

Role Competencies

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Rapid Response Team Trainers

Field Response Expert Trainers	<i>Adapting and Developing Trainings</i>	<ul style="list-style-type: none"> • Collaboratively review, discuss, and determine how best to adapt WHO and national or regional training modules and materials to suit the country context and emergency plans and procedures • Conduct adaptation and translation in timely way in collaboration with relevant RRT stakeholders
	<i>Facilitating Trainings</i>	<ul style="list-style-type: none"> • Prepare and provide onboarding, advanced and continuous training, and practical exercises to improve the capacity and effectiveness of RRTs • Provide trainings for trainers that enable them to regularly and autonomously facilitate effective learning experiences for RRT members that keep up with changing methods and science • Allow RRT members to share experiences and best practices with their teammates during training
	<i>Supporting Response in the Field</i>	<ul style="list-style-type: none"> • Apply experience and expertise from previous incidents to support learning among RRT members and trainers • Provide safe and effective learning experiences in the field
Subject Matter Experts	<i>Adapting and Developing Trainings</i>	<ul style="list-style-type: none"> • Collaboratively review, discuss, and determine how best to adapt WHO and national or regional training modules and materials to suit the country context and emergency plans and procedures • Conduct adaptation and translation in timely way in collaboration with relevant RRT stakeholders
	<i>Facilitating Trainings</i>	<ul style="list-style-type: none"> • Prepare and provide onboarding, advanced and continuous training, and practical exercises to improve the capacity and effectiveness of RRTs • Provide trainings for trainers that enable them to regularly and autonomously facilitate effective learning experiences for RRT members that keep up with changing methods and science • Allow RRT members to share experiences and best practices with their teammates during training
	<i>Advising Response Leaders</i>	<ul style="list-style-type: none"> • Provide guidance for sustainable integration of RRT training into existing national institutions/programmes • Provide information, research findings, and policy or procedural guidance to RRT managers

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Rapid Response Team Members

RRT Team Lead	<i>Ensuring Responder Occupational Health and Safety^{1 2}</i>	<ul style="list-style-type: none"> • Take key actions needed to address operational safety and health hazards faced by the RRT members • Safeguard RRT members' rights and obligations • Prevent and respond to sexual harassment, exploitation, and abuse • Under the direction of the RRT management, apply strategies to monitor team members' security, safety, and wellbeing in the field
	<i>Managing Operations and Logistics^{3 3}</i>	<ul style="list-style-type: none"> • Ensure ongoing coordination and two-way communication between team members and other response efforts in the field, and between RRT members and the RRT management at the EOC (or equivalent) • Provide orientation and technical support and ensure that team members in the field have access to subject matter experts' support remotely • Ensure that equipment and logistics for team members and activities are available • Identify priorities and define realistic objectives and timelines • Reallocate resources and reset priorities in response to unexpected events • Ensure that roles, responsibilities and reporting lines are clearly understood, and accepted • Evaluate whether appropriate data are being collected and indicators met • Coordinate hand off reporting from demobilizing RRT members for arriving teammates
	<i>Creating an Empowering and Motivating Environment^{3 4}</i>	<ul style="list-style-type: none"> • Delegate work and provide support to team members according to each member's strengths • Provide team members with clear direction and support in meeting their objectives • Show confidence in team members and encourage initiative • Inspire and motivate others to work towards a shared vision of organizational goals • Act as a role model by demonstrating positive and engaging behaviour • Build trust, creative thinking, build collaboration and coordination within the team • Facilitate the development of team members as leaders

¹ World Health Organization. (2022). *Rapid Response Teams Essentials Online Course*. Health Security Learning Platform. <https://extranet.who.int/hslp/training/course/view.php?id=385>

² World Health Organization. (2022). *Rapid Response Teams Manager Online Course*. Health Security Learning Platform. <https://extranet.who.int/hslp/training/course/view.php?id=386>

³ Global Outbreak Alert and Response Network (2016). *GOARN Model - Core and Leadership Competencies GOARN Personnel*. Draft 3.3

⁴ WHO-ASPHER. (2020). *Competency Framework for the Public Health Workforce in the European Region*. https://www.euro.who.int/_data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf

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Rapid Response Team Members

Logistician	<i>Ensuring Operational Security</i> ²	<ul style="list-style-type: none"> • Coordinate the security of the team during the response • Ensure that administrative processes are respected during field operations and ensure financial management • Consider and mitigate all relevant hazards
	<i>Organizing Transport for the Teams and Field Samples</i> ²	<ul style="list-style-type: none"> • Map out locations of team members, equipment, and supplies for the response with capacities for storage and warehousing, including maintaining inventory • Identify adequate means of transport for the team • Identify suppliers of standard essential items locally • Provide logistical support for transportation of samples to laboratories • Ensure the availability and maintenance of essential material, such as medicines, vaccines and PPE to be used during the investigation or the response
	<i>Organizing Procurement of Commodities</i> ²	<ul style="list-style-type: none"> • Map out locations of team members, equipment, and supplies for the response with capacities for storage and warehousing, including maintaining inventory • Map out equipment and supplies for the response including capacities for storage and warehousing • Identify suppliers of standard essential items locally and maintaining inventory necessary for rapid response • Ensure the availability and maintenance of essential material, such as medicines, vaccines and PPE to be used during the investigation or the response
Psychosocial Expert	<i>Supporting Communities</i> ²	<ul style="list-style-type: none"> • Ensure that people are treated with dignity and sensitivity • Collect information relevant to the psychological status of the person/family • Ensure that people who are in psychological distress are referred to the relevant specialized services
	<i>Supporting RRT Members</i> ²	<ul style="list-style-type: none"> • Help the team members to understand and establish a dialogue with people and families who are resistant or against the interventions of the RRT • Watch over the psychological condition of the RRT members

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Rapid Response Team Members

Hazardous Material Expert	<i>Containment and Removal of Hazardous Materials²</i>	<ul style="list-style-type: none"> • Ensure that hazardous material is removed while safeguarding the community and surrounding area • Coordinate with relevant stakeholders and authorities to contain hazardous materials
	<i>Advising Fellow Responders and Authorities²</i>	<ul style="list-style-type: none"> • Provide subject matter expertise during a chemical, radio-nuclear/hazardous substance emergency • Provide immediate projections of the effect of the hazardous material on the surrounding area and how the public should protect themselves (i.e. evacuation, decontamination, quarantine, etc.)
Epi - Surveillance Officer	<i>Conducting Epidemiological Surveillance</i>	<ul style="list-style-type: none"> • Apply key epidemiology terms and concepts in the context of One Health • Implement key health surveillance activities before, during and after an outbreak such as active case finding and contact tracing • Perform statistical analyses, present data in tables, graphs or maps, and summarize findings • Collect relevant and complete information to ensure case investigation
	<i>Investigating Outbreaks^{1 5}</i>	<ul style="list-style-type: none"> • Implement initial control measures • Conduct systematic outbreak investigations and define strategies for outbreak control • Develop strategies to determine the etiology of the public health event • Conduct active case finding and contact tracing • Collect, analyze, interpret and share epidemiological data orally and in writing with team members and stakeholders • Formulate recommendations for control measures depending on the investigation results
WASH Specialist	<i>Monitoring and Cleaning²</i>	<ul style="list-style-type: none"> • Map and record water elements of the water infrastructure • Determine chlorination levels and conduct treatment of drinking-water at the point of use • Clean and rehabilitate hand-dug wells and boreholes • Rehabilitate small-scale piped water distribution systems • Clean and disinfect water storage tanks and tankers • Plan for and manage excreta, solid waste, and deceased bodies in emergencies
	<i>Coordinating and Training²</i>	<ul style="list-style-type: none"> • Make action plans and coordinate testing and supply deployment with partners stakeholders • Train and assist local WASH and environmental health colleagues with water testing and training on aquatab at the point of usage • Sharing findings with team members and stakeholders including results and methods of analysis

