



Trainer's Guide

Logistics

This guide is a companion to the module on *Logistics*. It is designed to help you present the material in an interesting and interactive manner. There are two parts to this guide. The first, "The Basics," gives some advice on presenting information to adult audiences. The second, "The Specifics," relates particularly to the module on *Logistics*. It provides a step by step guide to present the material covered in the module, complete with overheads, group exercises, and reminders for taking breaks. Although this guide can be the basis for a complete and structured presentation, your creativity and response to the dynamics of the training session are essential to a valuable learning experience. Improvise as you see fit. Do your best to relate the material presented to the experiences and needs of the participants.



The Basics

Preparation

Careful preparation is the key to any successful presentation. If you are familiar with your audience, it is important to tailor the material presented to relate to their experience. Look over all of the material available, then select those materials suitable to the time constraints of the training session and the needs of the participants. Try to augment the materials with items that are “closer to home” for the audience. Related articles from local newspapers and magazines can strengthen the points being made and increase their relevance for individual participants.

In spite of your best efforts to keep on track, the discussion may go far afield from the material presented. This is not necessarily a problem, as long as the discussion covers related areas that are of concern to the audience and are related to the main points of the module. It will be up to you to decide if the material being covered is of value to the group. Time is always in short supply and should be used to the best advantage of all concerned. To make these decisions, you will have to be familiar enough with the material to know which parts can be left out or covered very quickly with your particular audience.

The physical environment of the training and the visual aids that you use can either strengthen or weaken your presentation. When properly attended to, small matters of detail can make a training run smoothly. The following are a few of these “small matters” that should not be overlooked:

- If you intend to use a flip chart for presentations or for group exercises, be sure to have an adequate supply of paper and markers.
- Check the markers to make sure they are in good working order.
- Make sure each stand is stable.
- Bring tape and pins if you need to attach sheets to a wall.
- Bring extra lamps for the slide or overhead projector.
- Test equipment before setting up for the presentation.
- Look over the room for the presentation and be aware of electrical outlet locations.
- Find out if you will need extension cords.
- Be aware of window and door locations, especially considering room temperature and ventilation.
- Arrange the screen and projector to allow for exit and entry from the room without disruption of the session.

The basics of adult learning

The participants in this training session are your colleagues. They bring with them many insightful experiences to enhance the session. As such, the basic tenets of “classroom learning” do not always apply. Remember the following points when giving a presentation for an adult audience:

- The participants will learn the material better if they can relate it to personal experience or to a daily use application.
- As your colleagues, the participants will be more interested in the session as a whole if they can actively participate rather than simply listen.
- As adults, the participants are responsible for their own learning, and should be encouraged to ask questions that will provide them with what they really need to know.
- The learning objectives of the session should be defined at the outset.
- You should be flexible, but remember to cover the main points of the session.

The icebreaker

Often the most difficult and important part of the training session is the beginning. It is important to get off to a timely start and to set the proper pace in order to complete the session in the time available. Participants need to be introduced to one another and made comfortable in their surroundings. They also need to be quickly prompted to take an active role in the training. This may be done with an “icebreaker.”

One typical exercise is to divide the participants into pairs. Have them interview each other. After a few minutes, have the interviewers introduce their counterparts to the group as a whole.

Another exercise is to ask the participants to introduce themselves and to each give a short statement of their expectations for the course or a short narrative about experience they have had with the topic to be covered.

Whichever method you choose, the point is to quickly get all group members to participate actively, even if in a small way, as soon as possible.

The first ten minutes

You have your material, you have your audience, you even have an icebreaker ready to use. One way of getting started is listed below.

1. Begin promptly. Welcome the participants. Introduce yourself and the topic.
2. Use your icebreaker to get everyone involved in the process.
3. Review your learning objectives. Ask the participants for additional objectives they may wish to pursue.



