitated session to look at individual preferences and team strengths and weaknesses can help to make most of the team's potential. It also helps to address irritations, which otherwise might not have a constructive outlet. Using the knowledge about the diversity in teams, improves communication and work practices, and helps teams to function more effectively.

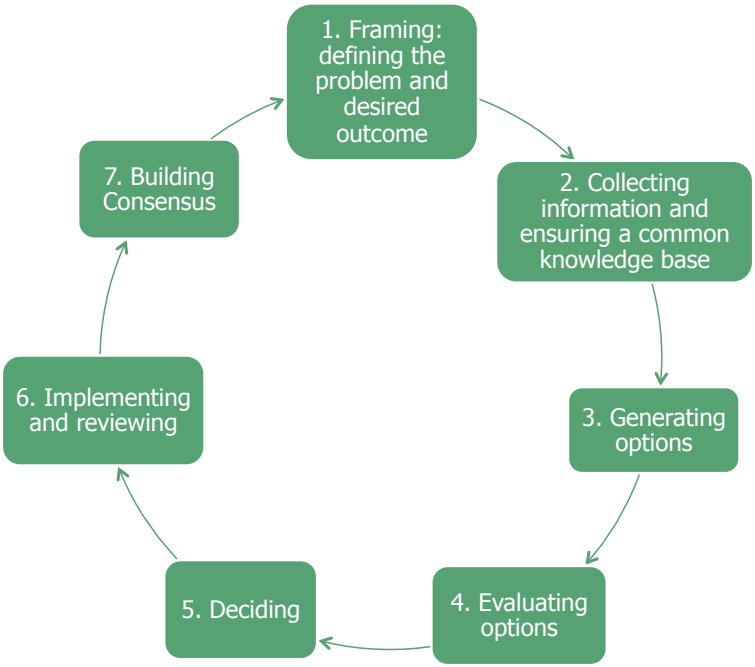
Please also refer to chapter 1 on building collaborative partnerships and chapter 3.1. on influencing strategies, which includes effective attitudes and behaviours to build good inter-personal relationships.

"We like to bring together people from radically different fields and wait for the friction to produce heat, light and magic. Sometimes it takes a while."

18 Mark The most common tools are the Belbin, www.belbin.com and the Myers-Briggs-Types Indicator (MBTI), www.opp.eu.com; www.business2community.com.

5 Facilitating effective decision-making

No process guarantees the right decision. However, a good process identifies steps which increase the likelihood of a good decision. Specially, under time pressure, there is a tendency to jump to solutions when even the scope of the challenge or problem is not defined. This chapter outlines six steps for effective decision-making and introduces questions to ask for each phase.



5.1 Framing: defining the problem and the desired outcome

In this step the team ensures that they decide about the right thing.

Under pressure, groups and individuals often attempt to make decisions about issues that are 'comfortable' or familiar. So, for example, groups may attempt to answer the (familiar) question of: "*How much assistance do people need*", rather than the (often better) question: "*Do people need assistance*". Before starting a decision process, consider the situation – are you really making a decision about the most important issue?

Consider the situation and decide what the decision is about. What is the challenge, the problem or the issue? The quality of the decision will be measured in the end by asking if it addressed the stated problem. Asking the question will also clarify if all team members have the same understanding of the nature and extent of the challenge. This step of often overlooked as the team assumes a common understanding which might not hold the test. In this step, the group identifies, what needs to be decided.

SWOT Analysis

The SWOT Analysis helps to identify internal and external factors that are favorable and unfavorable to achieving an objective and could be one tool to identify the problem:

- **S**trengths: Internal characteristics of a project that are helpful to achieve the objective;
- **W**eaknesses: Internal characteristics that are harmful to achieve the objective;
- **O**pportunities: External elements that the project can exploit;
- **T**hreats: External risks that threaten success.

SWOT Analysis		
	Helpful	**Harmful**
Internal	*Strength*	*Weaknesses*
External	*Opportunities*	*Threats*

Another tool might be the problem tree.

5.2 Collecting information and ensuring a common knowledge base

Depending on how you have frame the problem and defined the desired result, facilitate a discussion on what information you need to take a decision.

Clarify which information is available, in which geographical areas and for which population groups you will need the information. Ensure all important and available data is accessible and shared.

