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Building capacity for species conservation: An assessment of needs and opportunities for the Asian Species Action Partnership

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EXECUTIVE SUMMARY

Building capacity for species conservation is a key priority in Southeast Asia, a region with extraordinary biodiversity under intense threat. Globally, the region has the highest number of Critically Endangered species facing imminent extinction. The Asian Species Action Partnership (ASAP) aims to catalyse conservation action to avert extinctions and promote species recovery with capacity building for species conservation in Southeast Asia as a core strategy.

Strengthening individual and organisational capacity is key to achieving conservation impact. The report summarises the development of a competence framework for species conservation and the mapping of these individual competences against available training opportunities to identify broad patterns of overlap. A brief needs assessment survey implemented with a subset of ASAP partners sheds light on perceived strengths and needs for improvement in capacity.

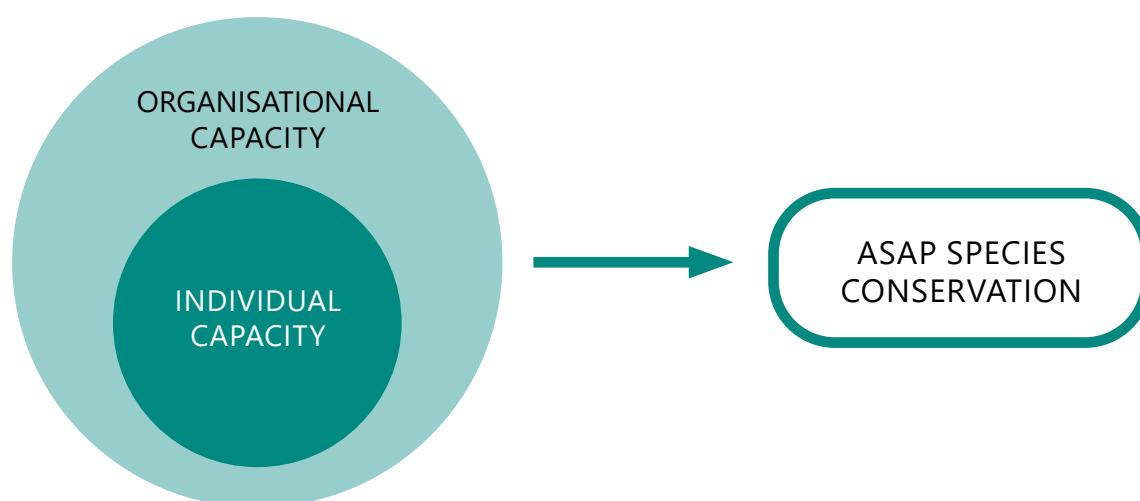
The report provides an overview of key opportunities to support species champions and individual conservationists. It further outlines approaches and tools currently used to assess organisational capacity needs and describes a case study on organisational capacity building.

The outcomes are used to develop a roadmap as guidance for ASAP's strategic approach to individual and organisation level capacity building.

INTRODUCTION

Human activities are having an unprecedented impact on natural ecosystems, threatening many species with extinction. Southeast Asia, in particular, is severely impacted with the highest proportion of Critically Endangered (CR) species (globally) requiring urgent conservation action to avert imminent extinctions.

An important barrier to effective conservation action is the lack of individual and organisational capacity across the region. There is an urgent need to develop a cadre of individuals and organisations with capacity to effectively tackle the species extinction crisis and to enhance conservation impact. Capacity development is a core objective and strategic intervention for ASAP, which aims to strengthen regional conservation capacity and leadership for ASAP species conservation. Specifically, ASAP aims to support both individuals and organisations to deliver effective conservation actions to promote ASAP species recovery.