4. Make it clear to the group that the session is to be interactive. Explain that active participation in the session is the norm. Encourage the participants to ask questions as they arise, and to freely add their own input on issues with which they have had personal experience.
5. Outline your schedule and strive to keep it. You may want to ask for a volunteer timekeeper to help keep the session on schedule.

Group exercises

To give some variety to the session and to keep the participants actively involved, you may want to mix in some group activities or exercises. Some of the basic types of activities recommended in this module series include:

Example 1

Divide the group into smaller groups and assign a short question or case study. Have the groups identify the pertinent issues to the session topic and have them compile by consensus a list of their conclusions. Ask that one of the group members be the reporter who will then present their findings back to all participants.

Example 2

Pose a general question to the group as a whole and then “brainstorm” the answers using a flip chart or the overhead projector to record the results. If the question serves as a “pre-test,” preserve the list, then review it after the material has been covered in the session.

Example 3

Role play scenarios. Work up a possible scenario that might occur in the participants’ day to day activities. Have the group break into sub groups who will take on the role of agencies or individuals responsible for different aspects of the scenario and have them work through the issues in this way.

Audiovisual aids

Audiovisual aids can greatly enhance your presentation. To be effective, they must:

- Clearly illustrate the topic at hand.
- Hold the attention of the participants.
- Focus attention on the essential points.
- Reinforce the message that the presenter is trying to get across.

This guide comes with a complete set of overheads which can be used to present the topic. You can add to or delete from this set of overheads as you see fit. Clear acetate sheets and colored felt tip markers will allow you to highlight areas on the overheads provided or to create instant overheads as needs arise. If you are going to rely on the overhead projector for your presentation, you should:

- Clean the lens and surface in advance.
- Set up the screen and projector in advance, if possible.
- Set up the screen as high as possible and at an angle to the wall.
- Face your audience, not the screen, and use a ruler or pointer to direct attention to the appropriate points as they are discussed.
- Turn off the machine when not in use.



The Specifics

Logistics

The following guide is designed as an aid to the presentation of the module on *Logistics*. Although the overheads provided and the cues to the presentation are a complete set, they are really only a starting point for your presentation.

If your available time is less than 3 hours and 30 minutes for the full presentation, you will have to decide which points you will cover and those which you will not address. If your personal experience has given you additional insights or illustrations of the points presented, integrate them into your presentation. You may want to edit out, revise, or add overheads to the presentation.

Similarly, you must know your audience and their needs in order to make the presentation pertinent to the group. If the information is available early enough, you can alter the material to suit the particular needs of the trainees. Remember, the guide is for a “generic” presentation on this topic, and your input can help to “bring the information home” to the participants.

Materials you will need

All of the usual items required for these presentations are listed under the first part of this guide: “The Basics.” Some additional items particular to this module are as follows:

- Copies of the training module *Logistics*. You may prefer to distribute these at the end of the session in order to keep the group more focused on the presentation.
- A copy of the UNDP/UNDRO *Disaster Management Manual*.
- Copies of other illustrative documents or news articles you may have access to (the PAHO-SUMA manuals, for example).
- Copies of waybills or other tracking documents.
- Copies of the module *An Overview of Disaster Management*.
- Copies of recent logistics plans or assessments from the region.

The Presentation

This presentation is based on a total of 3 hours and 30 minutes. The optional simulation exercise requires an additional one and a half hours. If you feel that the participants are already well-grounded in the basics of logistics, you may want to use this exercise as “practice” even if other materials will not be used due to time constraints.

INTRODUCTION (15 minutes)



Welcome

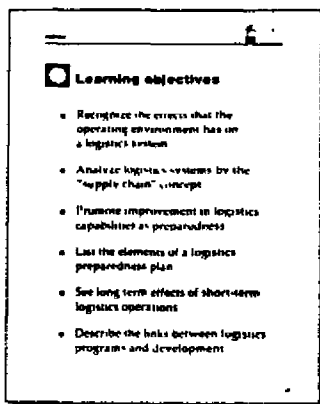
Introduce yourself. Have participants introduce themselves (try an icebreaker).

