

# Humane Humanitarians : A Study of Personal Characteristics of Emergency Relief Workers

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## Abstract

Emergency relief workers have played a crucial role in every disaster management operation that has occurred so far, and the future is no different. The current study attempted to understand the different competencies of a humanitarian logistician as required by the relief organizations so that a comprehensive competency model can be build which shall support the personnel decisions in the future. To achieve this, a brief review of literature followed by content analysis of job advertisements was undertaken by 23 independent coders to understand the competencies required. The current study considered the underlying personal characteristics that contribute to the expected behaviors on the field. Fourteen personal competencies were derived, which were ranked based on the frequency weightages and a comprehensive competency model with behavioral indicators is presented in this study. The research also revealed that the personality traits of an individual also determine the effectiveness of his/her contribution in a relief operation.

**Key words :** Competencies, disaster management, emergency relief, behavioral model, content analysis

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The Tsunami in the Indian Ocean in 2004, and a series of disasters that followed in the last decade, triggered the nations around the world to focus on emergency relief operations. This is evident from increasing focus on research and technological advancements to effectively predict, face, and manage disasters of different kinds. The increasing magnitude and intensity of disasters is growing beyond expectations, becoming the major reason for increasing vulnerability of regions hit by a disaster.

Be it the cloud burst in Uttarakhand, a well-prepared for cyclone in Visakhapatnam, unexpected floods in Jammu & Kashmir, or the unwarned massive earthquake in Nepal, emergency aid played a crucial role in the disaster management process and so did the emergency relief workers. It is the relief workers who put in all efforts to relieve people from pain in a minimum possible time. Gone are the days when people from just the local communities participated in relief operations. Today, the intensity of the disasters has made humanitarian assistance transnational, multinational, and global, and the relief worker plays a key role in reducing vulnerability of the affected communities.

An emergency relief worker rushes to aid the affected, irrespective of time, place, intensity, and complexity of the disaster, and an ineffective supply chain of logisticians may prove catastrophic (Balcik & Beamon, 2008). One of the major challenges highlighted by the Fritz Institute (2004) is the lack of competent humanitarian logisticians

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and unavailability of standardized training programs, which makes making emergency relief more complex (also emphasized by Kovacs & Spens, 2009 ; Perry, 2007 ; Thomas & Kopczak, 2005 ; Walker, Hein, Russ, Bertleff, & Caspersz, 2010). Hence, the current study attempts to address the skill requirements of emergency aid workers in general and the underlying personal characteristics in particular.

## **Need for the Study**

Often, the requirements at critical points are assumed by relief workers, who today belong to different countries (Long & Wood, 1995) unaware of the social, cultural, and economic conditions of the country hit by a disaster. Distributing the “right” volumes of resources at “right” place and time is crucial for the efficient and effective handling of the situation. The availability of skilled workforce (Tomasini & Van Wassenhove, 2004) along with well-equipped decision support systems and effective coordination and communication channels in humanitarian aid contributes abundantly towards the performance of the organization (Wouters & Wilderom, 2008).

Generally, military troops are called for humanitarian assistance and disaster relief (HADR) operations that often get the work done (Ahmed, 2005) with their expertise of warfare operations. The HADR processes are categorized into MOOTW (military operations other than war), and the personnel are trained to readily react to disasters as well. However, with organizations from different parts of the world getting involved in emergency relief, the HADR operations today require different sets of preparation. The military personnel who are trained to operate as one team would be required to coordinate between the different actors participating in the emergency relief. This was highlighted by a recent study conducted by Idris and Soh (2014) that trained human resources are one of the key success factors of HADR operations, and a comprehensive civilian training was suggested to reduce the vulnerability and increase the preparedness of disaster-prone regions across nations.

Analyzing the context and challenges often faced by the humanitarian logistics organizations, it is required that "competency based capacity building initiatives and mechanisms" are developed and supported (Gustavsson, 2003). Studies conducted by McCall and Salama (1999) ; Chang (2005) ; Kovács and Tatham (2010) ; Tatham, Kovács, and Larson (2010) ; Tomasini (2011) ; and Kovács, Tatham, and Larson (2012), all highlighted one thing in common that - there is a definite need to develop the skills of humanitarian logisticians so as to provide better relief to the affected in the minimum possible time. The present study identifies a set of personal competencies that make a better humanitarian logistician contribute to emergency relief. The study illustrates those underlying characteristics of an individual which make a difference to the relief organizations, and these are the competencies that an organization cannot compromise upon.

