Tufts University  
Friedman School of Nutrition Science and Policy  

NUTR 0329  
Humanitarian Leadership: The Political and Policy Challenges of Being in Charge  
Spring 2020

Class Meetings:  
Mondays 9:00 AM – 12:00 PM, Jaharis 156 (Boston Campus)

Instructor:  
Gregory Gottlieb  
(617-67-1335)  
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Office Hours:  
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By appointment. Contact: ann.obrien@tufts.edu

Teaching Asst:  
Bryan Cassella  
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Office Hours:  
By appointment

Graduate Credits:  
3 Semester Hour Units

Prerequisites:  
Graduate Student Status or Instructor Permission

COURSE DESCRIPTION

The past several decades humanitarian assistance has undergone many changes, from mostly focusing on natural disasters where westerners rushed personnel and relief items to the site of the disaster, to now where the vast majority of funding and personnel is provided in complex emergencies brought about by conflict and staffed by a more broadly international staff. The end of the Cold War, 9/11, the wars in Iraq, Afghanistan, Yemen, and especially Syria have engendered complexities for humanitarians that seem to dwarf past responses. For those who are tasked with leading humanitarian efforts, the combination of complex program challenges, counter-humanitarian groups, politics, and national security policy considerations, complicates leading humanitarian responses. Under such complicated and difficult circumstances, effective and considered leadership is needed more than ever at all levels of engagement.

NUTR 0329 is designed to provide students with a broad understanding of leadership actions in the setting of current complex humanitarian responses. The course will cover leadership concepts to enable students to extract lessons to begin to develop a personal leadership style, and political frameworks that enable the student to better analyze such influences on decision making. The course will bring in several guest speakers who have led major humanitarian, diplomatic, or political interventions, or been involved at crucial levels of decision making in such interventions, so that students can compare leadership concepts with the real-world
challenges of effective leadership. And we will not just look at successful leadership, but at poor and even bad leadership to extract necessary lessons. We will examine some of the pressing day-to-day issues that leaders face. Through use of case studies, selected readings, and guest speakers, the course will help students identify how specific leaders, some senior, some more junior, dealt with major issues in humanitarian crises, the successes and failures attendant to those decisions, and the consequences of those actions.

Course Objectives:

1. Discuss in detail the role of leadership in initiating and implementing humanitarian responses and development programs in extreme contexts.
2. Distinguish effective from ineffective leadership approaches in humanitarian decision making.
3. Analyze political impacts on humanitarian leadership.
4. Identify social and cultural aspects of humanitarian leadership.
5. Apply a gender analysis to humanitarian leadership decision making.
6. Be able to summarize the historical underpinnings and changes in humanitarian response at multiple levels of the humanitarian decision process.
7. Recognize and be able to discuss operational and political complexities that distinguish the humanitarian relief environment.
8. Articulate components and styles of leadership that you find desirable, and provide examples of how these could be integrated into your eventual professional practice.

Texts or Materials:
Required texts:
None

Other recommended books:
Additional required or recommended books will be posted to Canvas.

Academic Conduct:
Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures Handbook and Tufts University policies (http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from school.

Classroom Conduct:
Class attendance and participation are expected behaviors. In practice, this sense of personal responsibility will take the form of regular class attendance (one absence per term is understandable; more than one absence should be seen as extraordinary) and being fully prepared to take an active part in discussions, having read all the assignments for that day, as well as being an active participant in group activities. This means you do not have to have all
your thoughts worked out or be certain about your conclusions, but you have to be ready to help the class work out the puzzles before it.

Class conduct will also be done with civility and without personal attack. Disagreement on issues is expected and encouraged to help develop thinking on issues. As part of our initial class we will develop together further guidelines of classroom conduct.

There will be one three-hour class each week, led by Greg Gottlieb and several guest lecturers, most of whom will be experienced practitioners who can speak to specific leadership challenges successes and failures. Course announcements, presentation notes, assigned readings, team assignments, case study assignments and rubrics are provided on the course website on Canvas.