Topic identification

Introduce the topic of logistics. Explain your format, schedule, and arrangements for breaks and messages.

Objective setting

Ask participants to list their learning objectives on a flip chart or wall chart.

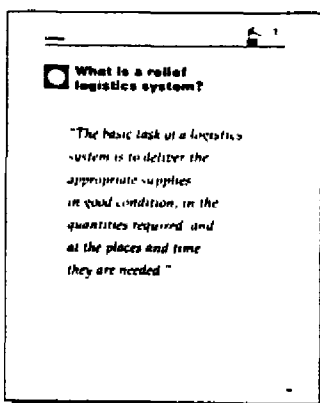


1

LEARNING OBJECTIVES

Compare the participants' learning objectives with the ones on the overhead.

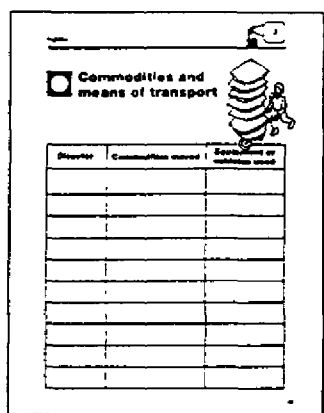
PART 1: RELIEF LOGISTICS (30 minutes)



2

WHAT IS A RELIEF LOGISTICS SYSTEM?

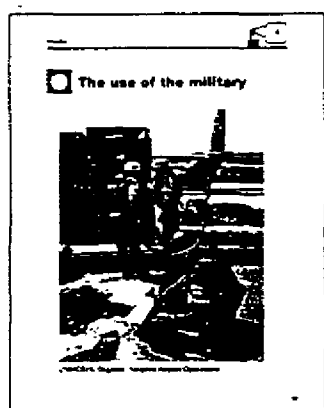
Discuss the goal of a logistics system and the general types of activities a logistics operation may entail. Ask participants to give examples of logistics operations they are familiar with and describe some aspects.



3 COMMODITIES AND MEANS OF TRANSPORT

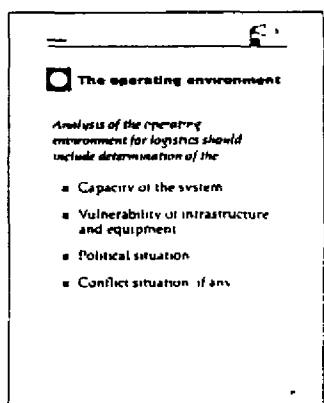
Discuss the need to limit and prioritize relief goods; moving bulk commodities versus longer term specialist supply programs. Contrast this with the logistics of moving people.

On an overhead or a flip chart, list examples of logistics operations, the types of disasters they addressed and the commodities transported. Ask participants to give examples and suggest how planning for transport of different types of commodities, as well as for movement of people, would vary and, conversely, details they would have in common, such as the need for a systematic and professional approach.



4 THE USE OF THE MILITARY

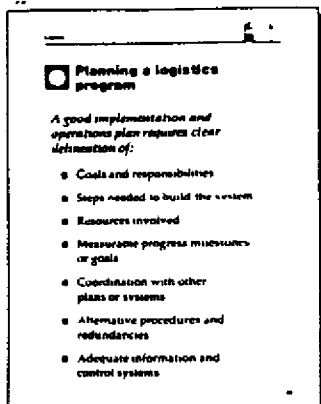
Discuss the use of military transport and personnel in relief logistics. Give examples of both international and national military involvement. Discuss the advantages and disadvantages as related to case studies that the participants are familiar with. It would be interesting to discuss current events in logistics which have appeared in the media during the week of the training course.