In a study conducted by Thomas and Mizushima (2005), it was found that though 90% of the logisticians felt training was necessary, 27% of the respondents had no access to any such training at all and the others who had access to it opined that the training was non-standardized and often dependent on the trainer. Hence, the current study also gives an area for training , specifying those skills which are trainable and the ones which are not.

The situation in India is alarming. The NDMA (National Disaster Management Authority) is only a decade old and is still working on standardizing its operations. The NDRF (National Disaster Response Force) teams are trained to manage the disasters, but a specific skill set is yet to be devised. Several national and international NGOs operating in the area of disaster management work in the immediate response phase through volunteering, fund-raising and distribution, etc., but only a few are involved in capacity-building activities in the preparedness phase. Hence, a comprehensive competency model helps in improving the quality of relief operations.

## **Literature Review**

Humanitarian organizations are a part of the different actors who come into action when a disaster strikes and are involved in various processes with an ultimate goal to relieve the people from suffering. Thomas and Kopczak

(2005) defined humanitarian logistics (HL) as : the process of planning, implementing, and controlling the efficient, cost-effective flow, and storage of goods and materials, as well as related information, from the point of origin to the point of consumption for the purpose of alleviating the suffering of vulnerable people. The function encompasses a range of activities, including preparedness, planning, procurement, transport, warehousing, tracking and tracing, customs clearance, etc. To keep it simple, Russell (2005) defined it as a process to procure, transport, receive, and distribute supplies to the site of relief. For humanitarians, logistics is the processes and systems involved in mobilizing people, resources, skills, and knowledge to help vulnerable people affected by disaster (Van Wassenhove, 2006).

HL service is unique and as has irregular demands and unusual challenges, and it is observed that it frequently exceeds the existing capabilities (Beamon & Kotleba, 2006). A disaster of any kind attracts huge donations of money, goods, groceries, etc. But the major requirement of personnel sorting and distributing these donations is the real requirement (Majewski, Navangul, & Heigh, 2010). Jahre and Heigh (2008) and Borton (2009) highlighted the lack of quality and competent personnel in emergency relief, though the numbers increased at a rate of 77% between 1997 to 2005.

With an exponential increase in the intensity of disasters, relief workers from across the world are pooled up to optimize the relief time, and lack of professionals in the area often poses certain challenges such as increase in operational cost incurred through movement of staff, increased complexity in handling the situation due to lack of in-depth knowledge of logisticians about the disaster, and lack of rightful investment in communication technology. Highlighting the skill challenges of the workers, Gustavsson (2003) recommended to enhance knowledge through competency-based knowledge systems similar to World Vision International, which is working with the Australian Ministry of Education to create competency frameworks. Alexander (2003) and Mashni, Reed, Sasmitawidjaja, Sundhagul, and Wright (2005) also suggested in their independent studies that there is a requirement for standardization in terms of expertise of personnel involved in emergency responses.

Walker et al. (2010), through extensive research on professionalizing humanitarian assistance, called for development of professional associations and certified training programs that can create humanitarian logisticians whose competencies are standardized and are more globally required. Their study also recommended identifying certain core competencies and developing accredited trainers to create a professional workforce for humanitarian aid.

Tatham et al. (2010) conducted a detailed content analysis of job advertisements of humanitarian logisticians to assess the skill requirement of the different agencies. Their study emphasized on the skills that can be developed, but not on the underlying characteristics called competencies of the individual which contribute to the superior performance on the job (Boyatzis, 1982). Hence, the current study is attributed to understand the personal characteristics that are required by the humanitarian organizations. Walton, Mays, and Haselkorn (2011) highlighted that the complexity on the field requires the relief workers to be 'skilled decision makers,' but the federated organizational structures and lack of bottom-up decision making often obstructs the speed of relief.

## **Why Competency Framework?**

Competencies based approaches entered organizations during the mid-1970s owing to McClelland's seminal work on competence (McClelland, 1973) and have since then contributed to gain and sustain competitive advantage of organizations. This approach was strengthened with the contribution of Boyatzis (1982) who defined competency as 'an underlying characteristic of an individual related to superior performance on the job,' which can be meticulously developed with time and effort (Gupta, 2013).