**Evaluation and Grading:**
The course grade will be a combination of three individual writing assignments, the final one also involving group work. Each of the first two papers will count for 25% of the grade, the final paper for 40%, and class participation for 10%. Information on all assignments and the criteria for grading is in “Course Assignment Notes.”

**Readings:**
Students should be prepared for each class by completing the required readings and reflecting on them in advance. Students may be assigned specific units in which they are expected to more significantly participate in class discussion. Student effort during these specific units will represent a larger portion of the class participation grade. In addition, questions will be posted each week on Canvas to prompt and focus discussion in class. We also provide opportunities for students to bring additional readings into class discussion. The required readings are the minimum materials required for class preparation. The recommended readings are designed to provide greater breadth and/or depth for those more interested or less acquainted with the lesson’s topics.

The assignments, reading materials, and all announcements will be posted on Canvas: [http://login.canvas.tufts.edu/](http://login.canvas.tufts.edu/). All students will have access to Canvas upon registration. If you have trouble accessing Canvas, please let Bryan know.

**Analytical Papers:**
Each student will write two short analysis/briefing papers during the semester. The papers will be in the form of a “professional brief”, roughly 1000-1200 words in length. Each paper will be based on a current humanitarian crisis. Roughly ten days before the assignment is due, students will be provided with the case study and required reading sources. The assignments are not intended as research, but as analysis of a particular problem looked at through lenses of leadership and political analysis.
Final Exercise:
The final exercise will also be an research/analytical paper based on a scenario that will be distributed to students three weeks prior to submission. The paper will be from 2200-2500 words and will consist of analysis of the leadership and political aspects of the particular case study. Students will undertake their own research for this paper, keeping in mind that the objective is analysis of the problem, not strictly research into the “why” of the particular case study. Students will also be part of a group exercise around this case study, with each member of the group having a slightly different version of the case study. Once individual papers are submitted, the group will meet to discuss the case study. A final one-page submission will be required for submission that reflects lessons of leadership and perspective learned from the group work.

Participation/group discussions:
The class will rely on active participation by students, both in querying speakers, the professor, and each other. Weekly questions will be sent to the class on Canvas, and it is expected that students will come prepared each week to address those questions. We will also rely on discussion in groups of 4-5 students on various occasions throughout the semester. Much of this work will involve particular case studies, but can also be related to a particular issue raised by a speaker or the professor. Participation will be evaluated based on group work but also individual exchange within groups, and individual participation in class discussion.

Assignments and Submission Instructions:
Assignments received after their deadline will not be accepted or graded unless an extension is approved in advance. Students who are unable to complete an assignment or exam on time for any reason should notify the instructor prior to the deadline. Completing the papers on time is absolutely mandatory because we will discuss them in class, so anyone not having completed the assignment by the deadline will have an unfair advantage before turning in their paper. Thus, there will be no exceptions to this requirement.

Laptop Use in Class:
Given persistent complaints about the distraction of people using computers for non-class activities, computers are not allowed in the classroom.

Accommodation of Disabilities:
Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.
Recommended humanitarian websites for following current discussions of humanitarian issues:

- Feinstein International Center, Tufts University [http://fic.tufts.edu](http://fic.tufts.edu)
- The Humanitarian Practice Network [www.odihpn.org](http://www.odihpn.org)
- Relief Web [www.reliefweb.int](http://www.reliefweb.int)
- Alert Net [www.alertnet.org](http://www.alertnet.org)
- Action Learning Network for Accountability And Performance (ALNAP) [www.alnap.org](http://www.alnap.org)
- The New Humanitarian [thenewhumanitarian.org](http://thenewhumanitarian.org)
- Humanitarian Health Weekly [humanitarianhealth@jhu.edu](mailto:humanitarianhealth@jhu.edu)
- Devex [www.devex.com](http://www.devex.com)

Students are encouraged to explore these websites and others for information throughout the course.