Make sure the team has all the information it needs and establish a shared understanding about basic facts (when, where, how, how many...), as well as the root causes of the matter (why, who...). The problem tree diagram can help to deepen the understanding of underlying causes. In the case of a planning exercise, facilitate a graphic overview of needs assessment data and capacities available. A clearly mapped needs and capacities will quickly show gaps and overlaps.

Discuss with your team members what parameters you are using for data collection and analysis. Agree on standardized place names and use common baseline sets.[19]

In an emergency, information is often difficult to obtain. Before launching into information collection, the group needs to identify the key information that they need to know, where they can get them from, and for how long they have to get this information. Answering these questions can save a lot of time and frustration later.[20]

5.3 Generating options

Open up the discussion with creative strategies. Facilitate a quick generation of as many ideas as possible. The temptation is often to debate each option as it is generated. It is quicker and more effective to generate options first, and then discuss them in the next phase. Ideas are best generated in an environment that spares judgment and acknowledges the opinions of minorities. Encourage engagement and interaction (e.g. brainstorming). Be neutral at this stage. Restrain from advocating for one option, as this narrows down the focus of the discussion. Playing through situations and creating examples of actions and outcomes allows patterns to emerge and is a good way to identify workable solutions in complex situations.

Generating ideas

Ask each team member to note down three ideas on a post it each and then turn to their neighbour and exchange their ideas and generate more. This team of two can then join two other people, exchange and add more ideas, which can then be shared in plenary. This technique allows introverted or shy people to equally contribute their ideas.

In order to assess the strategies at a later point, it is important to keep track of the ideas (e.g. flip-chart or LCD projector) in a way that all participants can see them.

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19 See for more information: http://cod.humanitarianresponse.info/about-codfod

20 Please see the OCHA Guidance Note for the 2014 Humanitarian Needs to prepare a more evidence-based information collection and analysis to prepare decision-making for strategic planning. https://assessments.humanitarianresponse.info/guidance

5.4 Evaluating options

At this step the group analyses the options and weighs pros and cons of each one. Using any of the following tools increases transparency and participation.

The group might also define guiding principles or 'red lines' such as humanitarian principles.

Options can be analysed against risks and opportunities or agreed decision-making criteria to decide between one action and another.

While these decision-making criteria will not make the decision for you – they do not substitute for judgement and for difficult decisions – they help clarify how to prioritise, and they will also give the team a common language and understanding of how decisions are being made.

Common criteria for prioritising humanitarian actions include: number of affected people, cost, time to implement, longer/short term impact/ sustainability, funding available, response capacity, security and access.

The right criteria

The tools can **only** be as good as the decision-making criteria! Choosing inappropriate criteria or weighting them inappropriately will lead to "wrong" decisions!

1. Brainstorm together all the criteria which are important for your operation.
2. Now decide whether all of the criteria are equally important. If you think that some of them are more important than others, you can arrange them in order of importance (this is best done by using cards or post-it notes on a wall, putting the most important criteria at the top, and the less important ones lower down).
3. Finally, evaluate each action according to these criteria.

Tools to analyse options in a team

The following tools present several options for evaluating.

5.4.1 Decision Matrix

This matrix helps to organise the complexity of those factors that impact the decision-making. In the first step, the team identifies and agrees on the decision-making criteria they want to use. Subsequently, it lists the criteria in the first row and the available options in the first column of the matrix. The team continues by assessing each option according to the criteria. In the "simple" version the team assesses the options verbally (e.g. low, middle, high; yes/no). A "no" might lead to the exclusion of an option. In the examples below, the team decides who is the best provider for shelters.

Decision Matrix (simple version) Example: Decision about choosing a vendor for shelter					
Options	***Price***	***Speed of delivery***	***Local procurement possible***	***Provider has good track record***	***Adheres to Sphere Standards***
Provider 1	*low*	*2-3 weeks*	*yes*	*yes*	*no*
Provider 2	*low*	*3 days*	*yes, partly*	*yes*	*yes*
Provider 3	*high*	*1-2 weeks*	*no*	*did not work with any agency before*	*yes*

In the "advanced" version of the decision matrix, the team adds an further column to the matrix, in which it states how much weight it want to give each criteria (e.g. 30%). It continues by grading the options (e.g. 1-3). In the final step, it weights each grade (e.g. 2*30%) and sums up the results to a final grade.