5 THE OPERATING ENVIRONMENT

List aspects of the operating environment which need to be considered when planning a relief logistics operation. Start with capacity or infrastructure. After eliciting a list of points from the participants, compare their list to the one provided on the overhead.

You may wish to use as an example the case study on the emergency relief operation in Ethiopia which describes the buildup of that logistics system during the famine relief effort of 1984-85. Refer the participants to the case study on page 10 of the companion module. Based on this short case study are there other points that should be added to the participants list of points?



6

PLANNING A LOGISTICS PROGRAM

Describe the essential aspects of an operations plan for logistics. How does this fit into a larger disaster management plan?

It is strongly suggested that you obtain for this course, examples of disaster management plans, logistics operations plans or logistics field manuals to display or pass around to participants. (See reference section of the module for suggestions) Many NGOs have field manuals which describe information and control systems in great detail and other technical aspects of logistical systems.



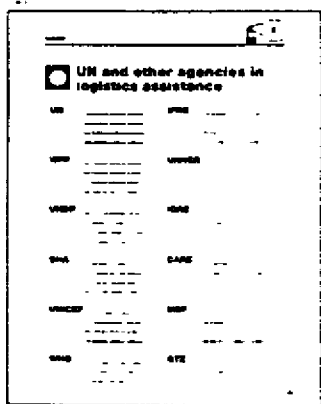
7

INTERNATIONAL INVOLVEMENT

Show the overhead and ask these questions:

When is international management of a relief logistics system necessary?

What is the role of international agencies in relation to the national government in the management of logistics?



8

UN AND OTHER AGENCIES IN LOGISTICS ASSISTANCE

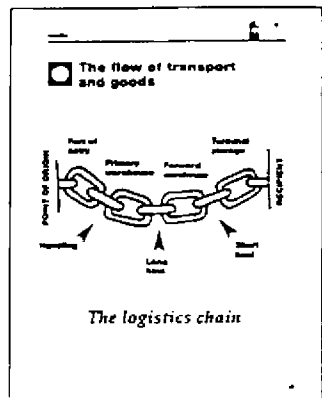
Discuss the roles of the various UN Agencies, how they differ and where they overlap. Discuss the participation of other agencies in logistics operations. Ask the participants to mention agencies not listed on the overhead and to describe others that they are familiar with.

BREAK (15 min.)



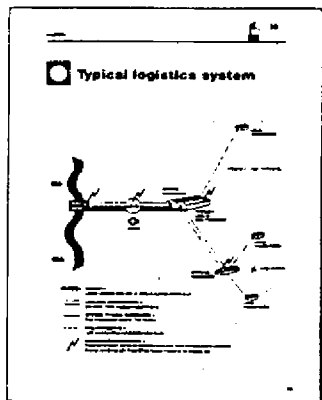
This is a good time to take a break.

PART 2: STRUCTURE AND ORGANIZATION OF RELIEF LOGISTICS (30 minutes)



9 THE FLOW OF TRANSPORT AND GOODS

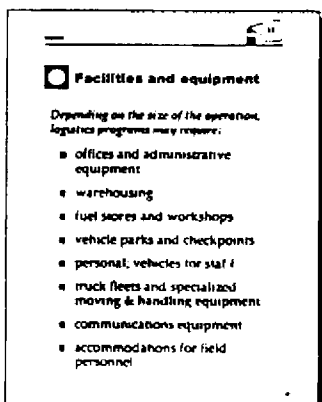
Explain the concept of a supply chain as applicable to all relief programs. Explain the difference between the *long haul* and *forward supply* divisions of the supply chain.



10 TYPICAL LOGISTICS SYSTEM

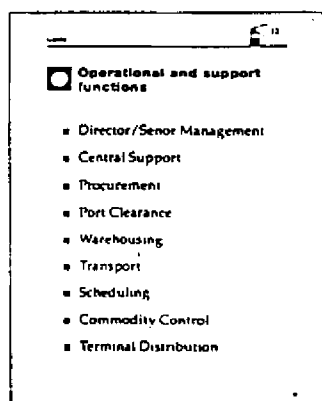
Explain the diagram on the overhead. Be careful to note that this is a generalized scheme of a bulk logistics systems only and not a representation of any particular operation.