Course Schedule:
Note: Subject to change at instructor’s discretion or due to scheduling conflicts

<table>
<thead>
<tr>
<th>Date</th>
<th>Session No. and Topic</th>
<th>Guest Presenter</th>
<th>Activities</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>21/22* January</td>
<td>1. Leadership and why study it</td>
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<td>Review leadership principles; outline class</td>
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<td>27 January</td>
<td>2. Political environment of humanitarianism I</td>
<td>Diana Ohlbaum, ex-Congressional Staff</td>
<td>Presentation and group discussion – Sackler 316</td>
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<td>3 February</td>
<td>3. Post 9/11: Messy Politics and Uncertain Leadership</td>
<td>Kirsten Gelsdorf, UNOCHA/UVA</td>
<td>Presentation, Q&amp;A, group discussion</td>
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<td>10 February</td>
<td>4. Political environment of humanitarianism II &amp; Case Study: Iraq</td>
<td>Bob Gersony, humanitarian researcher</td>
<td>Q&amp;A with presenter</td>
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<td>17 February</td>
<td>5. Dilemmas of Leadership I: Security and Remote Management</td>
<td>Raga Alphonsus, ZOA Int’l</td>
<td>Q&amp;A with presenters</td>
<td>Briefing Paper Due</td>
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<td>24 February</td>
<td>6. Dilemmas of Leadership II: Gender Bias and Staff Care</td>
<td>Prof. Dyan Mazurana</td>
<td>Q&amp;A with presenters; group discussion</td>
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<td>2 March</td>
<td>7. Dilemmas of Leadership III: public</td>
<td>Ella Watson-Stryker, Doctors Without Borders</td>
<td>GG overview; Q&amp;A with presenter</td>
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<tr>
<td>Date</td>
<td>Case Study/Topic</td>
<td>Presenter/Institution</td>
<td>Activity</td>
<td>Due Date</td>
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<td>9 March</td>
<td>8. Case Studies: Natural Disasters</td>
<td>Mia Beers, OFDA</td>
<td>Q&amp;A with presenter; individual issues presentations</td>
<td>Briefing Paper Due</td>
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<td>30 March</td>
<td>10. Case Study: West Bank, Gaza</td>
<td>Prof. Daniel Beaudoin, Tel Aviv University</td>
<td>Q&amp;A with Presenter; class discussion</td>
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<td>6 April</td>
<td>11. Case Study: Pakistan and the politics of development</td>
<td>Prof. Gottlieb</td>
<td>Q&amp;A and class discussion</td>
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<td>13 April</td>
<td>12. Case Study: Syria</td>
<td>Jack Myer, OFDA</td>
<td>Q&amp;A with presenter; group discussion</td>
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<td>27 April</td>
<td>13. How Will You Lead?</td>
<td>Professor Gottlieb</td>
<td>Final paper presentations; Final leadership discussion; Final Student Thoughts</td>
<td>Final Paper Due</td>
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*Freidman and Fletcher have different make up days for Monday holidays. We will hold separate make up classes to accommodate each school’s schedule. Make up classes for Freidman students will be held in the normal classroom at the normal time according to Friedman’s schedule, while Fletcher students will follow their school’s schedule with classes held at the normal time but at a TBD classroom at Fletcher.
WEEK 1: What is humanitarian leadership and why study it?
(January 22/3, 2020 – Greg Gottlieb)

Learning Objectives
1. Explain basic theories of leadership
2. Compare and contrast differences between crisis and non-crisis leadership
3. Differentiate between understanding good leadership and being a good leader

Required Reading:

Albright, Madeleine. (2013). On Being a Woman and a Diplomat. Ted-Ed.
https://www.youtube.com/watch?v=7wzcelLi774 (video)


Petraeus. D. (n.d.) David Petraeus: Four Tasks of a Strategic Leader (0:00-6:53). Available at https://www.youtube.com/watch?v=Ej4SmxDfEgQ&t=2s. (video)

Recommended Reading:

Carafano, J.J. (2015). If You Want Good Leaders, Make Sure They’re Good Thinkers. The Heritage Foundation. 5 pages


WEEK 2: Political Environment of Humanitarianism I
(January 27, 2020 – Greg Gottlieb; Diana Ohlbaum, former Hill Staffer; Foreign Policy Advocate)