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Risk Communicator	<i>Developing and Using Effective Community Engagement and Risk Communication Strategies^{1 5 6}</i>	<ul style="list-style-type: none"> • Explore the perceptions and practices of health care sectors in affected areas • Identify the socio-cultural and organizational factors that can affect/stimulate the response including adoption of control measures • Maintain relationships and monitor communications in the local context • Use appropriate tools and approaches to engage communities in discussion of the actions to take, aided by appropriate communication materials • Investigate rumors and media reports on outbreaks and other public health emergencies and prepare/cofacilitate appropriate responses • Explain and promote community actions appropriate for the mode of transmission, groups at risk, and for each phase of an emergency, including after the emergency
	<i>Producing Communication Materials^{1 5}</i>	<ul style="list-style-type: none"> • Develop and adapt communication materials to the local context and following the communication strategy • Develop communication messages that address and correct rumors and misinformation • Develop communication materials promoting the community actions prioritized in the communication strategy
Laboratorian	<i>Preparing for Sample Collection and Analysis^{5 7}</i>	<ul style="list-style-type: none"> • Participate in laboratory training, routine assessments and feedback, and quality assurance systems • Conduct safety and preparatory procedures before collecting a laboratory sample from suspected cases
	<i>Collecting and Analyzing Samples^{1 5}</i>	<ul style="list-style-type: none"> • Select the type of sample required based on the clinical signs, event and local context • Collect laboratory samples taking the appropriate infection prevention and control measures
	<i>Sharing Results with Members and Stakeholders</i>	<ul style="list-style-type: none"> • Create reports of the methods and results of the analyses • Share reports with RRT team lead

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Clinician	<i>Taking Action to Mitigate Immediate Harm</i>	<ul style="list-style-type: none"> • Communicate with team members and stakeholders • Uphold IPC recommendations • Initiate clinical case management
	<i>Collecting and Sharing Information⁵</i>	<ul style="list-style-type: none"> • With epidemiologist, decide if case is suspected or probable, based on case definitions • Accurately complete investigation forms with clinical signs of cases • Inform team members and stakeholders on laboratory findings, their interpretation • Collect information on patient treatment and follow-up to improve the clinical response
	<i>Directing Clinical Case Management⁵</i>	<ul style="list-style-type: none"> • Provide direct support to case management in health care centers and communities according to SOPs • Support the assessment of IPC in health care centers and put in place appropriate IPC measures
Infection Prevention and Control	<i>Implementing Standard and Transmission-based Precautions⁵</i>	<ul style="list-style-type: none"> • Always implement and promote standard IPC precaution • Implement and promote IPC measures according to the mode of disease transmission • Implement IPC protocols that promote correct PPE use, environmental cleaning, hand hygiene, environmental disinfection, and waste management • Recommend IPC measures to protect the public, team members, and stakeholders
	<i>Environmental Cleaning, Disinfecting, and Managing Waste¹</i>	<ul style="list-style-type: none"> • Perform safe and effective environmental cleaning and environmental disinfection • Use appropriate PPE to safely perform cleaning and disinfection • Practice appropriate waste management strategies including segregation, transport, and disposal
	<i>Performing Safe and Dignified Burials Where Indicated¹</i>	<ul style="list-style-type: none"> • Use culturally and linguistically relevant approaches to explain how to safely prepare the body and perform mortuary care • Engage with the relevant persons/entities who should be involved in the process of conducting a safe and dignified burial • Teach Infection Prevention and Control precautions to be applied by RRT members and people involved in conducting safe and dignified burials. • Share the approach to safe and dignified burials with team members and stakeholders

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Rapid Response Team Managers