Decision Matrix (advanced version)						
Options	***Price***	***Speed of delivery***	***Local procurement possible***	***Provider has good track record***	***Adheres to sphere standards***	***Total***
Weight	***30%***	***50%***	***10%***	***10%***	***exclusion criteria***	
Provider 1	*3*	*1*	*3*	*3*	*no*	*X*
Provider 2	*3*	*3*	*2*	*3*	*yes*	
Provider 3	*1*	*2*	*1*	*2*	*yes*	

In the example above, the team would decide to purchase shelter from "Provider 2".

- **Provider 1**: 2.0 points (no adherence to Sphere Standards);
- **Provider 2**: 2.9 points;
- **Provider 3**: 1.7 points.

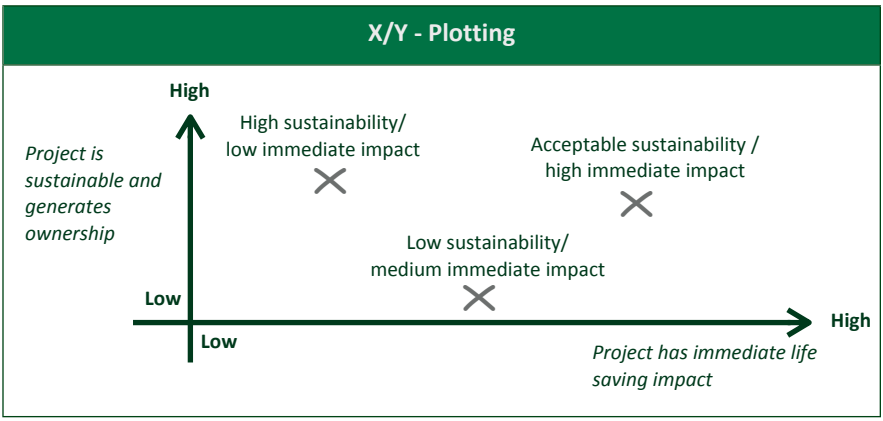
5.4.2 Risk-Benefit Analysis

This analysis weighs the risk of an action against its benefits. The "Acceptability" of a proposed strategy can either be described in verbal terms, or in numeric terms as result of dividing the level of benefits by the level of risk (B/R). In the example below, the team decides on its preferred advocacy strategy.

Risk-Benefit Analysis					
Options	**Risks**	**Level**	**Benefits**	**Level**	**Acceptability**
Advocacy via public media campaign	*Escalates relationship with stakeholder x*	***high***	*Platform to mobilise civil society*	***medium***	*medium - are we ready to take this risk?*
	Possible shut-down of programme	***low***	*Speed of action*	***high***	
Closed-door advocacy	*Escalates relationship with stakeholder x*	***low***	*Sustainability of action due to buy-in of government*	***medium***	*low - unlikely that objective can be achieved in time*
	Limits future access to decision makers	***low***	*Speed of action*	***very low***	

5.4.3 X/Y Plotting:

Plotting options on a two-dimensional graph allows to visualise main characteristics of multiple strategies in a quick and simple way (e.g. impact vs. costs). This risks, however, oversimplification.



5.5 Deciding

Agree who decides and how you will decide. Typically, the following options present themselves: a. group consensus, b. majority vote (e.g. 50%, 60% or 70%), c. leader decides (with or without group consultation), d. the team delegates the recommendation for a decision to a technical working group. A team might quickly agree in which situations they follow a certain modus, e.g. usually they decide by consensus; in emergencies they vote or let the leader decide.

Before agreeing on how to decide, you may want to consider the following principles to guide the decision-making:

- Everybody takes collective ownership for decision-making.
- Agree that all team members accept the outcome, even, if it does not reflect their preference.
- Decisions are guided by adherence to international humanitarian law and humanitarian principles.
- Decision-making should be timely and actionable, with follow-up actions measured and monitored.

Agree. Ensure that the position of the formal leader is understood. If the group is making the decision, when an individual is accountable, then that person needs to be able to prevent a decision with which s/he cannot agree. This is possible with a veto power over group decisions.