Over the years, the concept of competency moved from being a person centric attribute to being a characteristic that is influenced by the job definition, cultural context, and changing business environments, making it one of the most critical components of human capital management (Blain & Dodd, 1999). Lucia and Lepsinger (1999)

defined competency as 'a cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.

In the humanitarian context, Kerka (2003) and Gustavsson (2003) supported the use of competency frameworks for improved performance of the personnel. Taking cue from this, the current study intends to create a defined competency framework that includes the personal characteristics that are required on the job by emergency relief workers. These competencies will only define the skill and attitude section of competencies of which some are innate, and some are trainable.

## **Research Methodology**

Though earlier studies focused on the skills required by humanitarian logisticians (Kovács, Tatham, & Larson, 2012 ; Tatham et al., 2010), an independent framework was not developed. Furthermore, these studies concentrated more on the skills rather than competencies, which also consider the underlying characteristics of an individual. The competencies are proved to contribute to improved commitment and superior performance in an organization (Boyatzis, 1982 ; McClelland, 1973). The current study attempts to create a competency framework that primarily focuses on personal characteristics of emergency relief workers that shall make a difference to the relief organizations. The study, in its qualitative nature, principally focuses on information from secondary sources, which can be largely classified into two categories namely: (a) review of literature, & (b) content analysis of job advertisements.

An extensive literature review was undertaken to bring together the competencies identified by earlier researchers required by emergency relief workers. The literature was collected through books, scholarly journals, research databases like ProQuest, Emerald Insight, etc., by using the key words 'humanitarian logisticians,' 'emergency relief worker,' 'competency,' 'disaster relief,' etc.

The second stage involved job advertisements of different organizations posted on different e-recruitment sites with the job location in 'India,' and the study used the advertisements that were collected during April-June 2015 as majority of the organizations extensively got involved in the preparedness phase of the disaster management cycle. The content analysis of job advertisements is a widely used method for identifying the skills required by a job incumbent (Ahmed, 2005 ; Carliner, Castonguay, Sheepy, Ribeiro, Sabri, Saylor, & Valle, 2015 ; Kennan, Cecez-Kecmanovic, Willard, & Wilson, 2009 ; Pooley & Dunn, 1994). Hence, a similar methodology was used in analyzing 35 different job advertisements and in order to increase the reliability of the study, 23 independent coders were identified, who were trained to identify competencies from job advertisements, and were assigned the task to identify competencies. The Krippendorff's alpha, which confirms the reliability of content analysis is calculated to be 0.74. Hence, as per Landis and Koch (1977) and Krippendorff (2012) standards, the reliability of the data is moderate and can be used for drawing conclusions.

## **Analysis and Results**

Skill requirement of emergency relief workers is extensively studied (Allen, Kovács, Masini, Vaillancourt, 2013 ; Kovacs et al., 2012 ; Kovacs & Tatham, 2010 ; Kovacs & Spens, 2011 ; Maspero & Ittmann, 2008 ; Tatham & Spens, 2011) and the desirable skills were identified. Different studies used different approaches, but content analysis was frequently used. However, all these studies focused on the trainable skills, but missed out on the innate qualities of an individual that contributes to superior performance on the job.

The humanitarian logisticians who work through the 'last mile' are involved in a variety of activities like distributing relief material, mobilizing people, using technical equipment, coordinating and communicating with

different players, working as a team with new people from different actions, and all this and many more in a minimum possible time. In such a setup, the personality of the individual plays a critical role and might affect the relief process accordingly.

The review of literature found interesting facts about the critical competencies of a humanitarian logistician. All the characteristics of an individual are listed under the title 'skills' though some are trainable, and some are innate. The list includes technical skills, general management skills, functional skills, and personal characteristics all put together (Table 1). Certain skills are repeated while some are not. Hence, a frequency table was also created to understand the number of times each competency was identified by research (Table 2). The rate of recurrence of competencies suggests their importance and is well supported by the practising organizations. For example, 'communication' was extensively identified as 'necessary' for emergency relief by eight researchers and almost every job advertisement mentioned the requirement in different levels of proficiency. A total of 109 competencies were identified, which are not mutually exclusive. However, the current study only considers those competencies that define the personal characteristics of the emergency aid professionals for detailed analysis.