Learning Objectives
1. Analyze the influence of politics on Humanitarian Assistance and Development (HA/D)
2. Demonstrate the application of political analysis to HA/D programs.
3. Describe growth of UN coordination as element of broader HA leadership
4. Describe the growth and evolution of major governmental agencies

Required Reading

***If unfamiliar with major humanitarian actors (i.e. USAID, DFID, ECHO, UN Cluster Leads) mentioned in the below readings, students should visit those organizations’ websites and skim organizational missions/mandates, operational strategies, and most recently published yearly review of activities. Additional background material is available on Canvas.***


Hochschild, F. (2010). In and Above Conflict. (pp. 106-111) **6 pages**


Planning from the Future. (2016) Is the Humanitarian System Fit for Purpose. (pp. 7-10) **4 pages**


Turning the Agenda for Humanity into Action. OCHA. Available at https://www.youtube.com/watch?v=Q-ZpR7HAtyE. (video)

UN Chief Ban Expresses His Disappointment as First WHS Closes. EuroNews. Available at https://www.youtube.com/watch?v=G9b9a6rgnCk. (video)


Valters, C., & Whitty, B. (2017). The Politics of the Results Agenda in DFID. London: Overseas Development Institute. (pp. 8-13) **6 pages**

**Recommended Reading**


**WEEK 3: Post 9/11: Messy Politics and Uncertain Leadership**

(February 3, 2020: Greg Gottlieb; Kirsten Gelsdorf, Univ. Virginia; fmr UNOCHA)

Learning Objectives

1. Evaluate the long-term impacts of the War on Terror on the roles and influence of HA/D as part of national security considerations
2. Describe and analyze specific impacts on HA/D efforts in the Post 9/11 world of political and leadership decisions

3. Analyze the challenges to local leadership of HA/D programs in a post 9/11 context

Required Readings:

Chang, M. (2016). Does Providing Aid in War Zones Do More Harm Than Good?. Foreign Policy in Focus. 4 pages


Recommended Readings:


Jackson, A. (2012). Remembering the Humanitarians. *Al Jazeera.* 7 pages

**WEEK 4: Political Environment of Humanitarianism II**
(February 10, 2020 – Greg Gottlieb; Robert Gersony: Independent Researcher)

Learning Objectives
1. Identify fundamental skills needed for effective government leadership
2. Analyze the changing nature of government leadership
3. Analyze the challenges of leading in a highly politicized environment
4. Identify leadership challenges for INGOs in politically complex programs

**Required Reading:**


Barder, O. (2018). Aid in the National Interest: When is Development Cooperation Win-Win? Center for Global Development. 5 pages


Burkle, Frederick M., Bradley A. Woodruff, and Eric K. Noji. (2007). *Lessons Learned from Planning, Assessment, and Immediate Relief in the 2003 War with Iraq.* CorpWatch. 7 pages


Kosar, Kevin and Rajiv Chandrasekaran. (2007). “There Was No Plan”: An Interview with Rajiv Chandrasekaran. ASPA. 6 pages

Lakoff, Andrew. (2010). Disaster and the Politics of Intervention. (Chapter 3). 4 pages

Meehan, B. & Jonker, K. S. (2015). How to be a Better Nonprofit Board Member. Stanford Graduate School of Business. 3 pages


Recommended Reading:

Institute for Philanthropy. (2009). Supportive to the Core. 25 pages


**WEEK 5: Dilemmas of Leadership I: Security and Remote Management**

(February 19/20, 2020 – Greg Gottlieb; Roy Boniwell; Carlos Mejia)

Learning Objectives

1. Identify the consequences of security concerns on humanitarian activities: staff performance, access, population decision-making
2. Describe the challenges and risks of remote management in humanitarian assistance

**Required Reading:**


**Recommended Reading:**


International Federation of Red Cross and Red Crescent Societies. (n.d.). Remote Partnership: Aid Delivery in Insecure Environments. **4 pages**


**WEEK 6: Dilemmas of Leadership II: Staff Care and Gender Biases**
(February 24, 2020 – Dr. Lynn Cripe; Prof. D. Mazurana)

