Cash practitioner development programme
Strengthening Cash Based Assistance programming expertise

GUIDANCE FOR DEPLOYMENT SUPERVISORS
2018/19
Guidance for Cash Practitioner Development Programme Deployment Supervisors

Welcome to the Cash Practitioner Development Programme and thank you for considering becoming a Deployment Supervisor!

This short document outlines all the basics of the Deployment Supervisor role. You will also be invited to a 1-2-1 conversation with the Programme Manager or a member of the Faculty, who will be able to answer your questions.

In this guidance booklet...

Introducing the Cash Practitioner Development Programme ........................................ 3
Deployment and Deployment Supervisor Q&A ......................................................... 4
Contact information for the Programme ................................................................. 6
Guidance on Giving feedback ................................................................................ 7
Useful development resources ............................................................................. 13

“To graduate from the CPDP, I need to complete my deployments to an agreed standard. Real-life learning gained ‘on-the-job’ on deployment is at the core of the Programme.”

The British Red Cross’s Cash Practitioner Development Programme (CPDP) is a structured learning and development programme that aims to strengthen the CBA programming expertise of humanitarian professionals within the British Red Cross and across the Red Cross and Red Crescent movement. The purpose of the programme is to expand the ready pool of cash experts available to deliver humanitarian cash based assistance.

The purpose of CPDP deployments is to provide opportunities for work-based learning for CPDP learners. Deployments are typically 6 weeks’ in duration, and are structured according to the nature and level of expertise required for successful completion of the assignment. Deployments are matched to the delegate’s learning needs in accordance with their approved cash learning plan.

During each deployment, a Deployment Supervisor is responsible for the day-to-day guidance and oversight of learners’ work. The Deployment Supervisor is a cash programming specialist and the learner ‘shadows’ them, works alongside them or works as a direct report, depending on their level of experience and the deployment ToR.
**Deployment and Deployment Supervisor Q&A**

What is the difference between a CPDP deployment and any other deployment?

The CPDP faculty specifically arranges CPDP deployments, in order to match each learner to a deployment that will meet their learning needs.

Most learners on the programme will undertake 2 short deployments of about 6 weeks’ duration. Depending on their previous experience and the level of learning at which they are working, there are 4 types of deployment:

- **Shadowing deployment**: A first deployment for delegates who have little or no field experience. The delegate is deployed with a competent cash specialist and is expected to observe, and offer support under close supervision. In practice, most if not all learners on the programme have prior field experience so they will begin with a cash distribution deployment.

- **Distribution deployment**: The most usual first deployment in which the delegate will be expected to work alongside a cash specialist and support the setting up of a cash distribution.

- **Implementation deployment**: Usually the second deployment for CPDP delegates; they are expected to support any part of the implementation of CTP.

- **Program design deployment**: This deployment will typically be scheduled alongside or after the delegate’s completion of all training in the Expert level, including PHAP accreditation. The learner is expected to be able to create and take the lead on all aspects of a CTP including advocacy and planning, and contribute significantly to coordination.

Following graduation from the Programme, delegates are deployed via the British Red Cross Cash Delegate roster.

How are Deployment Supervisors chosen?

Deployment Supervisors have a key role in the CPDP. They are humanitarian practitioners with a high level of expertise and experience in all aspects of CTP. They are usually either a cash specialist alongside whom the delegate is deployed, or a practitioner in the ‘host’ National Society who takes responsibility for supervising the delegate.

What are my responsibilities as a Deployment Supervisor?

You are the point person for the British Red Cross in terms of arranging the logistics of the deployment. You take responsibility for working with the delegate to structure their work within the deployment.

You are also expected to liaise closely with the CPDP Programme Manager and to be available to the learner’s mentor for contact and feedback. Prior to beginning any work as a CPDP Deployment Supervisor, you will need to make yourself available for a meeting with a member of the Faculty, to orientate you to the programme and give you the opportunity to ask any questions.

The extent of ‘hands-on’ supervision will vary with each deployment, so it’s important to become sufficiently familiar with the delegate, their work and their professional behaviour, to be able to evaluate it and offer meaningful feedback.

You will need to oversee the local on-boarding / induction of the delegate and ensure that you have discussed their deployment learning goals and shared in planning how they will achieve them.

You are expected to meet with them regularly throughout the deployment, and act in the role of line-manager in order to provide on-the-job feedback including seeking feedback from any other staff the delegate works alongside.

What can I expect of the delegate?

CPDP learners/ delegates are expected to comply with the terms and conditions of their employment including adhering to Red Cross policies and the Code of Conduct. They are expected to participate enthusiastically in each deployment and remain deployed for the 6-week duration. Their technical ability in cash will depend on their level of learning, which is taken into account when each deployment is designed.

The delegate will provide you with their learning goals for the deployment and an evaluation of their current technical competencies in cash, and the areas they want to target while they are working with you.

What extra support will the delegate receive?

Cash School Mentors provide an additional level of professional support for the learner throughout deployments, especially from the perspective of their CTP expertise.