Training Specialist / Coordinator	<i>Identifying Training Needs⁸</i>	<ul style="list-style-type: none"> • Collaborate with team specialists to identify competency gaps in the workforce • Ensure that training and resources are targeting the highest priority needs
	<i>Ensuring Access to Effective Training⁸</i>	<ul style="list-style-type: none"> • Ensure that team members to be deployed receive just-in-time or refresher training on the current emergency to be managed • Ensure that team members to be deployed are properly informed and trained on ethics and code of conduct during deployment, with a special attention to prevention of sexual abuse and exploitation • Collaborate with the training team to coordinate and implement appropriate training curriculum/identify appropriate existing training and coordinate training activities/plans • Propose periodical simulation exercises based on country specific risk profiles and hazards identified
Roster Manager / Data Analyst	<i>Developing Rosters and Databases of Specialists, Experts, and Responders⁸</i>	<ul style="list-style-type: none"> • Utilize technical expertise to develop and maintain rosters / databases • Ensure accurate contact lists for potential response team members
	<i>Using and Maintaining Team Member Roster/Databases⁸</i>	<ul style="list-style-type: none"> • Collect and analyze data on deployed team members for purpose of monitoring response coverage and personnel availability • Collect and analyze data related to the response
Deployment / Surge Coordinator	<i>Developing Plans for Adequate Staffing⁸</i>	<ul style="list-style-type: none"> • Develop a plan for staffing teams, manage member readiness, selection, and deployment support • Maximize response efficiency by rapidly identifying staff with needed skills for the emergency response • Identify staff with special skills needed for rare events • Identify additional surge staff for large or long-term responses
	<i>Managing Logistics and Deployment⁸</i>	<ul style="list-style-type: none"> • Collaborate with logistician to provide and/or procure equipment and logistic support for team members in the field • Ensure that team members to be deployed receive pre-deployment briefing • Ensure that team members comply with requirements for deployment

⁸ World Health Organization. (2022). *Rapid Response Teams – Emergency Medical Teams Training Programme – Terms of Reference. Draft*

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RRT Management Lead	<i>Leading Response Efforts⁸</i>	<ul style="list-style-type: none"> • Coordinate with team leadership, stakeholders, and the team's specialists to lead the management team • Develop plans into clearly defined objectives that consider changing circumstances • With the management team and relevant stakeholders, develop RRT SOPs • Effectively manage people by providing clarity on task responsibility, ensuring sufficient resources and training and providing regular feedback on performance • Effectively plan the allocation of work tasks to achieve the goals set by the organization • Develop job descriptions to assure adequate staffing • Ensure that roles, responsibilities and reporting lines are clearly defined, understood and accepted • Delegate work appropriately to staff, providing the necessary support to meet their objectives • Show confidence in staff and encourage initiative • Put in place a mechanism to monitor team members' security, safety, and wellbeing in the field
	<i>Managing RRT Programme Activities⁸</i>	<ul style="list-style-type: none"> • Garner political will, legislation, and finances to ensure sustained establishment of RRTs • Ensure ongoing coordination and two-way communication between team members in the field (through the RRT team lead), the EOC (or equivalent), and other response efforts • Provide orientation and technical support and ensure that team members in the field have access to subject matter experts' support remotely • Put in place a mechanism to monitor team members' security, safety, and wellbeing in the field • Ensure that equipment and logistics for team members and activities are available • Ensure and coordinate post deployment reporting including outbreak data, activities and interventions, challenges, and needs • Provide formal and informal updates that identify and address on-ground conditions
	<i>Taking Responsibility for Continuous Improvement⁸</i>	<ul style="list-style-type: none"> • Monitor and evaluate the quality of the program management, training, and operations • Set standards for team conduct in the field and take disciplinary measures for team member misconduct as it applies • Ensure continuous operations improvement through Intra and After-Action Review (IAR, AAR), updating response plans and Standard Operating Procedures (SOPs) based on IAR and ARR findings and lessons learned • Promote retention and continuous development of RRT personnel

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RRT Management Lead (Cont.)	<i>Demonstrating Visionary Leadership</i>	<ul style="list-style-type: none"> • Communicate messages that promote an optimistic and goal-oriented vision of the team's effort and the goals of the response • Create a clear and attractive vision for RRT program (the big picture of the future) and use this vision in prioritization and decision making • Share vision with RRT team leads and members through dialogue, so that everyone feels connected to the vision • Anchor the vision in RRT team in preparedness activities • Encourage others to be innovative to improve outcomes
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Rapid Response Team Members