Learning Objectives
1. Describe the contrast between Leadership and management
2. Describe management challenges and responsibilities for staff in extreme contexts
   - Understand other management challenges and their impact on program and policies
3. Evaluate the gender biases within humanitarian leadership

**Required Reading:**

Adichie, Chimamanda Ngozi. (2013). *We Should All Be Feminists*. Tedx. 
https://www.youtube.com/watch?v=hg3umXU_qWC (video)


KonTerra Group. (2017). Essential Principles of Staff Care: Practices to Strengthen Resilience in International Humanitarian and Development Organizations. 23 pages


SAVE. (2016). *The Effects of Insecurity on Humanitarian Coverage*. Global Public Policy Institute. 3 pages

**Recommended Reading:**


**WEEK 7: Dilemmas of Leadership III: Public Image and Accountability**

(March 2, 2020 – Greg Gottlieb)

Learning Objectives

1. Understand the public nature of humanitarian action and the challenges for leaders facing public scrutiny
2. Describe the factors organizations must weigh when dealing with accountability issues

**Required Reading:**


Culver, Ellsworth. (2019). *Mercy Corps Ethics Director Also Knew of Sexual Abuse Allegations Against Co-Founder*. The Oregonian. **3 pages**


Goldring, Mark. *An Open Letter from Mark Goldring, Chief Executive, Oxfam GB*. Oxfam. **1 page**

Inc. (2013). Daniel Kahneman: Thinking Fast vs. Thinking Slow. Available at https://www.youtube.com/watch?v=P1rFrDVRBo4&t=7s.
International Federation of Red Cross and Red Crescent Societies. (n.d.). Can You Hear Me Now? Digital Empowerment of Local Actors. 3 pages

International Federation of Red Cross and Red Crescent Societies. (n.d.). Follow the Money: Are Funding Patterns Keeping Pace with Trends and Evidence? 3 pages


Redden, E. (2017) “$41.5M Verdict for Student Who Fell Ill on School Trip to China Has Implications for Study Abroad,” Inside Higher Ed. 5 pages


Schweitzer, M., Brooks, A., & Galinsky, A. The Organizational Apology. Harvard Business Review. 7 pages


Recommended Reading:
WEEK 8: Natural Disasters: Leadership in a Hurry
(March 9, 2020 – Greg Gottlieb; Mia Beers/OFDA)

Learning Objectives
1. Explain the major leadership challenges of natural disasters
2. Understand the integration, and strengths and weaknesses of, components of the international humanitarian response system

Required Reading:

ACAPS. (2015). Lessons Learned from Nepal Earthquake Response. 2 pages


Center for Army Lessons Learned. (2015). Operation United Assistance: Report for Follow-On Forces (pp. 3-6). United States Army. 4 pages


Penn, S. & Cooper, A. (2010). Sean Penn Interview with Anderson Cooper- Diphtheria in Haiti. Available at https://www.youtube.com/watch?v=YnC4zx8bVkJE. (video)

Salmon, F. (2010). Don’t Give Money to Haiti. Reuters. 1 page


Recommended Reading:

Carafano, J. (2014). US Troops are Unrivaled in Carrying Out humanitarian Missions. The Heritage Foundation. 4 pages


**WEEK 9: Case Study: Rwanda Genocide**  
(March 23, 2019 – Greg Gottlieb; Amb. P. Bushnell)

Learning Objectives
1. Describe the leadership challenges of responding to genocide or other crimes
2. Compare and contrast successful and failed leadership responses to the genocide.

**Required Readings:**


Chalk, F., Dallaire, R., Matthews, K., Barquero, C., Doyle, S. (2010). *Mobilizing the Will to Intervene: Leadership to Prevent Mass Atrocities*. Canada: McGill Queen’s University Press. (pp. 112-123) 12 pages


**Recommended Readings:**


**WEEK 10: Case Study: West Bank, Gaza**
(March 30, 2019 – Greg Gottlieb; Prof. Daniel Beaudoin, Tel Aviv University)

Learning Objectives

1. Analyze the unique leadership challenges within the context of the Israeli-Palestinian conflict
2. Compare and contrast these challenges with other protracted humanitarian programs
3. Evaluate whether humanitarian actors can operate within humanitarian principles, particularly that of neutrality