Travel and accommodation expenses for deployments are covered by the CPDP. The salary of the deployed learner will remain in its usual cost centre.

What extra support will I receive?

Depending on the terms agreed with your National Society, the CPDP may offer a limited stipend to enable you to be relieved of certain tasks in order to supervise and support the delegate.

In addition you benefit from the experience of participating in a structured supervision process. You can expect to expand your line-management proficiency and your feedback skills and will be able to add this to your CV / Resumé.

If you choose, you may wish to consider becoming an Alumnus of the Cash Professional Development Programme. This includes professional accreditation through PHAP and involvement in a Cash Learning community with many opportunities for further training and professional development in CBA.

Do I need to do anything special?

Depending on the level at which the delegate is learning, your role as Deployment Supervisor ranges from direct oversight and an accompanying approach to providing a lighter touch. This will depend on the delegate’s previous experience in the field, their learning goals and your judgement of how well the deployment is progressing. At whatever level they are working, you need to be involved enough to be able to provide guidance and feedback at regular intervals.

Aside from your responsibilities during the deployment, at the end you will complete a structured post-assignment evaluation that the delegate can review with their mentor as they plan their on-going learning.
Contact information for the Programme

Programme Manager & Faculty

The Programme Manager of the CPDP is Jenny Harper. Jenny has overall responsibility for the administration of the programme and can be contacted via JennyHarper@redcross.org.uk.

You may also want to find out more about the programme, which you can do by visiting the Cash Hub. This is a live space for Cash Specialists to share learning as a community of practice, so you are encouraged to participate and check back regularly as the Hub is updated.

What should I do if I have concerns?

If you - or any National Society staff - have concerns about the competence or professional development of a CPDP delegate, you should raise them confidentially with your named point of contact in the Programme. If you have concerns about the conduct of a CPDP delegate you should follow local procedures and in addition communicate directly with the Programme Manager of the CPDP so that action can be taken.

The success of the CPDP is dependent on successful deployment outcomes for both learners and the CBA Programmes in the host National Society. CPDP Faculty places a high value on the close support of Deployment Supervisors, so if you have low-level concerns about any CPDP delegate, or simply wish to discuss an aspect of the programme or a deployment, please contact the Programme Manager or the Cash Mentor of the delegate concerned.

Giving feedback

Giving effective feedback is a core skill of working with others. It is a skill that underpins many of the Competency Domains of the Core Humanitarian Competencies Framework, and is also a core to the British Red Cross Behaviours Framework. Feedback that is given poorly is usually received poorly, and is hard to learn from. Feedback given well can be transformative for all concerned!

There are 2 primary reasons for giving feedback: to reinforce or to redirect. You may want to REINFORCE behaviour you want to see repeated, or REDIRECT behaviour that is undesirable and/or needs to change.

Preparing to give feedback

It’s usually best to choose which type of feedback you’re giving and it is often helpful to restrict yourself to one type i.e. either reinforcing or redirecting. This is because it is very important that feedback is clear, especially when it challenges somebody else’s behaviour.

If you do have to combine both types of feedback, avoid the use of the word ‘but’.

e.g. You completed the market assessment well but you missed out the section on medical products…
This is because people usually focus on the last thing you said, so using the word “but” acts as an eraser for the reinforcing feedback in the first part of the sentence! If you are combining reinforcing with redirecting feedback, separate them out so that the recipient is clear about what you want them to change.

Using structures for feedback

During day to day work, we all need to give and receive feedback. Often just a few words...

“Thanks, you did that market assessment thoroughly and quickly!”

“By Tuesday, can you make sure the medical products section is also completed?”

…is enough for your colleagues to know that their efforts so far are appreciated, and to understand any gaps and what their next steps need to be. Quick feedback like this is crucial. It’s also important to give more considered feedback, especially when it is part of a learning programme.

For the maximum benefit to your CBA Programming, and in order for the CPDP delegate to gain the most from your feedback for the purposes of professional learning and development, it is essential that you plan your feedback. Below are 2 tried-and-tested approaches to feedback, which can be used in combination.

The S.B.I. model

The Center for Creative Leadership has this to say:

We have found that giving effective feedback to others is one of the most important skills for any leader or coach to master. It is also often one of the most difficult skills to apply consistently and well. (Many executives have told us they would far rather receive feedback about themselves than give feedback to someone else.) Giving effective feedback is a core skill required of anyone engaged in the development of individuals.

To help you improve your effectiveness in giving feedback to others, we have developed a three-step process that we teach and practice at CCL®: the Situation — Behavior — Impact model (SBI for short). SBI provides a structure that helps keep your feedback focused and relevant, and increases the likelihood it will be received in a clear, non-defensive manner by the recipient.

https://www.ccl.org/situation-behavior-impact/

Situation – When did this happen?

Behaviour – What did the person do or say?

Impact – What was the result or effect?

The Situation — Behaviour — Impact model is easy to remember and use.

It helps us to be precise about feedback.

Using the model helps us think through, what do we want to change? Exactly who needs the feedback? What precisely was the impact of the event?