The job coders identified 40 competencies which determine the personal characteristics of a relief worker (Table 3). The frequency (mode value) of these personal competencies, as rated by the independent coders, was captured and used for assigning weightages. The weightage actually helped us normalize the values and attain a conclusion on which of these competencies are relatively important. Also, a comparative study was carried out on the findings from the literature and content analysis of job advertisements to systematically analyze the gaps in the literature.

**Table 1. Literature Findings : Skills of Humanitarian Logisticians**

Author	Competencies
Gustavsson (2003)	Collaboration, Information Technology, Logistics & Supply Chain Management, Stakeholder Management, Leadership
Catts & Chamings (2006)	Team Work, Personal Credibility
Diwan (2007)	Personnel Administration, Cost Accounting, Non-profit and Governmental Accounting, Critical Path Techniques, General Geology
Perry (2007)	Organizational Learning, Leadership, Logistics, Collaboration, Cultural Sensitivity, Data Analysis, Technology, Supply Chain Management, Trust
Walker et al. (2010)	Integrity, Accountability, Empathy, Resilience, Diversity, Communication, Technology Skill, Multi-tasking, Negotiation and Mediation, Team Building
Tatham et al. (2010)	Functional Logistics Skills, People Management, Security Management, Stress Management, Coordination, Capacity Building
Majewski et al. (2010)	Strategic Thinking, Supplier Management, Relationship Building, Coordination, Information Technology
Walton et al. (2011)	Decision Making, Coordination, Communication, Team Work, Time Management, Analytical Thinking, Logistics & Supply Chain Management, Technology, Adaptability
Thai, Cahoon, & Tran (2011)	Personal Integrity, Managing Client Relations, Problem Solving Ability, Cost Control and Ability to Plan
Cozzolino (2012)	Coordination, Financial Literacy
Sohal (2013)	Interpersonal Skills, Risk Management, Team Work
Cottrill & Rice (2013)	Analytical Thinking, Approachability, Emotional Quotient
Blanco & Caplice (2013)	Communication, Coordination, Multi-linguistic, Multi-cultural Awareness, Leadership, Technical Expertise, Flexibility, Agility
Patrida (2014)	167 skills listed of which Business Ethics, Problem Solving, Customer Focus, Team Work, Decision Making, Ability to Plan, Prioritization, Communication, Leadership, Supplier Relationship Management, Time Management were on the top of the list.



**Table 2. Frequency of Competencies Cited in the Review of Literature**

S.No	Competency	Frequency	S.No	Competency	Frequency
1	Communication	8	14	Ethics	2
2	Knowledge About Disaster	8	15	Time Management	2
3	Coordination (Collaboration)	6	16	Previous Experience	2
4	Teamwork (Interpersonal Skills)	8	17	Leadership	3
5	Analytical Expertise	4	18	Negotiation	1
6	Integrity	4	19	Mediation	1
7	Multi-Cultural Sensitivity	5	20	Accountability	1
8	Technology	3	21	Resilience	1
9	Multi-Tasking	3	22	Diversity Management	1
10	Decision Making	3	23	Customer Focus	1
11	Planning	3	24	Cost Management	1
12	Empathy	3	25	Self-Motivation	3
13	Service Orientation	3	26	Counseling Skills	1

The descending order of importance, as per the job advertisements, reveals some interesting facts. Certain competencies, like communication, interpersonal skills and team work, which appeared in the literature frequently, were also termed 'required' and important by the humanitarian organizations. However, a competency like 'leadership' which was only found twice in the literature emerged out as the second most important

**Table 3. Personal Competencies Identified from Job Advertisements**

Competency No	Competency	Competency No	Competency
1	Ability to Work Independently	21	Motivation
2	Accountability	22	Multi-Tasking
3	Active Listening	23	Open to Learning
4	Adaptive to Change	24	Open to Travel
5	Approachability	25	Organizing Skills
6	Building Trust	26	People Management
7	Coaching	27	Personal Credibility
8	Commitment	28	Physical Fitness
9	Communication	29	Prioritization
10	Counseling	30	Pro-activeness
11	Creativity & Innovation	31	Professionalism
12	Determination	32	Resilience
13	Directing	33	Responsibility
14	Empathy	34	Goal orientation
15	Ethics	35	Service Orientation
16	Flexibility	36	Supervisory Skills
17	Integrity	37	Team Work
18	Interpersonal Skills	38	Time Management
19	Leadership	39	Transparency
20	Mentoring	40	Willingness to Work in Remote Locations