**Required Reading:**


Hoiglit, Jacob. *The Futility of Rights-Based Humanitarian Aid to the Occupied Palestinian Territories*. Peace Research Institute Oslo, Norway. 16 pages


Irfan, Anne and Jo Kelcey. (2019). *The Importance and Impossibility of Researching UNRWA*. Jadaliyya. 8 pages


Lindsay, James G. (2012). *Reforming UNRWA*. Middle East Forum. 10 pages

Lynch, Colum. (2018). ‘One Cannot Simply Wish Away 5 Million People.’ Foreign Policy. 3 pages

McGoldrick, Jamie. *Twitter Profile - @jamiemcgoldric8*. 2019. Skim


OCHA. (2019). *Humanitarian operations undermined by delegitimization, access restrictions, and administrative constraints.* OCHA – Occupied Palestinian Territory. 6 pages


Skim

Soussi, Alasdir. (2019). *Why the media fails to cover Palestine with accuracy and empathy.* Al Jazeera. 5 pages

**Recommended Reading:**

**WEEK 11: Pakistan: Politics, National Security, and Leadership**
(April 6, 2020 – Greg Gottlieb; LTG (Ret) Sean MacFarland)

Learning Objectives
1. Understand the “3-Legged Stool” concept and its application to HA/D
2. Analyze the impact of shifting leadership on HA/D effectiveness
3. Understand the impacts of conflicting political views on development program effectiveness

**Required Readings:**

Birdsall, N., Elhai, W., & Kinder, M. (2010). Beyond Short-Term Thinking: How to Spend Billions Well in Pakistan, for Them and for Us. Center for Global Development. 11 pages


Yusuf, M. (2011). Testimony Before the Senate Foreign Relations Committee. (pp. 5-7) 3 pages

Zyck, S. (2014). When Aid goes Wrong. Overseas Development Institute. 3 pages

**Recommended Readings:**

*Dawn.* (2009). Obama Signs Kerry-Lugar Bill into Law. 5 pages

Department for International Development. (2012). Pakistan Earthquake: Seven Years On. 4 pages


Office for the Coordination of Humanitarian Affairs. (n.d.). One Year On 2011: Pakistan Floods. (skim) 76 pages


Wilder, A. (2009). Hearing on U.S. Aid to Pakistan: Planning and Accountability. 8 pages
WEEK 12: Syria and Four Famines: Impact on Humanitarian Leadership
(April 13, 2020 – TBD)

Learning Objectives
1. Analyze the impacts of remote management on the quality of program leadership
2. Identify the influence of migration concerns on HA/D funding
3. Describe the HA/D leadership challenges and changes caused by conflicts in Syria and Yemen

Required Reading:

3RP. (n.d.). Regional Strategic Overview 2018-2019. (pp. 4-9, 28-29, 46-47) 10 pages


Office for the Coordination of Humanitarian Affairs. (n.d.). UN 2017 Humanitarian Response Plan End of Year Report. (pp. 4-16, 29-31) 16 pages

PBS NewsHour. (2018). Relentless Assad bombing campaign turns this Syrian suburb into 'hell on Earth'. Available at https://www.youtube.com/watch?v=WYs7lumnjk4. (video)


United Nations Office at Geneva. (2018). Transcript of Press Stakeout by Special Advisor to the UN Special Envoy for Syria, Jan Egeland. 4 pages

Recommended Reading:
Albright, M & Miliband, D. (2014). Operation Lifeline Syria. Foreign Policy. 4 pages

WEEK 13: How Will You Lead?
(April 27, 2020 – Greg Gottlieb)

Learning Objectives
1. Identify key lessons on leadership
2. Describe the importance of vision on good leadership
3. Identify three principles of leadership to carry forward

Required Reading:
Searle, L. (2013). See One, Do One, Teach One: The Role of Mentoring in An Age of Professional Humanitarian Action. Professionals in Humanitarian Assistance and Protection. 3 pages


**Recommended Reading:**