If time allows, divide the participants into regional or country groups and ask them to make a similar diagram that describes an actual (present or past) logistical operation in their regions. If no-one in a group is familiar enough to diagram a real situation, ask that group to design an ideal system incorporating realities of their own region.



11 FACILITIES AND EQUIPMENT

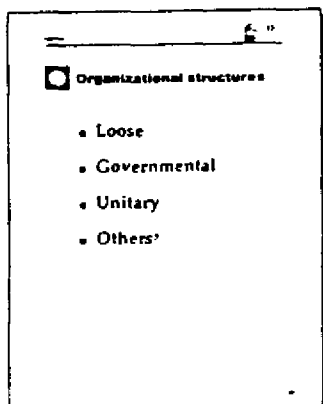
Ask for examples of both large and small scale relief logistics operations and the extent of the facilities needed to manage them. Have some examples ready to fill in the discussion. Use the overhead to check that all items have been mentioned.



12 OPERATIONAL & SUPPORT FUNCTIONS

Discuss the tasks and functions needed for the logistics operations listed on the overhead. Do all of these functions need to be covered regardless of the size of the operation?

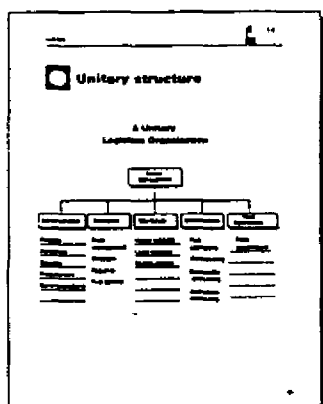
What are the repercussions of neglecting any aspect? Can the participants think of any functions not already mentioned?



13 ORGANIZATIONAL STRUCTURES

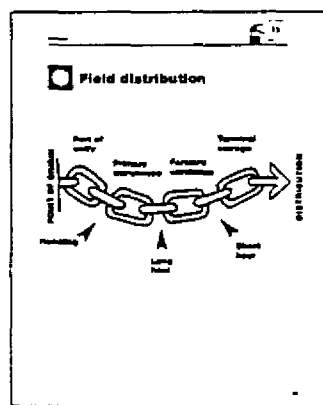
Explain the types of management structures usually encountered in logistics operations. (loose structures, governmental structures, and unitary structures). Poll the participants for any other structures of logistics management they have encountered.

What structures do the local or regional governments offer for a relief logistics operation? What problems can the participants foresee in separating the management of the general national transport network from the emergency relief logistics network?



14 UNITARY STRUCTURE

Discuss the meaning of a unitary organization as it applies to logistics. Is this concept a realistic one, and if not, why not?



15 FIELD DISTRIBUTION

Discuss the perception of the distribution of commodities to people in need as distinct from the transport and handling of bulk consignments. Ask participants to discuss why the distribution aspect of the logistics operation is difficult to control by the unitary structure method and what problems might occur.

Use the overhead to refer to distribution as the "end of the chain."

PART 3 LOGISTICS PREPAREDNESS (30 min.)



16 **Planning for emergency logistics**

Checklist

- ☐ Analyze infrastructure vulnerability
- ☐ Review strategic resources
- ☐ Review existing plans
- ☐ Identify and fill gaps
- ☐ Upgrade existing plans
- ☐ Clarify role of UN resources
- ☐ Establish coordinating structures
- ☐ Establish information systems




16

PLANNING FOR EMERGENCY LOGISTICS

Launch a general discussion of the preparedness process for emergency logistics and the role of the UN-DMT. Refer to the checklist on the overhead for emergency logistics planning activities.