**Table 4. Personal Competencies, Weightages, & Order of Importance**

Competency No	Competency	Job Analysis		Literature Review	
		Frequency	Weight	Frequency	Weight
9	Communication	437	0.167	8	0.21
19	Leadership	282	0.108	3	0.08
18	Interpersonal Skills	243	0.093	8	0.21
37	Team Work	212	0.081	8	0.21
25	Organizing Skills	166	0.063	-	0.00
16	Flexibility	134	0.051	-	0.00
17	Integrity	128	0.049	4	0.11
2	Accountability	125	0.048	1	0.03
36	Supervisory Skills	107	0.041	-	0.00
26	People Management	99	0.038	-	0.00
4	Adaptive to Change	85	0.032	-	0.00
8	Commitment	58	0.022	-	0.00
38	Time Management	53	0.020	2	0.05
30	Pro-activeness	46	0.018	-	0.00
27	Personal Credibility	42	0.016	-	0.00
11	Creativity & Innovation	40	0.015	-	0.00
35	Service Orientation	40	0.015	3	0.08
22	Multi-Tasking	38	0.015	-	0.00
34	Goal Orientation	26	0.010	-	0.00
20	Mentoring	25	0.010	-	0.00
29	Prioritization	25	0.010	-	0.00
33	Responsibility	19	0.007	-	0.00
21	Motivation	17	0.006	-	0.00
7	Coaching	16	0.006	-	0.00
40	Willingness to Work in Remote Locations	16	0.006	-	0.00
23	Open to Learning	15	0.006	-	0.00
6	Building Trust	13	0.005	-	0.00
14	Empathy	13	0.005	-	0.00
3	Active Listening	12	0.005	-	0.00
13	Directing	11	0.004	-	0.00
15	Ethics	11	0.004	-	0.00
39	Transparency	11	0.004	-	0.00
1	Ability to Work Independently	10	0.004	-	0.00
32	Resilience	10	0.004	1	0.03
31	Professionalism	8	0.003	-	0.00
10	Counseling	6	0.002	1	0.03
24	Open to Travel	6	0.002	-	0.00
28	Physical Fitness	6	0.002	-	0.00
12	Determination	5	0.002	-	0.00
5	Approachability	2	0.001	-	0.00

competency required by the organizations on the field. For multiple roles played by the relief worker, being a leader right in the front shall definitely affect several processes like decision making, resource deployment, motivating self and the team, etc. Hence, it looks appropriate to have leadership as an important competency. Furthermore, flexibility and organizing skills, which were observed as important from the job advertisements are least found in the literature reviewed. The complex and dynamic nature of the disaster site by itself requires the relief worker to take up every task that comes up and not stick to the 'tours of duty'. Being flexible to work at every level and location, take up every task and remain committed to reduce vulnerability makes the emergency relief worker stand out and away from the employees of business organizations. Similar is the case of 'organizing skills' which are found to be important, but are least found in the reviewed literature.

Another interesting fact that developed out of this study is that 30 competencies which define the personal characteristics of a humanitarian logistician are not found in the literature (Table 4). This makes a significant contribution of this study to the body of research in the area of disaster management. *The top 10 competencies of an emergency relief worker in the order of importance are : communication, leadership, interpersonal skills, team work, organizing skills, flexibility, integrity, accountability, supervisory skills, and people management.*

Upon analysis, it is further understood that these 40 competencies are not mutually exclusive and can be grouped together through conceptual understanding. Hence, conceptual grouping was done to reduce redundancy and create a mutually exclusive group of competencies. For instance, competencies such as leadership, supervision, people management, directing are clustered into one heading called 'Leadership' as it is evident that supervision, people management, directing, etc. are different job roles, but one requires leadership qualities to excel in them. Also, competencies like pro-activeness, willingness to work in remote locations, professionalism, accountability, commitment, responsibility, ability to work independently, determination, transparency, physical fitness, result orientation, time management, creativity, and innovation are those competencies which are innate to a person, determining the personality of an individual. Hence, these competencies are clustered under the title 'Personal Credibility'. Similar grouping of competencies reduced the list to 14 competencies (see Table 5).

