Tufts University
Friedman School of Nutrition Science and Policy

NUTR 0329
Humanitarian Leadership: The Political and Policy Challenges of Being in Charge
Spring 2019

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

Instructor:  
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Teaching Asst:  
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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:**

**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 one individual briefing paper (20%), two group papers and presentations (40%), a final introspective leadership exercise (Final Exercise) (20%), and participation in small-group discussion (20%). All assignments will have a presentation component- effective leadership relies upon presentation skills just as much as good decision-making. 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. Every student will 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. 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 Ben know.

**Briefing Paper:**
Each student will write a short briefing paper as the first assignment of the semester. This paper will be in the form of a “professional brief”, roughly 800-1000 words in length. A presentation (less than 5 minutes) is also part of the assignment and will occur during the day the assignment is due. (See page 26 for fuller description of the assignment)
**Group Assignments:**
Each student will participate in two group paper and presentation assignments. The assignments will revolve around a leadership dilemma for a humanitarian organization. Each assignment will include a short paper that provides a plan of action in response to the dilemma. Additionally, groups will present their plan of action to the class as if the class were the affected stakeholders. Group assignments will be done within the first two or three lessons. Each student in the class is expected to participate in the preparation and presentation of group analysis, and we will be expected to provide peer review to fellow students. (See page 26 for fuller description of the assignment)

**Final Exercise:**
The final exercise will force students to take an introspective look at their own leadership style—both how students view themselves and how they would like to change. The scenario will focus on a potential realistic leadership position post-Tufts and ask students to prepare a summation document on how they will lead under the scenario, some of the principles they will apply, and how those principles relate to the political, social, or economic forces that are identified in the scenario. The assignment will also include a briefing component that will replicate a likely introductory scenario for a newly appointed leader. (See page 27 for description of the final exercise)

**Participation/group discussions:**
At times, we will rely on discussion in groups of 4-5 students on various occasions throughout the semester. Much of this work will evolve around case studies, some graded, some meant for prompting discussion. Participation will be evaluated based on group work but also individual exchange within groups and as a class. As mentioned earlier, the class will also use a system assigning students primary responsibility for class discussion during certain lessons. This system will help students prepare for class and ensure all voices are given an opportunity to participate and be acknowledged. Further feedback will come from the use of anonymous comments through Qualtrics.

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

**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)
- IRIN News (humanitarian news)  [www.irinnews.org](http://www.irinnews.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>Presenter</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/3 January</td>
<td>1. Leadership and why study it</td>
<td>G. Gottlieb</td>
<td>Review leadership principles; outline class</td>
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<tr>
<td>28 January</td>
<td>2. Political environment of humanitarianism I</td>
<td>G. Gottlieb/Nancy Lindborg USIP</td>
<td>Presentation and group discussion</td>
<td>Sign up for group case studies</td>
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<tr>
<td>4 February</td>
<td>3. Political environment of humanitarianism II</td>
<td>G. Gottlieb/A. Natsios or G. Smith</td>
<td>Presentation, Q&amp;A, group discussion and presentation</td>
<td></td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Presenter(s)</td>
<td>Event Details</td>
<td>Notes</td>
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<td>11 February</td>
<td>4. Post 9/11: Messy Politics and Uncertain Leadership</td>
<td>Kirsten Geldof / Abby Stoddard</td>
<td>Q&amp;A with presenter; individual briefing paper presentations</td>
<td>Briefing Paper Due</td>
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<td>20/1* February</td>
<td>5. Dilemmas of Leadership I: Staff Care, Gender Biases</td>
<td>Lynn Cripe/ Dyan Mazurana</td>
<td>Q&amp;A with presenters; group discussion</td>
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<td>25 February</td>
<td>6. Dilemmas of Leadership II: Security, remote management</td>
<td>Roy Boniwell/ Carlos Mejia</td>
<td>Q&amp;A with presenters; group discussion</td>
<td>Group Presentations on case studies due</td>
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<td>(1/2 Class)</td>
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<td>4 March</td>
<td>7. Dilemmas of Leadership III: public image &amp; accountability</td>
<td>G. Gottlieb/ Dina Esposito</td>
<td>GG overview; Q&amp;A with presenter</td>
<td>Group Presentations on case studies due</td>
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<td></td>
<td>(1/2 Class)</td>
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<tr>
<td>11 March</td>
<td>8. Case Studies: Natural Disasters</td>
<td>G. Gottlieb/ Mia Beers</td>
<td>Q&amp;A with presenter; individual issues presentations</td>
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<td>1 April</td>
<td>10. Case Study: Pakistan</td>
<td>G. Gottlieb/ Amb. R. Olsen or J. Eggers</td>
<td>GG on Pakistan case; presenter + Q&amp;A; group presentations</td>
<td>Group Presentations Due (1/2 Class)</td>
</tr>
<tr>
<td>8 April</td>
<td>11. Case Study: South Sudan</td>
<td>Luka Biong</td>
<td>Team Presentations/External Presentation/Q&amp;A; group presentations</td>
<td>Group Presentations Due (1/2 Class)</td>
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<td>22 April</td>
<td>12. Case Study: Syria</td>
<td>Jack Myer / Jamie McGoldrick</td>
<td>Q&amp;A with presenter; group discussion</td>
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<td>29 April</td>
<td>13. How Will You Lead?</td>
<td>G. Gottlieb</td>
<td>Final paper presentations; Final leadership discussion; Final Student Thoughts</td>
<td>Final Paper Due</td>
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*Friedman 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 Friedman 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.*
Course Topics, Learning Objectives, and Assignments