17 **Analyzing infrastructure vulnerability**

- ☐ Map and review key elements
- ☐ Review potential secondary effects of disaster
- ☐ Analyze historical weather records
- ☐ Monitor major modifications and new construction




17

ANALYZING INFRASTRUCTURE VULNERABILITY

Discuss vulnerability assessment in relation to logistics. You may wish to refer to the DMTP module "Vulnerability and Risk Assessment." Refer to the overhead listing of vulnerability analysis activities. Ask the participants to add or delete items from this list in order to make it applicable their home countries or regions.

18 **Strategic resources**

Review the existing situation.

- ☐ Build an inventory
- ☐ Review means of transport for moving food and people
- ☐ Examine sites for logistics bases
- ☐ Review availability of spare parts
- ☐ Review port and airport capacities
- ☐ Explore other options



18


STRATEGIC RESOURCES

Discuss the types of strategic resources and information about resources that may be available when a logistics operation begins. Ask participants to discuss reasons why an assessment should be done prior to the operation. Discuss various transport options and alternatives.

Show the overhead and ask participants to provide other aspects or resources which should be examined.

19 **Strengthening local infrastructure and institutions**

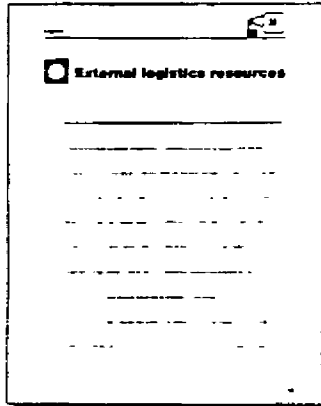
- ☐ Protect key resources from hazards
- ☐ Protect existing supply systems
- ☐ Ensure that enough vehicles and staff will be available
- ☐ Ensure capacity at ports and airports
- ☐ Make arrangements for cash management




19

STRENGTHENING LOCAL INFRASTRUCTURE AND INSTITUTIONS

Ask the participants to list appropriate ways in which local infrastructure and institutions can be strengthened in their regions. Show the overhead if not all of the points listed have been addressed.

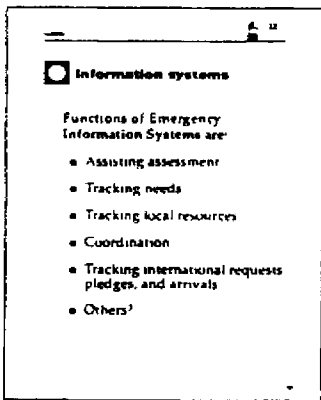


20

EXTERNAL LOGISTICS RESOURCES

Ask the participants to fill in the blanks on the overhead with external agencies or actors that have provided logistics resources in their regions.

Discuss the role of the UN in allocating these resources to emergency operations. Discuss the role of coordinating structures such as the national emergency committee structure.



21

INFORMATION SYSTEMS

Introduce the subject of information systems by reviewing the functions of information systems including compiling requests for international assistance and tracking of commodities.

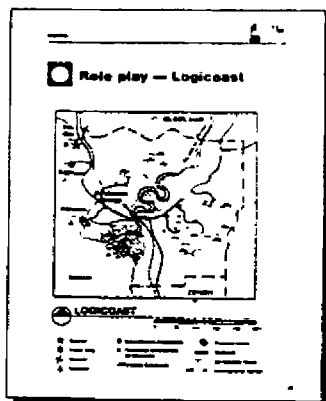
Show the overhead as a list of functions that an Information system can perform. Ask the participants for other uses of the system.

BREAK (15 min.)



This is a good time to take a break.

OPTIONAL PART: SIMULATION EXERCISE (1 hour and 30 minutes)



22

ROLE PLAY

This exercise may be conducted at this point in the module or at any point in the remainder of the session. As the trainer, you will need to determine which participants would be good actors and assign them the lead roles in the groups. The exercise as depicted here is simple so that it will fit into a one hour and 30 minute time frame, however it could be made more complex by adding political agendas to the roles, or by adding additional roles.