Grouping the competencies along with the respective scores lead to an interesting result. 'Communication,' which topped the list earlier, now occupies the third position while 'Leadership' becomes the most important. However, even after the grouping, there are four competencies namely, 'Stress Management,' 'Openness,'

**Table 5. Personal Competencies & Respective Weightages After Grouping**

S.No	Competency	Job Analysis Weight	Literature Weight
1	Leadership	0.1958	0.0513
2	Interpersonal Skills	0.1785	0.2051
3	Communication	0.1761	0.2051
4	Personal Credibility	0.1659	0.1026
5	Multi-Tasking	0.0898	0.0769
6	Integrity	0.0545	0.1538
7	Adaptability	0.0373	0.0256
8	Stress Management	0.0333	-
9	Service Orientation	0.0224	0.0769
10	Mentoring	0.0184	0.0256
11	Openness	0.0090	-
12	Conflict Management	0.0082	-
13	Approachability	0.0067	-
14	Empathy	0.0039	0.0769



'Conflict Management,' and 'Approachability,' which are found to be missing in the literature reviewed.

It is evident from the list that not all competencies are trainable. These are those native and inherent characteristics which make an emergency relief worker excel on the job. Hence, it is imperative that competencies like 'Integrity,' 'Personal Credibility,' 'Adaptability,' 'Service Orientation,' 'Openness,' and 'Empathy' should be tested for definite presence in an individual while selecting him/her for the role of a humanitarian logistician. The other competencies are trainable, and hence, even if the individual doesn't exhibit the desired behaviors in the selection process, the organization can test his/her willingness to learn and then make a decision.

## Competency Framework

A competency framework is generally not complete until the competency and the respective expected behaviors are not defined. These behaviors are what make a competency framework practical for objective decision making

**Table 6. Competency Framework with Behavioral Indicators**

S. No	Competency	Behavioral Indicators
1	Leadership	<ul style="list-style-type: none"> <li>• Brings together different response teams &amp; provides a long term programmed direction through continuous motivation.</li> <li>• Lead, manage, and develop a multi-cultural team with respect to local cultures.</li> <li>• Sets &amp; facilitates to achieve high quality targets adhering to technical and social standards.</li> <li>• Leads operational preparedness, on the ground efforts, personnel processes, inter-agency coordination forums, &amp; fund raising efforts.</li> <li>• Inspires team members charismatically and demonstrates faith in the future and in their expertise.</li> </ul>
2	Interpersonal Skills	<ul style="list-style-type: none"> <li>• Builds effective relationships.</li> <li>• Builds and strengthens internal and external networks.</li> <li>• Engages with team by demonstrating openness and receptivity of new ideas.</li> <li>• Encourages and acknowledges everyone's contribution in the team.</li> <li>• Contributes positively to team interactions by establishing connect and rapport with people effortlessly.</li> </ul>
3	Communication	<ul style="list-style-type: none"> <li>• Clearly and concisely conveys information both in verbal and written form.</li> <li>• Adapts content, style, tone, &amp; medium of communication to suit the target audience.</li> <li>• Provides, accepts, and solicits feedback when necessary.</li> <li>• Actively listens with an intention to understand.</li> <li>• Remains open &amp; positive while ensuring accurate understanding of information.</li> </ul>
4	Personal Credibility	<ul style="list-style-type: none"> <li>• Plans ahead and manages contingencies effectively.</li> <li>• Assumes responsibility to teams actions.</li> <li>• Exhibits commitment to organizational values.</li> <li>• Works independently with determination to reduce vulnerability of people.</li> <li>• Possesses the physical ability, agility, and rigor to undertake assignments in any environmental conditions.</li> <li>• Ensures maximum outcomes in the acute time frames.</li> <li>• Behaves consistently and honors commitments.</li> </ul>
5	Multi-Tasking	<ul style="list-style-type: none"> <li>• Handles multiple activities simultaneously, ensuring a clear understanding of ultimate objectives at work.</li> <li>• Adjusts to multiple demands and sets priorities with right sense of what is important.</li> <li>• Plans with realistic sense of time demand.</li> </ul>