The purpose of this study is to develop a roadmap as guidance for ASAP's strategic approach to build capacity for ASAP species conservation. The objectives were to:

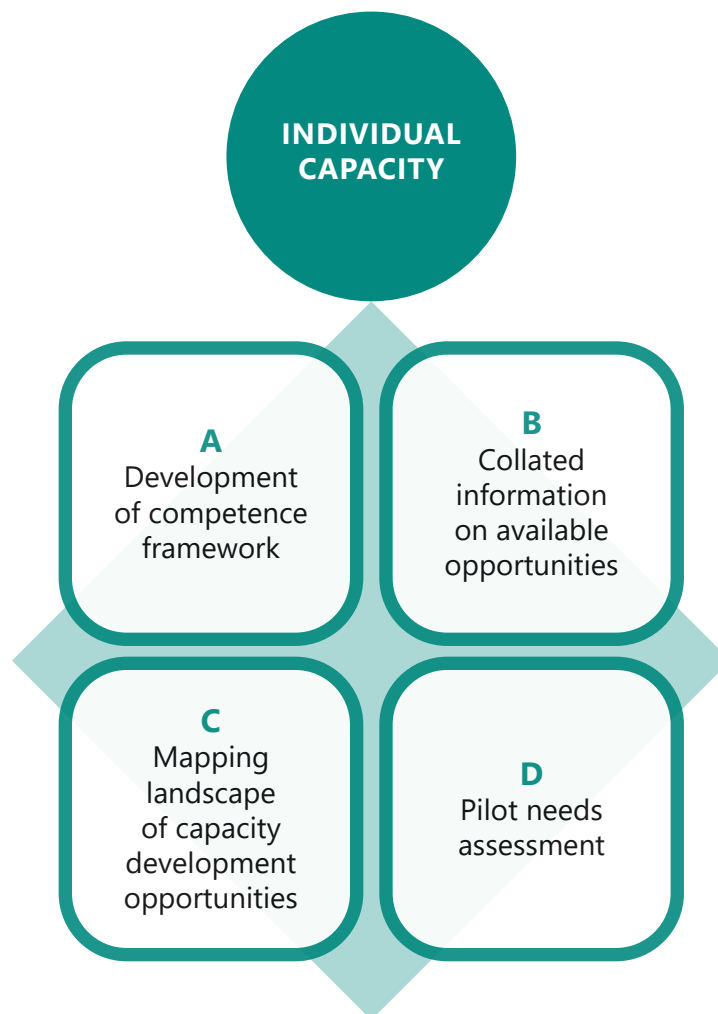
- Develop a framework of competences for ASAP species conservation
- Conduct a pilot capacity needs assessment for local (implementing) ASAP partner organisations
- Map the landscape of opportunities for individuals and review assessment tools and models for organisation-level capacity development
- Generate a roadmap as guidance for an ASAP capacity development strategy.