For each decision, it needs be clear who is responsible to implement it and how the group will monitor the implementation. It is useful to track action points of the decision visibly to everybody, as this increases peer accountability.

5.6 Implementing and reviewing

Emergency situations change swiftly and the group needs to be prepared to review the consequences of their decisions and if necessary, adjust. Monitoring of the implementation and impact of decisions should be part of the action plan, detailing who is responsible by when.

5.7 Building consensus

Consensus-building means to develop the maximum agreement among people while drawing on as much of everyone's ideas as possible.

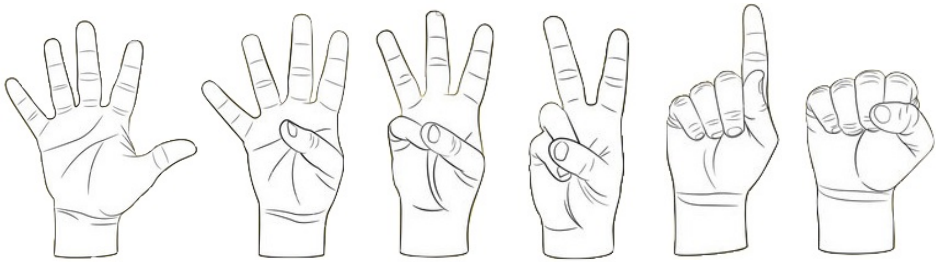
Consensus-building is a useful process to encourage participation and ownership, and can lead groups to create innovative solutions to complex problems. However, it is only

When is consensus-building most useful?	When should consensus-building not be used?
• When partners have perspectives and information of value to the decision- making, prioritization and planning process. • Provided there is buy-in, which is crucial to commitment, ownership of decisions and follow-through. • If the way forward is in doubt and/or solutions are ambiguous. • If solutions require interdependent action by stakeholders. • If power, information and implementation is fragmented among many stakeholders. • If stakeholders hold conflicting views yet unity on major decisions is required to uphold standards. • When good relationships among key stakeholders are needed in the future. • Provided the group is relatively small (up to 20) and has mutual understanding.	• If the problem is not complex, or solutions are highly technical, or clearly obvious, or options are severely limited. • If humanitarian standards and objectives are being compromised or threatened. • When another decision-making process is more efficient and effective. • If stakeholders' views or interests are extremely politicized or highly polarized. • If decision-makers are not at the table. • When the group has insufficient information. • If there is insufficient time for a full exploration of all views and for consensus to be reached.

one form of decision-making and it is not appropriate when decisions are needed very quickly or when the options are limited. It is time-consuming, requires equal input and commitment, and can lead to conflict if no consensus is reached. A key skill, therefore, is being able to assess when it is important and appropriate to use consensus-building to reach a decision.

Key tips for effective consensus-building:

- Use active listening and questioning skills.
- Communicate openly.
- Use inquiry to understand assumptions of the others.
- Focus on and explore underlying interests.
- Look for common ground and develop areas on which the group agrees.
- Explore decision-making criteria when reviewing options.



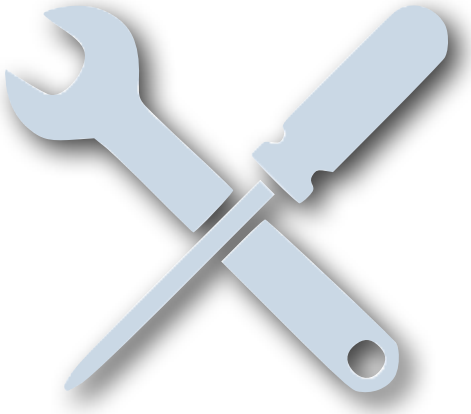
Testing for agreement: Notice when the group is coming close to an agreement, and possibly could move on to a firm decision. Groups can waste time talking about ideas which are largely agreed. It is worth presenting the group with the ideas you are hearing and asking for some sign of agreement or disagreement.

For example participants can express the degree of agreement with the number of fingers they hold up, with five fingers indicator absolute agreement, four mostly agreeing down to a fist with no fingers expressing total disagreement.

Summarize the picture and explore which those participants who have less than four fingers up what it would take to fully agree.