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| 6  | <b>Integrity</b>           | <ul style="list-style-type: none"> <li>• Treats all individuals and groups fairly and shows respect for all persons equally, without any distinction.               <ul style="list-style-type: none"> <li>• Maintains transparency at work and creates a value system on the humanitarian principles of humanity, neutrality, &amp; impartiality.</li> <li>• Demonstrates high standards of truthfulness, trust, and reliability.                   <ul style="list-style-type: none"> <li>• Encourages uprightness among the team members.</li> </ul> </li> </ul> </li> <li>• Enhances a protective environment that respects everyone involved in disaster management.</li> </ul>                 |
| 7  | <b>Adaptability</b>        | <ul style="list-style-type: none"> <li>• Receptive to new approaches to relieve the vulnerability of the affected.</li> <li>• Alters the regular style to fit the needs of the situation and change the strategies to fit the circumstances.</li> <li>• Quickly understands, learns, communicates, and motivates the team to meet the strategic needs.               <ul style="list-style-type: none"> <li>• Willingness to adapt life style, work practices, work locations, working hours in the events of emergencies.</li> <li>• Is comfortable with ambiguity.</li> </ul> </li> <li>• Adapts activities to prevailing needs and constraints to ensure maximum relevance and impact.</li> </ul> |
| 8  | <b>Stress Management</b>   | <ul style="list-style-type: none"> <li>• Manages own behavior/life style activities to prevent or reduce feelings of stress.</li> <li>• Demonstrates ability to work under stressful conditions and meet tight deadlines.</li> <li>• Willingness to work in remote locations with new people under a dynamic environment.               <ul style="list-style-type: none"> <li>• Acts calm under pressure.</li> </ul> </li> <li>• Effectively handles the team under highly stressful situations and motivates team members to optimize performance.</li> </ul>  |
| 9  | <b>Service Orientation</b> | <ul style="list-style-type: none"> <li>• Sensitive to the needs of others.               <ul style="list-style-type: none"> <li>• Possesses and exhibits a desire to help people.</li> </ul> </li> <li>• Exhibits the attitude of compassion and a desire to serve others.               <ul style="list-style-type: none"> <li>• Treats challenges with perseverance and determination.</li> <li>• Demonstrates high commitment to the cause.</li> </ul> </li> <li>• Works beyond limits to liberate the affected from vulnerability.</li> <li>• Fosters an environment that focuses on serving people at any time, place, and cost.</li> </ul>   |
| 10 | <b>Mentoring</b>           | <ul style="list-style-type: none"> <li>• Provides emotional support &amp; feedback to improve team's performance.</li> <li>• Reinforces effective behaviors amongst the team before, during, and after the event.               <ul style="list-style-type: none"> <li>• Advices and inspires resilience in the team.</li> </ul> </li> <li>• Stimulates worker's energy and abilities for best use in relieving the affected.               <ul style="list-style-type: none"> <li>• Improves self-efficacy of each individual in the team.</li> </ul> </li> <li>• Helps the team in finding and sustaining the purpose of their role in managing the event of a disaster.</li> </ul>                |
| 11 | <b>Openness</b>            | <ul style="list-style-type: none"> <li>• Senses how others feel and builds rapport to reduce tension.</li> <li>• Exhibits openness and receptivity to new information, ideas, and activities.</li> <li>• Demonstrates willingness to work in new &amp; complex locations with new people and equipment.               <ul style="list-style-type: none"> <li>• Emphasizes &amp; shows transparency, free &amp; unrestricted access to resources.</li> </ul> </li> <li>• Offers a right to see the operations and activities undertaken during the relief action to every stakeholder.</li> </ul>   |
| 12 | <b>Conflict Management</b> | <ul style="list-style-type: none"> <li>• Listens objectively to all sides of a conflict.               <ul style="list-style-type: none"> <li>• Addresses conflict situations directly and clearly.</li> </ul> </li> <li>• Effectively resolves a conflict by confronting problems openly and constructively.               <ul style="list-style-type: none"> <li>• Demonstrates a keen ability to distinguish critical and non-critical conflicts.</li> </ul> </li> </ul>  |