WEEK 1: What is humanitarian leadership and why study it?
(January 22/3, 2019 – 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:


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 28, 2019 – Greg Gottlieb; Nancy Lindborg/USIP)

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: Political Environment of Humanitarianism II**
(February 4, 2019 – Greg Gottlieb; Andrew Natsios or Gayle Smith)

Learning Objectives
1. Identify fundamental skills needed for effective government leadership
2. Analyze the changing nature of government leadership
3. Compare and contrast UN leadership in HA/D in selected crises
4. Compare and contrast INGO leadership to UN and Donor Government

Required Reading:


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


**Recommended Reading:**

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


Xavier, J. (2016). Want Your Company to Have an Impact? Ask These Four Questions. Stanford Graduate School of Business. **3 pages**
WEEK 4: Post 9/11: Messy Politics and Uncertain Leadership  
(February 11, 2019: Greg Gottlieb; Kirsten Geldorf; Abby Stoddard)

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 Iraq and Afghanistan 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 5: Dilemmas of Leadership I: Staff Care and Gender Biases
(February 18, 2019 – 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:


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


Recommended Reading:

WEEK 6: Dilemmas of Leadership II: Security and Remote Management
(February 25, 2019 – 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 7: Dilemmas of Leadership III: Public Image and Accountability
(April 8, 2019 – Greg Gottlieb; Dina Esposito, Mercy Corps)

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:


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:

CBS Evening News (2009). Katie Couric on How to Conduct a Good Interview. Available at https://www.youtube.com/watch?v=4eOynrI2eTM. (video)

HARDtalk. (2018). Amira Malik Miller Oxfam Aid Worker and Whistle Blower. BBC. Available at https://www.youtube.com/watch?v=UzL8kB06SUu. (video)

WEEK 8: *Natural Disasters: Leadership in a hurry*
(March 25, 2019 – 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

Ripple in Development. Active Learning Network for Accountability and Performance. (pp. 107-122) **16 pages**


Penn, S. & Cooper, A. (2010). Sean Penn Interview with Anderson Cooper- Diphtheria in Haiti. Available at [https://www.youtube.com/watch?v=YnC4zx8bVxE](https://www.youtube.com/watch?v=YnC4zx8bVxE). (video)


**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 25, 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:


Recommended Readings:


**WEEK 10: Pakistan: Politics, National Security, and Leadership**
(April 1, 2019 – Greg Gottlieb; Amb. R. Olson or J. Eggers)

**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*


**Recommended Readings:**


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*


**WEEK 11: Case Study: South Sudan: Operation Lifeline Sudan**

(April 8, 2019 – Greg Gottlieb; Luka Biong)

Learning Objectives

1. Understand and describe how OLS was created
2. Analyze the leadership applied to create OLS and implement at the field level
3. Describe and analyze the impacts and legacy of OLS on current HA/D programs in S. Sudan

**Required Reading:**


Field Evaluation Team. (2000). Sudan: Unintended Consequences of Humanitarian Assistance. The University of Dublin, Trinity College. (pp. 228-230) **3 pages**


**Recommended Reading:**


Ravelo, J. (2014). What Foreign Aid Got Wrong in South Sudan. **2 pages**

**WEEK 12: Syria and Four Famines: Impact on Humanitarian Leadership**  
(April 22, 2019 – Jack Myer; Jamie McGoldrick; LTG (Ret) Sean MacFarland)

**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](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 29, 2018 – 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:

**Assignments**

**Individual Paper and Presentation**  
Type: individual  
Components: 800-1000-word paper and 2-minute presentation  
Due: Lesson 4  
Scenario Summary: You are a senior leader for an NGO overseeing an annual strategy process. There are two scenarios to choose from. Pick one. (1) NPA-type organization dealing with USAID; or (2) a Save the Children-CIA Pakistan type situation. Write a recommendation on how to proceed for the next year. Present a 2-minute executive summary of the recommendations to the class (NGO board of directors).