Alternatively, when the agreement seems to be very close, ask if there is anybody who absolutely can't live with the emerging solution.

The Toolbox



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Tool 1

Checklist for decision-making

This checklist helps a chair or a group to check if they went through all the steps to reach an effective decision:

Activities	Check questions				
	1 = not at all; 2 = to some extent; 3 = mostly; 4 = absolutely				
		1	2	3	4
Framing the problem	- Did the chair clarify the problem?	☐	☐	☐	☐
	- Is there a common understanding?	☐	☐	☐	☐
	- Did the chair challenge the group?	☐	☐	☐	☐
Defining the desired outcome	- Did the chair challenge the group to clearly formulate the desired outcome? (If we were to ask three members independently, would they give the same answer?)	☐	☐	☐	☐
Ensuring a common knowledge base and good quality input	- Did the chair ensure that data was available?	☐	☐	☐	☐
	- Did the chair encourage the group to agree on data?	☐	☐	☐	☐
	- Did the group also identify data gaps?	☐	☐	☐	☐
	- Did the group agree how to close data gaps?	☐	☐	☐	☐
Generating options	- Did the chair successfully encourage the group to generate as many options as possible?	☐	☐	☐	☐
	- Where the options visibly displayed for the entire group?	☐	☐	☐	☐
Evaluating options	- Did the group come up with decision-making criteria?	☐	☐	☐	☐
	- Did the group use the decision-making criteria for evaluating options?	☐	☐	☐	☐
Deciding	- Did the group/chair decide how to decide (e.g. consensus, vote, etc.)?	☐	☐	☐	☐
	- Was everybody clear about the decision-making process?	☐	☐	☐	☐
	- Did the group use an explicit process to decide?	☐	☐	☐	☐
Implementing and reviewing	- Did the group decide how to monitor the implementation of the decision?	☐	☐	☐	☐

Tool 2

Template for agenda

HCT meeting date: 2/8/2013, 9.30 - 11.00
Venue:
Invitees:

Meeting Objective: To coordinate the response to the humanitarian crisis in X and Y region

Topic/Issue	Expected Outcome	Preparation (actions and materials)	Lead Person	Time
Humanitarian access to ... region	- Decision taken on negotiation strategies with the government	- Read WFP's needs assessment - Consult in your agency about possible strategies - Consult with donor focal point	Samuel, OCHA	30 min
Response planning to ... attack in ... region	- Guidance to Protection Cluster	- Consult in your agency about response - Confirm needs assessment - Consult cluster leads	Laura, NRC	25 min
Access in ... region - Follow-Up of action points of last HCT meeting	- Getting input from Oxfam on program planning - Agreement on HCT strategy to respond to government statement	- Prepare your agency input - Read concept note - Consult with government counterpart	Cathrin, WFP	15 min
Protection of girls in xx region	- Approval of strategy	- Prepare your agency input - Read concept note	Karuna, UNICEF	30min
-	-	-	-	-

Tool 3

Template for cover note to introduce complex agenda items

When circulating an agenda and accompanying resource documents, you can use this template to elaborate on specific agenda items. This clarifies the purpose of the agenda item and what participants are expected to do with it.

Meeting date: 2/8/2013, 9.30 - 11.00

Item: Topic/Issue [Date of submission]
Action: discussion/approval

A. Why this item is for consideration
- What are the strategic objectives?

B. Main issues at stage
- Provide a short summary/abstract of the key points

C. Expectations from team
- e.g. Brainstorming, decision-making, consultation

D. Possible ways forward
- What are the options?
- What are the implications of those options?
- Which option do you recommend?

E. Follow-up
- Persons in charge/Programmes
- Time lines
- Deadlines
- How is progress monitored? Will it be brought again to the team and if so, when?