		<ul style="list-style-type: none"> <li>• Uses appropriate interpersonal styles to reduce pressure amongst the groups.</li> </ul>
13	<b>Approachability</b>	<ul style="list-style-type: none"> <li>• Uses friendly gestures more often.</li> <li>• Exhibits optimistic behaviors to understand and manage the emotional state of the affected people. <ul style="list-style-type: none"> <li>• Uses all forms of communication to show concern and value emotions.</li> <li>• Exhibits positive body language to confirm safety to the vulnerable.</li> </ul> </li> </ul>
14	<b>Empathy</b>	<ul style="list-style-type: none"> <li>• Understands vulnerability of the affected people.</li> <li>• Manage emotions of self and others for positive relationship.</li> <li>• Compassionate to people in need and motivated to help them.</li> <li>• Aware of different personalities and styles of dealing with different people.</li> <li>• Strives to understand others' point of view before every decision or action.</li> </ul>

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in organizations (Hayton & Kelley, 2006). In a highly dynamic nature of disaster management, it is more than ever required that people are hired for the right job which they are fit to perform in them the most efficient manner. Competency frameworks clearly illustrate the expected behaviors which bring about role clarity amongst the employees.

The behaviors of the personal competencies can be defined after a systematic observation of behaviors on the field. However, the current study defines the competencies through a conceptual understanding of expected behaviors from the job advertisements. These behaviors are yet to be tested through primary observation of relief workers on the field. Hence, this is a proposed framework (Table 6) which can be further used to understand the ground reality of behaviors on the field. However, the proposed framework is derived from the expected behaviors from job advertisements used for the study. The real-time behaviors may or may not be similar.

The proposed framework (Table 6) is derived from the roles and responsibilities outlined in the job advertisements used in this study. These behaviors are expected out of an emergency relief worker at different proficiencies at different phases of the disaster management process. Hence, the framework can act as a guideline to enable personnel-related decisions of humanitarian organizations.

## Managerial Implications

The structure and behaviors of the team members determine the effectiveness of a team. Yogalakshmi, Supriya, and Kirthana (2016) highlighted that well organized personalities of team members positively influence team cohesion, which plays a major role in either business or emergency relief organizations. Nature of trust on the leaders determines the effectiveness of managing crises in an organization (Osunde & Mayowa, 2013) and the knowledge of contributing behaviors will definitely impact the effectiveness of the organization. In the area of humanitarian aid, a well-defined competency framework would make a definite difference in emergency relief operations.

## Conclusion

Multiple studies have been conducted in the area of humanitarian logistics, but few were found to focus on the human resources involved in the relief operations. These studies, however, developed skill models with a basis from both business and emergency logistics. Since, all the models available were found to be skill based, there was a need to develop a comprehensive competency model that shall not only list the competencies, but also define the expected behaviors on the job.

This study aims to identify the underlying characteristics that are expected to contribute to the effectiveness of

a humanitarian operation. It has been found from the current research that there are different traits that determine the personality of a relief worker which were not identified by researchers so far. The content analysis of job advertisements revealed 14 personal competencies, and a framework is proposed along with some of the behavioral indicators. Competencies such as leadership, interpersonal skills, and communication are found to be the most important competencies required to be demonstrated by every emergency relief worker. The study opens a new area of research to understand behaviors on field so as to develop more people ready to participate in the rescue operations.

## Limitations of the Study and Scope for Further Research

The study has certain limitations. The job advertisements are generally indicative, but not definitive of on-the-job behaviors. Hence, the personal competency list is subjective to the completeness of the job advertisements, but not the job behaviors. The perceptual bias of the coders used for content analysis, and our grouping of multiple variables are dependent on knowledge of the individuals involved in the research. These limitations, however, do not negate the findings of the research as the data was found reliable using Krippendorff's alpha value.

The competencies identified and the behavioral framework proposed is derived out of the expectations from job advertisements. It is proposed to validate the findings of this study through focus group discussions, rating by subject matter experts and/or information from on the field relief workers. The validation process is necessary to determine usability of the model in personnel related decision-making processes for enhanced performance of relief workers in times of catastrophes.

A further analysis of behaviors at different levels of a hierarchy in a humanitarian organization can define the proficiency levels which shall help the organizations in training, promoting, and compensation decisions. A competency model with well-defined proficiency levels will not only serve as a tool for objective selection, but also help in capacity building of local communities, which are generally the first respondents at the time of disasters. Since, the current framework illustrates the personal characteristics of an individual, developing the behaviors as a part of capacity building will enhance participation of local communities in relief operations, which will definitely impact the effectiveness of the entire process.

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