See Annex 1 for further instructions and the role guides.


PART 4 SPECIFIC PREPAREDNESS TASKS (30 min.)



Administrative and equipment support

Good administrative practices in logistics operations will provide:

- Clear delegation of responsibility and authority
- Mobility for key staff
- An appropriate level of pre-packaging of the systems
- Adequate telecommunications support
- Clear and efficient procurement procedures
- Expedited customs procedures
- Guidelines on proper packaging
- Security arrangements




23

ADMINISTRATIVE AND EQUIPMENT SUPPORT

Discuss responsibility, mobility, and pre-packaging in terms of the provision of UN support. Ask the participants if this list needs further additions. Secondly, ask if the list is the same if used by UN agencies or by local government. Are there any differences?

Controlling and monitoring

"The level of control should match the value and importance of the goods"



24

CONTROLLING AND MONITORING

Present the need for adequate monitoring as absolute. Pass around any samples you may have of waybills or other monitoring or tracking tools or forms.

Specific early logistical needs in sudden emergencies

- Preparation upon receipt of warning
- Evacuation
- Assessment
- Road clearance
- Movement of casualties
- Transport of rescue and repair teams
- Resupply and rescue of isolated populations



25


SPECIFIC EARLY LOGISTICAL NEEDS IN SUDDEN EMERGENCIES

Discuss immediate logistical needs for early response. This point is also appropriate in relating to the mini-simulation (if you have used it). Use the overhead as a reminder and go through the list to make sure that all of the points have been covered.

Government relations

Key topics to:

- Agreement on commodity management plan
- Agreement on issues of authority
- Agreement on communications networks and clearances
- Travel clearance
- Commitment to security of agency staff
- Use of agency resources
- Duty free and tax exempt status
- Favourable exchange rates
- Strategy of handover phase of operation

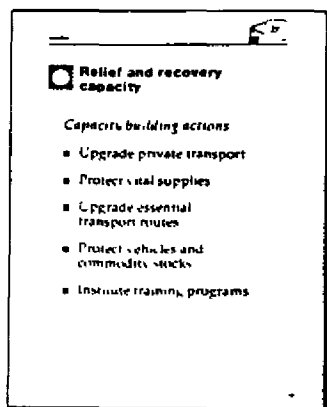



26

GOVERNMENT RELATIONS

Operating within the context of government relations is almost always a necessity. (Ask the group to name those situations where this is not the case). Even so, there are some issues or operational procedures which are more important than others. The list on the overhead is to be presented as the basic elements to be agreed upon with the government. Read through the list asking what the consequences of failure to reach agreement on each of these issues might be.

PART 5 DEVELOPMENT POLICY AND RELIEF LOGISTICS (30 min.)



27 RELIEF AND RECOVERY CAPACITY

Discuss the positive and negative aspects of development in the transportation sector on emergency logistics capacity. Ask participants to give examples of both positive and negative cases. Refer to the training module "Disasters and Development" for more information.

Discuss upgrading private transport, transport routes and protection of supplies and vehicles.

If there is adequate time (about 20 min.) ask the participants to read Part Five of the Ethiopian Famine Case Study from the text (page 44). Discuss the incidence of the spoiled grain and its repercussions. Was it an unavoidable loss?

Read through the list of activities on the overhead to ensure that all of the points have been covered.



28 DEVELOPMENT OPPORTUNITIES

Emphasize the importance of considering the long term outcomes of emergency programs from the start. Again refer to Assab port. What could be done to streamline port management for future operations?

Open the discussion up to local topics that illustrate the link between planning for emergency logistics and planning for development.

WRAP-UP (15 minutes)



- Recall major issues covered in the session
- Identify conclusions reached
- Identify questions left unanswered
- Ask everyone to complete the evaluation form and thank them for attending.