Detecting Signals and Assessing Risk	<i>Receive and Verify Signals^{1 6 9}</i>	<ul style="list-style-type: none"> Collaborate with the Epi-Surveillance Specialist to learn and utilize surveillance systems that are in place and remain alert for signals indicating a public health event Collaborate with the risk communicator and community engagement specialist to investigate rumors, news reports, and social media activity related to outbreaks and other public health emergencies Confirm if the signal is true within 24 hours
	<i>Conduct Risk Assessment with Epi-Surveillance Specialist^{1 6 9}</i>	<ul style="list-style-type: none"> Examine and report on the source, the extent of effects, spread, and transmission modes Continuously gather, assess, and document information (on the hazard, exposure and context) to assign a level of risk
Notifying and Reporting	<i>Notify the relevant stakeholders</i>	<ul style="list-style-type: none"> Notify health authorities and local partners according to the national SOPs Coordinate information sharing with relevant ministry representatives, clinics, and regional health teams according to the national SOPs
	<i>Conduct Formal Reporting¹</i>	<ul style="list-style-type: none"> Contribute to, prepare, and deliver complete and accurate periodic SITREP and investigation reports as appropriate to one's RRT role Conduct analyses, develop reports, and make recommendations as appropriate
Collecting and Analyzing Field Data	<i>Collect Input, Output, Process, and Outcome Data⁵</i>	<ul style="list-style-type: none"> Actively search for potential epidemic intelligence through local communication Use valid and reliable data collection methods adapted to the situation, the type of event in coordination with RRT management Perform routine data management processes Adhere to data ethics principles and SOPs when collecting, storing, and managing data
	<i>Analyze and Share Information</i>	<ul style="list-style-type: none"> Analyze information field-based staff and-if needed- with EOC Use and create different data reports and outputs

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Rapid Response Team Members

Implementing Control Measures	<i>Identify Prevention and Control Measures Suitable for the Incident and Context</i>	<ul style="list-style-type: none"> • Consult with specialists and team leaders to select the response measures most effective • Adapt the control measures as needed
	<i>Implement Control Measures</i>	<ul style="list-style-type: none"> • Use context and situation specific measures such as: containing the possible source, testing sources, then finding out quickly how to treat affected people, etc. • Activate communication and reporting mechanisms that are in place
Risk Communication & Community Engagement	<i>Empower Communities with Information</i>	<ul style="list-style-type: none"> • Build trust with community for additional members who may be coming after responders • Determine what affected communities know, how they feel, and what they can do to help bring the outbreak under control • Ensure public has clear, accurate, and timely information
	<i>Collaboratively Develop Messaging⁶</i>	<ul style="list-style-type: none"> • Listen to and involve affected communities to build trust and to understand what messages are needed • Coordinate messaging with partners to ensure effective outreach • Make collaborative decisions about what information to share as well as when and how to share it • Focus on public health information, transparency, timing, and authentic community engagement
	<i>Share Key Information in Multiple Ways</i>	<ul style="list-style-type: none"> • Study and practice principles of effective risk communication • Identify and engage experts to communicate with media and community sources • Quickly, widely, and repeatedly share information about the emergency and the response

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Response Planning	<i>Remain Alert⁴</i>	<ul style="list-style-type: none"> • Remain aware of the health needs of the population based on considerations of the burden of disease, indicators, characterization of risks and demand for and access to health care • Evaluate local public health services and interventions, applying sound methods based on recognized evaluation models • Collaboratively develop and widely distribute early action plans and take other proactive measures responsive potential hazards • Continuously train to prepare
	<i>Collaborate to Prepare¹⁰</i>	<ul style="list-style-type: none"> • Identify and support the roles and responsibilities of all team members and encourage people from different parts of the organization to work together • Effectively apply knowledge of organizational systems, theories and behaviour to set priorities for, align and deploy all relevant resources towards clear strategic goals and objectives • In collaboration with team members and other relevant conduct risk mapping to identify the preparedness priorities • Document plans through SOPs, trainings, and guidance materials
Coordinating the Response	<i>Compose, Deploy, and Demobilize Teams</i>	<ul style="list-style-type: none"> • Compose and activate team(s) appropriate for the response • Contact team members using roster of standby RRT members, and the needed structure based on needs and capacity • Demobilize teams when outbreak subsides sufficiently or when local teams have been mobilized, as appropriate • Establish workforce oversight for long-term maintenance of current and future needs
	<i>Lead Response Efforts³</i>	<ul style="list-style-type: none"> • Develop response plans with clearly defined objectives that take into account of changing circumstances • Identify, organize and effectively manage priorities and objectives with the financial and human resources needed to achieve results • Establish measures to monitor resources and progress of activities as planned • Continue to improve the coordination and collaboration mechanisms and processes
	<i>Manage Materials and Logistics</i>	<ul style="list-style-type: none"> • Ensure that stockpiles and supply inventories needed are on hand to respond I to a range of hazards • Provide and/or procure equipment and logistic support for team members in the field • With logisticians ensure means of transportation and security measures for the team