Tool 4

Action plan template

HCT Meeting			
Date and duration	24 August 2014, 13.00-14.30		
Place	Conference room, OCHA		
Chair	HC		
Secretariat	OCHA		
Participants	**Chiefs of UN organisations:** UNDP, UNICEF, UNHCR, WFP, WHO **Chiefs of NGO organisations:** NRC, Oxfam, Save the Children **Chiefs of Missions/Donor organisations:** ECHO, DFID **Observers:** ICRC, MSF **Phone:** X, Y, Z... ***Absent:*** *FAO, Care International*		
AGENDA	1. Access in … region *(urgent item)* 2. Response planning to attack in ... region 3. Follow-Up of action points of last HCT meeting 4. ...		
Key topics discussed	**Key decision made**	**Required action / due date**	**Person responsible**
Access in... regions *(urgent item)*	Agreement on WFP proposal	- Inform Cluster Lead by 15/8/13 - Consult with USG by 4/8/13 - Inform Government counter part 15/8/13	Samuel, OCHA
Response planning to attack in... region	Decided on guidance to Protection Cluster	- Write draft letter to government by 6/8/13 - Keep HC informed on 8/8/13 - Consult and inform cluster leads by 5/8/13	Laura, NRC
...	...	...	...

Tool 5

Outstanding Action Matrix:

This tool is helpful for keeping track of actions points and their progress over time. It is important not only to note what the action point is, but also the date, who is in charge, and the status of the action point.

Outstanding Action Matrix					
#	**Date HCT**	**Theme**	**Action requested**	**Focal point**	**Status**
1	12.11.2014	Travel permits	OCHA to clarify the communication line for receiving travel permit reports from partners.	OCHA	In progress
2	12.11.2014	Security	HCT members to comment on OCHA's concept note	OCHA	Pending
3	12.11.2014	IDP Camps	UNHCR to call a meeting to discuss camp management with Government	UNHCR	Meeting planned week 21-25 July
…	…	…	…	…	…

Reviewing this table should be a standing item in meetings. Public accountability usually increases the implementation rate.

Tool 6

Checklist for meeting managers

This checklist aims at either preparing meetings or reviewing the quality of preparation.

Activities	Check questions				
	1 = not at all; 2 = to some extent; 3 = mostly; 4 = absolutely				
Preparation		**1**	**2**	**3**	**4**
Agenda	- Will participants receive the agenda in time (e.g. 1-3 weeks before the meeting)?	☐	☐	☐	☐
	- Are the objectives of the meeting clear to all stakeholders, and does the agenda reflect these objectives?	☐	☐	☐	☐
	- Do the participants know the date, time and venue of the meeting?	☐	☐	☐	☐
Participants' preparation	- Do the participants know which actions they have to take to prepare for the meeting?	☐	☐	☐	☐
	- Will participants receive preparation materials (e.g. readings)?	☐	☐	☐	☐
Venue and materials	- Does the venue have flexible seating, break out rooms, day light etc?	☐	☐	☐	☐
	- Is it the best possible venue at the lowest cost?	☐	☐	☐	☐
	- Is stationary available?	☐	☐	☐	☐
	- Are flip-charts, VIPP boards, LCD boards available?	☐	☐	☐	☐
	- Are participants' material available (e.g. folders, handouts)?	☐	☐	☐	☐
	- Is security informed (if appropriate)?	☐	☐	☐	☐
Follow-Up		**1**	**2**	**3**	**4**
Objectives	- Was the meeting necessary to obtain the objective (or could alternative options have been more effective, such as one-on-one discussions or an email exchange)?	☐	☐	☐	☐
	- Was it clear who should prepare the agenda and facilitate the meeting?	☐	☐	☐	☐
	- Did the meeting organisers debrief lessons learnt of the meeting?	☐	☐	☐	☐
Meeting	- Did the meeting end with a conclusion and a summary?	☐	☐	☐	☐

Outcomes	- Was an action plan developed, including time-line and responsibilities?	☐ ☐ ☐ ☐
	- Were the action plan circulated in time?	☐ ☐ ☐ ☐
	- Were the meeting notes concise and to the point?	☐ ☐ ☐ ☐
	- Were the meeting notes circulated in time?	☐ ☐ ☐ ☐
	- Were the actions implemented as agreed?	☐ ☐ ☐ ☐
	- Is progress effectively monitored? Is a follow-up meeting planned?	☐ ☐ ☐ ☐
Communication with other actors	- Were the right people informed about the HCT decisions and the the planned actions?	☐ ☐ ☐ ☐

Tool 7

Checklist for meeting facilitators

We suggest, as a facilitator you ask 2-3 participants to give you private feedback, using the following checklist. Once you receive the feedback, acknowledge your strengths and identify one thing you want to do differently when facilitating your next meeting. We suggest you ask for feedback at least for three subsequent meetings to tack your improvements.