It also helps us avoid falling into the trap of making ‘evaluative judgements’ or giving bland feedback that is not constructive.
Pendleton’s rules

Pendleton’s model was originally developed in 1984, to improve how feedback was given in medical/clinical education. There are 7 ‘rules’:

- Check the learner wants and is ready for feedback.
- Let the learner give comments/background to the material that is being assessed.
- The learner states what was done well.
- The observer(s) state what was done well.
- The learner states what could be improved.
- The observer(s) state how it could be improved.
- An action plan for improvement is made.

This model is the basis for the structured evaluation tool you will use at the end of the deployment, but is also ideal for supervision meetings or 1-2-1s with a mentor or line-manager. It is not an investigatory tool but a learning tool, which means that it is appropriate for supervision but not for a performance management tool. Key to the success of the model is that learner goes first, and the emphasis is on how work can be improved rather than apportioning blame for errors.

Tips for giving effective feedback

These tips are taken from the Conscious Project’s feedback information sheet. When giving feedback…

- Focus on behaviour and facts, not assumptions.
  A useful image is the hippo in a lake – what you see is the head (behaviour); what’s under the surface is a huge animal (motivation, culture, personality, etc.).
- Be constructive.
  All feedback should be aimed at helping someone improve their performance.
- Balance ‘affirming’ and ‘adjusting’ feedback in order to achieve the result you want.
  Some people need more affirmation to be motivated, others don’t. Avoid using the feedback sandwich (positive – negative – positive) as it tends to undermine both messages!
- Be specific.
  Give factual examples. If you can’t, maybe you need to re-think whether your feedback is valid.

Good feedback is…

- Actionable
  Be clear what you want the other person to do differently – and ensure they understand clearly what you are saying, and the implications.
- Participative
  Ensure your feedback is about sharing information rather than giving advice. This leaves the recipient free to decide the most appropriate course of action for themselves.
- Helpful
  Offer constructive comments and support. Where possible, give redirecting feedback as a positive suggestion about what the recipient could have done differently. e.g. ‘If you had mentioned point A first, it could have been clearer.’
- Prioritised
  Don’t overload! Prioritise key areas for improvement and cover the most significant points first. Focus on the amount of information the recipient can use rather than the amount you would like to give. This is particularly useful if they are resistant to the feedback.

Advice on effective feedback

- Give feedback as soon after the event as you can, but ensure privacy if appropriate (praise in public, reprimand in private).
- When giving feedback, the more recent the example, the more impact it will have.
- Ensure the timing is appropriate for the individual (e.g. avoid times when they are under tight time pressures, or about to start something for which they need total focus).
- Consider your motives before giving feedback i.e. what do you want the end result to be? Ensure it serves the needs of the learner.
- Be prepared for their reaction, and how you will respond.
- Give feedback on successes as well as where things can be improved.
- Focus on behaviour, not personality e.g. ‘In that conversation, you talked a lot and it seemed to be difficult for the other person to engage.’
- Give feedback on something that can be changed. There is no point in drawing attention to something that cannot be remedied.
- Make your feedback detailed, based on descriptions of specific behaviour you see and hear.
- Be descriptive rather than judgmental or evaluative - avoid phrasing feedback in terms of good or bad, right or wrong e.g. ‘At the beginning of the interview you were looking at your notes which prevented eye contact between you.’
- Reinforce how positive actions have helped performance.
- Limit your feedback to the amount of information that the recipient can use – don’t overload.
- Check they understand the implications - if they don’t know how their actions affect the task they are unlikely to accept any changes needed.
- Check what has been understood from your feedback. Give the opportunity for the recipient to check their understanding of what you have said. This gives you the opportunity to clarify any misunderstandings.
- Focus on what is missing, rather than what is wrong - this helps performance next time.
Useful resources for developing your professional competencies as a Deployment Supervisor

Core Humanitarian Competencies Framework
This Core Humanitarian Competency Framework was the result of an extensive and inclusive consultation process endorsed by at least 17 different major humanitarian actors including the IRC. You can download the latest version of the framework from:
A guide to using the framework can be downloaded from:

IFRC / BRC – specific development opportunities
The IFRC learning platform has a range of useful online courses including ‘Management essentials’, ‘Negotiating’, the ‘Communicating’ series and ‘Leadership essentials’, available at
www.ifrc.org/learning-platform

The SBI model
originated by CCL / the Center for Creative Leadership:

Pendleton’s Rules
were sourced from:
http://www.faculty.londondeanery.ac.uk/e-learning/feedback/models-of-giving-feedback

Building Trust in Diverse Teams: The Toolkit for Emergency Response
Building Trust in Diverse Teams can be used throughout the cycle of an emergency response and features a Trust Index, to assess and measure trust within diverse teams, and ten trust-building tools that can be selected based on the identified team needs. The tools are user-friendly with clear instructions and handouts to make preparation effortless.
Building Trust in Diverse Teams will help to improve team effectiveness during an emergency. It was developed by the Emergency Capacity Building Project (ECB), a collaborative effort by seven major international NGOs.