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¹⁰ World Health Organization. (n.d.). *WHO Global Competency Model*.

³ Global Outbreak Alert and Response Network (2016). *GOARN Model - Core and Leadership Competencies GOARN Personnel*. Draft 3.3

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Monitoring and Evaluating	<i>Use Monitoring and Evaluation Tools⁷</i>	<ul style="list-style-type: none"> • Maximize response effectiveness by monitoring the emergency status and response activities to ensure response efforts are making an impact
	<i>Identify Areas for Improvement</i>	<ul style="list-style-type: none"> • Identify strengths and weaknesses of response, such as which activities functioned well, which did not, and what gaps exist • Conduct after action review for learning and improvement
Leading, Managing, and Advocating	<i>Practice Strong Leadership Skills</i>	<ul style="list-style-type: none"> • Use visionary leadership actively in RRT daily work • Support Public Service Motivation among RRT members • Build trust in RRT by showing respect and dialogue • Facilitate and monitor team values through dialogue about cooperation in the team
	<i>Exercise Strong Management Skills</i>	<ul style="list-style-type: none"> • Set up visible plan for team action and progress • Give clear guidelines and goals for the team's responsibilities • Measure progress, give praise and communicate success stories • Produce appropriate data reports and outputs and implement effective routine data management processes • Support team members work engagement by focusing on employee basic needs (sense of purpose, sense of competence, sense of belongingness, sense of autonomy)
	<i>Improve Team Performance</i>	<ul style="list-style-type: none"> • Organize for success and encourage others to be innovative to improve outcomes • Ensure that knowledge and learning is shared across the organization; encourage staff to learn from each other • Use feedback to find ways to increase organizational effectiveness
	<i>Advocate for Public Health Response Readiness</i>	<ul style="list-style-type: none"> • Advocate and contribute to the establishment/ reinforcement and function of an Incident Management System (IMS) and a Public Health Emergency Operations Center (PHEOC) • Advocate and contribute to the establishment/ reinforcement and function of an Incident Management System (IMS) and a Public Health Emergency Operations Center (PHEOC)

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Knowledge Competencies

Knowledge competencies are shared among multiple roles and enable individuals to carry out tasks effectively; performance of these competencies relates to having access to and being able to act upon the knowledge needed to serve in one's role.

Public Health Strategies and Interventions	<i>Understand the Context⁵</i>	<ul style="list-style-type: none"> • Describe public health threats in own country and region • Explain the objectives of the surveillance and response strategy in own country or the region • Identify key health and safety hazards associated with own country or region
	<i>Know about Response Activities⁵</i>	<ul style="list-style-type: none"> • Identify common forms used to investigate and report public health events or hazards in the country or region • Enumerate key actions and controls required to prevent or manage hazards and risks in the concerned setting or situation • Describe the roles of Incident Management Systems (IMS) and Public Health Emergency Operations Centers (PHEOC) in managing an emergency • Identify tools used for different inputs, outputs and time frames associated with assessing risk for acute public health events • Know how to retrieve, analyze, and appraise evidence from all sources to support decision-making
	<i>Know about Rapid Response Teams⁵</i>	<ul style="list-style-type: none"> • Explain RRTs' mandate and their characteristics • Describe the composition of a RRT and key activities of each RRT member • Describe the link between RRTs and the emergency response system • Identify the key actions that RRT members should undertake before any deployment to carry out their mission effectively and safely • Identify the equipment, materials and supplies needed by RRT members for a specific public health event • Identify the linkages between the RRT and field partners, existing emergency coordination structures and mechanisms, and potential stakeholders
National and International Preparedness and Response Frameworks	<i>Be Familiar with the International Emergency Preparedness and Response Framework</i>	<ul style="list-style-type: none"> • Identify international actors of Emergency Preparedness and Response as well as their roles and responsibilities • Describe the objectives of existing frameworks for Emergency Preparedness and Response
	<i>Be Familiar with the National Emergency Preparedness and Response Framework</i>	<ul style="list-style-type: none"> • Situate RRTs within the national emergency and response system • Apply understanding of the role and responsibility of the Emergency