Activities	Check questions				
	1 = not at all; 2 = to some extent; 3 = mostly; 4 = absolutely				
		1	2	3	4
Initiates	- Did the facilitator facilitate the discussion in a way that encourages creativity and participation? Did the participants come up with creative strategies?	☐	☐	☐	☐
Encourages positive reactions	- Did the facilitator inquire solution-orientated ("What do we need to succeed") instead of problem-oriented ("What went wrong/Who is to blame")?	☐	☐	☐	☐
	- Did the facilitator look for opportunities to address what matters most to the participants (i.e. did he or she "Go where the energy is")?	☐	☐	☐	☐
	- Did the facilitator encourage "silent" participants to speak and did he or she try to include all participants equally?	☐	☐	☐	☐
	- Did the participants and the facilitator build on each other's proposals?	☐	☐	☐	☐
Clarifies	- Were the agenda and the expected outcomes clarified at the beginning of the meeting?	☐	☐	☐	☐
	- Did the facilitator check assumptions and verify a common understanding?	☐	☐	☐	☐
	- Did the facilitator inquire when experiencing resistance? Did he or she inquire whether strong resistance was caused by a certain negative event?	☐	☐	☐	☐
	- Did the meeting refer back to the decisions, action points, or minutes of the previous meeting?	☐	☐	☐	☐
Structures the decision-making process	- Was the decision-making process structured?	☐	☐	☐	☐
	- Did the facilitator encourage the team to be creative and to look for "out of the box" solutions?	☐	☐	☐	☐

	- Was the decision taken in a mutually agreed way?	☐ ☐ ☐ ☐
Summarises	- Did the meeting end with a conclusion and a summary?	☐ ☐ ☐ ☐
	- Was an action plan developed, including a time-line and responsibilities?	☐ ☐ ☐ ☐
Controls participation	- Was the time management effective?	☐ ☐ ☐ ☐
	- Did the opening set the right tone?	☐ ☐ ☐ ☐
	- Was the number of participants well chosen (balance between inclusion/representation of certain constituencies and ability to make decisions)? Were the right participants invited?	☐ ☐ ☐ ☐
	- Did the meeting end on time?	☐ ☐ ☐ ☐
Uses non-verbal and verbal signals	- Did the facilitator use body language effectively to encourage participants to engage and commit themselves?	☐ ☐ ☐ ☐
To be checked at next meeting	- Did the group achieve the objective of the meeting?	☐ ☐ ☐ ☐
	- Was the meeting necessary to obtain the objective or could alternative options have been more effective, such as one-on-one discussions or an email exchange?	☐ ☐ ☐ ☐

Tool 8

Negotiation preparation checklist

You can use the below matrix to prepare effectively for negotiations. If you negotiate about more than one issue, you can use one checklist for each individual subject.[21]

Issue:_____

Values/Worldview	
other	*us*
- ... - ...	- ... - ...
Position	
other	*us*
- ... - ...	- ... - ...
Needs	
other	*us*
- ... - ...	- ... - ...
Reframe	
1.	
Options	
1. 2. 3.	

21
Explanation:
Values/Worldview: Core values of parties relevant to the issue at stake.
Position: The positions each party is likely to take in the negotiation.
Needs: The "real" needs behind the positions.
Reframe: Reframe the issue at stake! Depart from a positional description and address the needs of the other party as well as your needs.
Options: Define options that work for both parties. Strive for mutual gains.

Additional Resources

Introduction

- OCHA (2005) Emergency Field Coordination Training Participant Handbook: Leadership Style Questionnaire and Guidance Notes.
- IASC (2006) Humanitarian Coordination Competencies, IASC – Working Group 65th Meeting.
- Knox Clarke P. (2013) System wide leadership team effectiveness survey feedback, an unpublished document, ALNAP/ODI.

1. Collaborative leadership

- IASC (2007) Cluster Sector Leadership Training: Leadership In Clusters.
- IASC (2007) Cluster Sector Leadership Training: Partnership In Clusters.
- GHP (2008) Principles of Partnership: Success Criteria and Indicators. www.globalhumanitarianplatform.org
- Interaction (2013) Collective Responsibility: the Perceptions, Expectations and Realities of NGO Coordination in Humanitarian Leadership.

2. Managing and chairing meetings

- IASC (2007) Cluster Sector Leadership Training: Smarter Coordination Meetings
- Excellent range of tools and techniques for use in meetings: http://www.seedsforchange.org.uk/resources#tools
- Jane Hart (2013) Practical Guide to the top 100 Tools for Learning.
- UN OCHA (2012) OCHA Corporate Social Media Strategy 2012: Public Information and Communications.

3. Influencing and negotiating

- Education Cluster Coordinator Training (2009) Handout: Conflict Resolution and Consensus Building, Global Education Cluster.
- Gerard McHugh, Manuel Bessler (2006): Humanitarian Negotiations with Armed Groups, A Manual for Practitioners, OCHA.
- Hofstede, Gert Jan (2005). Cultures and organizations: software of the mind (Revised and expanded 2nd ed.). New York: McGraw-Hill.
- Mancini-Griffoli, Deborah and Picot, Andre (2004): Humanitarian Negotiation – A

handbook for securing, access, Centre for Humanitarian Dialogue.

- Roger Fisher, William Ury (1981) Getting to YES: Negotiating and agreement without giving in, Harvard Negotiation Project, Random House Business Books.
- William Ury (1991) Getting Past NO: Negotiating in difficult situations, Harvard Negotiation Project, Random House Business Books.
- Peter Senge (1990) The fifth discipline, The Art & Practice of The Learning Organization.
- United Nations Learning Service OHRM (1992): Cooperative negotiation Skills, Coleman Raider International.
- United Nations Division of Organizational Development - OHRM - Learning Service (2004) Collaborative Negotiation and Conflict Resolution, Training Manual
- Useful detailed guidelines on consensus-building: http://www.seedsforchange.org.uk/free/consensus.pdf

4. Facilitating effective teamwork

- Further information on team development and learning styles models, and other leadership, training and professional development tools: http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm
- Blake, R R and J S Mouton (1964) The Managerial Grid, Houston, Gulf Publishing Co.; Tuckman, B W (1965) 'Developmental Sequence in Small Groups', Psychological Bulletin.
- Beckhard, R. (1972) Optimizing Team Building Effort, Journal of Contemporary Business, 1 (3).

Formal guidance documents on roles and responsibilities:

- IASC (2009) Terms of Reference for the Humanitarian Coordinator, endorsed 4 May 2009.
- OCHA (2011) Guidance: role of the Humanitarian Coordinator in the consolidated appeal process, September 2011.
- IASC (2009) Guidance for Humanitarian Country Teams, November 2009.
- IASC (2013) Reference Module for Cluster Coordination at the Country Level, September 2013.
- IASC (2006) Annex 1: Generic Terms of Reference for Sector/Cluster Leads at the Country Level, in Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response, 24 November 2006.
- Global Cluster Coordination Group (2010) Operational Guidance: Generic Terms of Reference for Cluster Coordinators at the Country Level, September 2010.

- Guidance: role of the Cluster Coordinators in the consolidated appeal process, September 2011.
- IASC (2008) Operational Guidance on the Concept of "Provider of Last Resort", 20 June 2008.
- IASC (2013) HPC Reference Module, forthcoming.
- IASC (2012) Responding to Level 3 Emergencies: The Humanitarian Programme Cycle, Inter-Agency Standing Committee Transformative Agenda Reference Document, November 2012.
- Tuckman, Bruce (1965). "Developmental sequence in small groups". Psychological Bulletin 63 (6): 384–99.

5. Facilitating effective decision-making

- B3 Associates and IFRC (2008) Coordination Challenges for Clusters.
- OCHA Guidance note for the 2014 Humanitarian Needs Overview, https://assessments.humanitarianresponse.info/guidance

This booklet is a work-in-progress. It has grown to it current format based on the feedback of users in the field. We are still looking for a captive title and award a price to the winning proposal! Moreover, please let us know what you find useful and what you need us to improve **by email to Sabine Bhanot, bhanot@un.org by 16 December 2013**.