**Group Project 1**  
Type: group  
Components: 5-page paper and 10-minute presentation  
Due: Lesson 6 or 7  
Scenario Summary: You are the Yemen team at USAID’s headquarters in Washington, DC. The US National Security Council is debating how to leverage all elements of national power to achieve its goal of 1) reduced Iranian influence in Yemen and 2) safe commercial and military movement through the Red Sea and Gulf of Aden. You and your team were asked to provide a paper and brief to help the NSC determine how best to configure USAID into their plans. Assume your audience (NSC staffers) are familiar with USAID’s mandate and current activities in Yemen, but generally ignorant of the full capabilities of the agency and the underlying principles of humanitarian assistance.

**Group Project 2**  
Type: group  
Components: Part 1- 1-page paper; Part 2- 4-page paper and 10-minute presentation  
Due: Lesson 10 or 11  
Scenario:  
Part 1- You are the Islamic Relief team, headquarters in Cairo, operating on the frontline town of Dar Abeel, Yemen. You provide livelihood assistance to the mixed ethnicity and mixed supporting population. Dar Abeel is in Houthi hands, but in a roundabout way 75% of your funding comes from the Government of Saudi Arabia. Houthi rebels either don’t know or don’t care about your funding sources, but have deliberately staged around your humanitarian space and frequently infringe (but do not strictly violate) your sense of impartiality and neutrality. Six hours ago, Saudi planes bombed Houthi positions near your complex, causing significant civilian (and only minimal rebel) casualties. The area appears to be in stable Houthi hands for the foreseeable future, but additional Saudi airstrikes are possible in that timeframe. Headquarters in Cairo put out a generic statement four hours ago, but is demanding a more thorough assessment and recommendation from your team. With new leadership at headquarters and your team’s stellar reputation, headquarters will most likely act upon your recommendation - this is as close to a blank check as you will get. In 1 page, write your communication to headquarters.
Part 2- It’s three weeks later. Headquarters took no substantial action. Saudi airstrikes continue once or twice a week, with twice that many flyovers occurring. The attacks and flybys have caused significant strain on your team, not to mention increasing pressure from the Houthis and local population which has not been able to flee. You and your team are receiving the same amount of material support as prior to the attacks, but the added strain is undeniable. Within your six-person team, one is suffering from what appears to be PTSD (John), one has essentially turned into a functioning alcoholic (Kate), and your pretty sure the other three are now in a precarious sexual love triangle that is starting to spill over into the daily routine (Pat, Taylor, and Terry). Your team is still performing well considering the circumstances, but is likely only one event away from a collapse. Headquarters is once again providing virtually no advice, but is willing to help as needed. There are two reliable personnel at headquarters available for assignment (either as additions or replacements) and you have the option of evacuating any or all of your team for between 1 week and 6 months. Everyone says they want to stay and see it thru, having already worked together for 7 months. Even though BBC and Al-Jazeera are reporting a ceasefire is near you’re not sure. In two pages, write a report to headquarters detailing how you will handle the situation and what you need from them. In an additional two pages, describe how you will deal with your team from now until headquarters can meet your request. In 10-minutes, brief your NGO regional director on your two reports (Part 2 only). Assume your regional director, Greg, is trustworthy and will not show or talk about your reports or brief outside what is needed to execute your recommendations- John, Kate, Pat, Taylor, and Terry will not find out what you said about them. Be prepared for Professor Gottlieb to interrupt with questions during your brief.

**Final Individual Paper and Presentation**

Type: individual  
Components: no size limit paper and 2-minute presentation  
Due: Lesson 13  
Scenario: Choose any humanitarian organization and a leadership position within that organization (with approval from Professor Gottlieb). Create a leadership document that you will disseminate to all employees within your section/unit. This document should at a minimum explain how you want to lead, expectations for employees, and your goals for the section/unit. In 5-minutes, brief the document to the class as if they were your employees and it was your first week in your chosen position- bring copies of your document for the entire class.