⁵ World Health Organization. (2022). *Rapid Response Teams Advanced Training Programme*. Health Security Learning Platform.

Knowledge Competencies

Knowledge competencies are shared among multiple roles and enable individuals to carry out tasks effectively; performance of these competencies relates to having access to and being able to act upon the knowledge needed to serve in one's role.

National Preparedness and Emergency Response Plans and SOPs	<i>Know the National Emergency Preparedness and Response Plans</i>	<ul style="list-style-type: none"> • Be familiar with preparedness and response plans in the country or region • Know who to ask and how to find out one's own role within the National Emergency Preparedness and Response Plan
	<i>Understand Standard Operating Procedures (SOPs) in Public Health Response</i>	<ul style="list-style-type: none"> • Be familiar with existing RRT SOPs • Recognize the role of SOPs in conducting safe, effective, and timely response activities • Understand how and why SOPs can change in based on changing conditions and through reflection following responses

Foundational Competencies

Foundational competencies are shared among roles in a given occupation as well as by others in related occupations; performance of these competencies may look different across different roles, in different contexts, or during different kinds of incidents.

Knowing and Managing Oneself	<i>Exemplify Personal Conduct and Resilience^{3 9 10}</i>	<ul style="list-style-type: none"> • Work productively when under pressure or in an environment where clear information or direction is not always available • Actively prepare and adapt to changing professional environments and circumstances • Stay positive in the face of challenges, adapts to unexpected or changing situations, and recover quickly from setbacks • Take responsibility for one's own work and role on the team • Demonstrate emotional intelligence with awareness of how one's own beliefs, values and behaviours affect one's own decision-making and the reactions of others • Demonstrates persistence, perseverance, resilience and the ability to call upon personal resources and energy at times of threat or challenge
	<i>Set an Example^{4 9}</i>	<ul style="list-style-type: none"> • Demonstrate professional competence and mastery of subject matter • Demonstrate awareness of internal and external influences that affect one's performance • Make prompt, clear decisions which may involve tough choices or considered risks • Understand and behaves in accordance with one's institution's professional ethical and legal framework • Maintain confidentiality and treats sensitive information with discretion • Stand by one's own decisions or actions and takes responsibility for them • Apply the principles of evidence-informed practice • Act according to ethical standards and norms with integrity and promotes professional accountability, social responsibility and the public good

³ Global Outbreak Alert and Response Network (2016). *GOARN Model - Core and Leadership Competencies GOARN Personnel*. Draft 3.3

⁹ Global Competency and Outcomes Framework for Universal Health Coverage. Geneva: World Health Organization; 2022. License: CC BY-NC-SA 3.0 IGO.

¹⁰ World Health Organization. (n.d.). *WHO Global Competency Model*.

⁴ WHO-ASPHER. (2020). *Competency Framework for the Public Health Workforce in the European Region*. https://www.euro.who.int/data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf

Foundational Competencies

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Collaborating as a Team	<i>Foster Teamwork and Integration^{3 9}</i>	<ul style="list-style-type: none"> • Demonstrate understanding of when a decision can be taken and when to involve others • Build and maintain mutually beneficial work relationships and alliances within the network and with external partners. • Encourage co-operation, builds rapport among fellow team members, and be receptive to new ideas and working methods • Support and acts in accordance with team decisions and accept joint responsibility for team's successes and shortcomings • Demonstrate understanding of your skills and how they complement those of others to build team effectiveness • Promote well-being and a 'duty of care' culture and take action when others behave in an unprofessional or unethical manner
	<i>Respect and Promote Individual and Cultural Differences^{5 9}</i>	<ul style="list-style-type: none"> • Incorporate a holistic approach to health and applied with an understanding of the political and cultural context and underlying causes of the crisis • Place people at the center of practice and examines one's own behaviour and attitudes • Relate and work well with people of different cultures, gender and backgrounds • Take into account the needs, skills, capacities, and experiences of affected people and apply these in the response • Understand and respect cultural and gender issues and apply this to daily work and decision making • Be aware of Sexual Exploitation and Abuse and Sexual Harassment (SEAH) and take proactive measures and active intervention to prevent it in emergencies • Draw on diversity of skills, backgrounds and knowledge of people to achieve more effective results providing culturally responsive, respectful, and compassionate care • Establish and maintain productive partnerships with local authorities and populations by gaining their trust and respect • Build and maintains trusting partnerships, be transparent in dealings with others, and constructively manage conflict

³ Global Outbreak Alert and Response Network (2016). *GOARN Model - Core and Leadership Competencies GOARN Personnel*. Draft 3.3

⁹ Global Competency and Outcomes Framework for Universal Health Coverage. Geneva: World Health Organization; 2022. License: CC BY-NC-SA 3.0 IGO.

⁵ World Health Organization. (n.d.). *National IHR Focal Point Guide*. <https://www.who.int/publications/m/item/designation-establishment-of-national-ihr-focal-points>

Foundational Competencies

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Collaborating as a Team (Cont.)	<i>Communicate in a Credible and Effective Way^{1 3 9}</i>	<ul style="list-style-type: none"> • Encourage others to share their views; take time to understand and consider these views • Actively listen to new and different perspectives and experiences of affected people, stakeholders and team members • Speak and write clearly, adapting communication style and content so they are appropriate to the needs of the intended audience • Convey information and opinions in a structured and credible way, responsive to the goals, needs, urgency and sensitivity of the interaction • Apply a range of relevant information technology tools, social media and software • Choose dialogue instead of communicating one-way • Express oneself clearly in conversations and interactions with others; listens actively • Speak and write clearly, adapting communication style and content so they are appropriate to the needs of the intended audience
	<i>Mitigate and Resolve Conflict</i>	<ul style="list-style-type: none"> • Demonstrate empathy in interacting with colleagues • Apply constructive approaches to mitigating conflict • Demonstrate the ability to handle conflicting views and interests • Demonstrate negotiation and mediation skills
Working Effectively	<i>Produce Results^{3 4 9}</i>	<ul style="list-style-type: none"> • Work collaboratively with team members to achieve results and recognize opportunities for improvement • Demonstrate systematic and efficient approaches to producing high-quality work and see tasks through to completion • Foresee and mitigate risks and allows for contingencies when planning • Demonstrate an ability to understand and manage conflict-of-interest situations, as defined by organizational regulations, policies and procedures
	<i>Make Continuous Improvement^{3 9}</i>	<ul style="list-style-type: none"> • Contribute to a culture of safety and continuous quality improvement • Monitor one's own progress against objectives and use constructive criticism to improve performance • Solicit input by genuinely valuing team members ideas and expertise; be willing to learn from others • Show awareness of one's own strengths and limitations and their impact on others in a team • Contribute to a culture of safety and continuous quality improvement

¹ World Health Organization. (2022). *Rapid Response Teams Essentials Online Course*. Health Security Learning Platform.

<https://extranet.who.int/hslp/training/course/view.php?id=385>

³ Global Outbreak Alert and Response Network (2016). *GOARN Model - Core and Leadership Competencies GOARN Personnel*. Draft 3.3

⁹ Global Competency and Outcomes Framework for Universal Health Coverage. Geneva: World Health Organization; 2022. License: CC BY-NC-SA 3.0 IGO.

⁴ WHO-ASPHER. (2020). *Competency Framework for the Public Health Workforce in the European Region*. https://www.euro.who.int/data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf