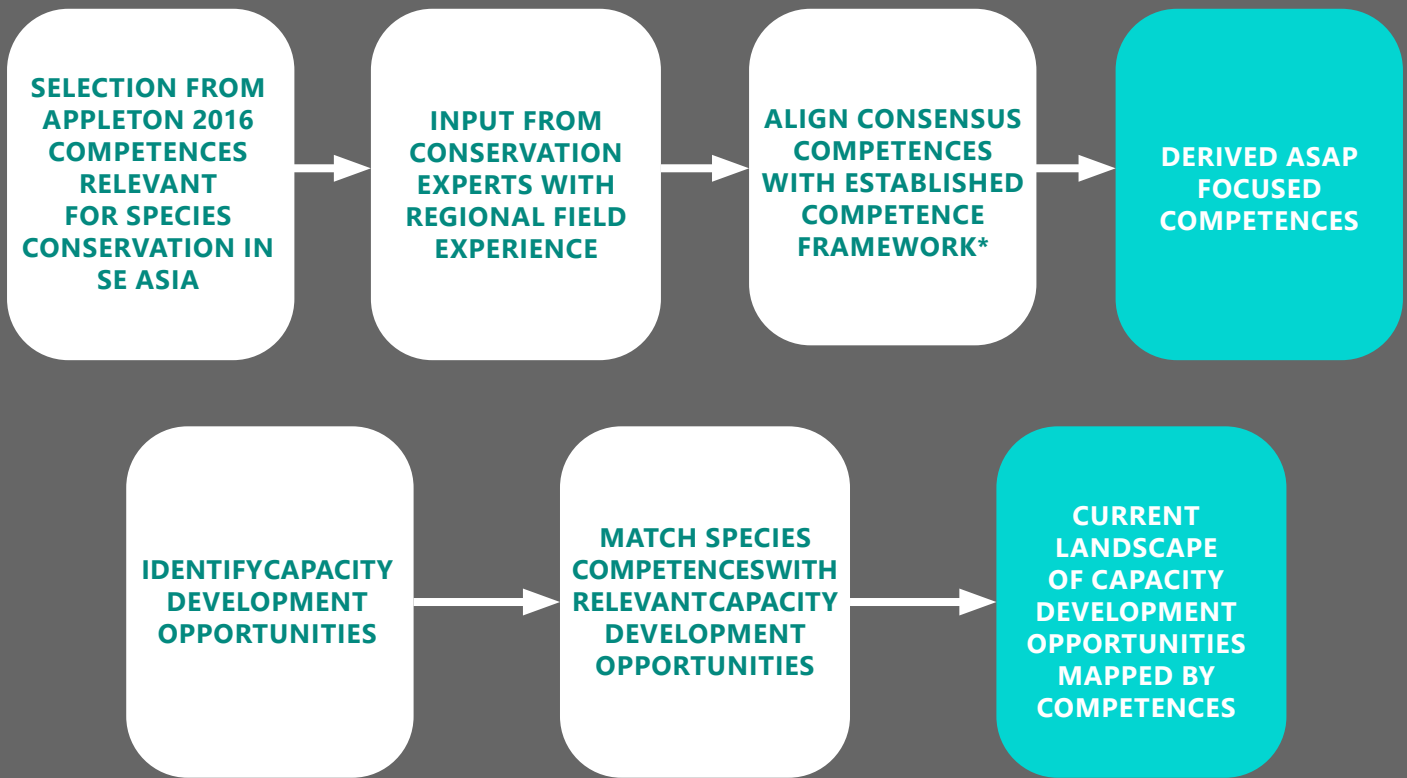
APPROACH

individual capacity

The following section lays out the approach taken to assessing the needs and opportunities for building individual capacity for ASAP species conservation:

- Developed a framework of relevant and desired individual competences for species conservation with a focus on ASAP species
- Collated information on available capacity development workshops and training courses for species champions
- Mapped these opportunities against competences to understand patterns in coverage of competences and identify gaps
- Conducted a pilot capacity needs assessment with ASAP partner organisations (local, implementing organisations).

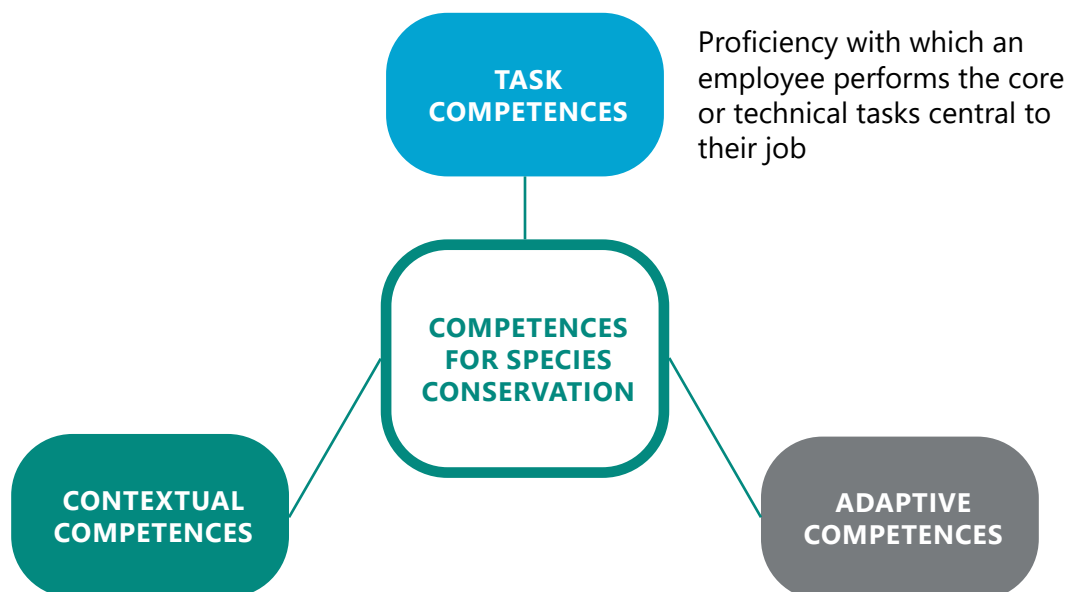




*Derived from cross-sector literature

SECTION A: DEVELOPMENT OF A COMPETENCE FRAMEWORK FOR SPECIES CONSERVATION

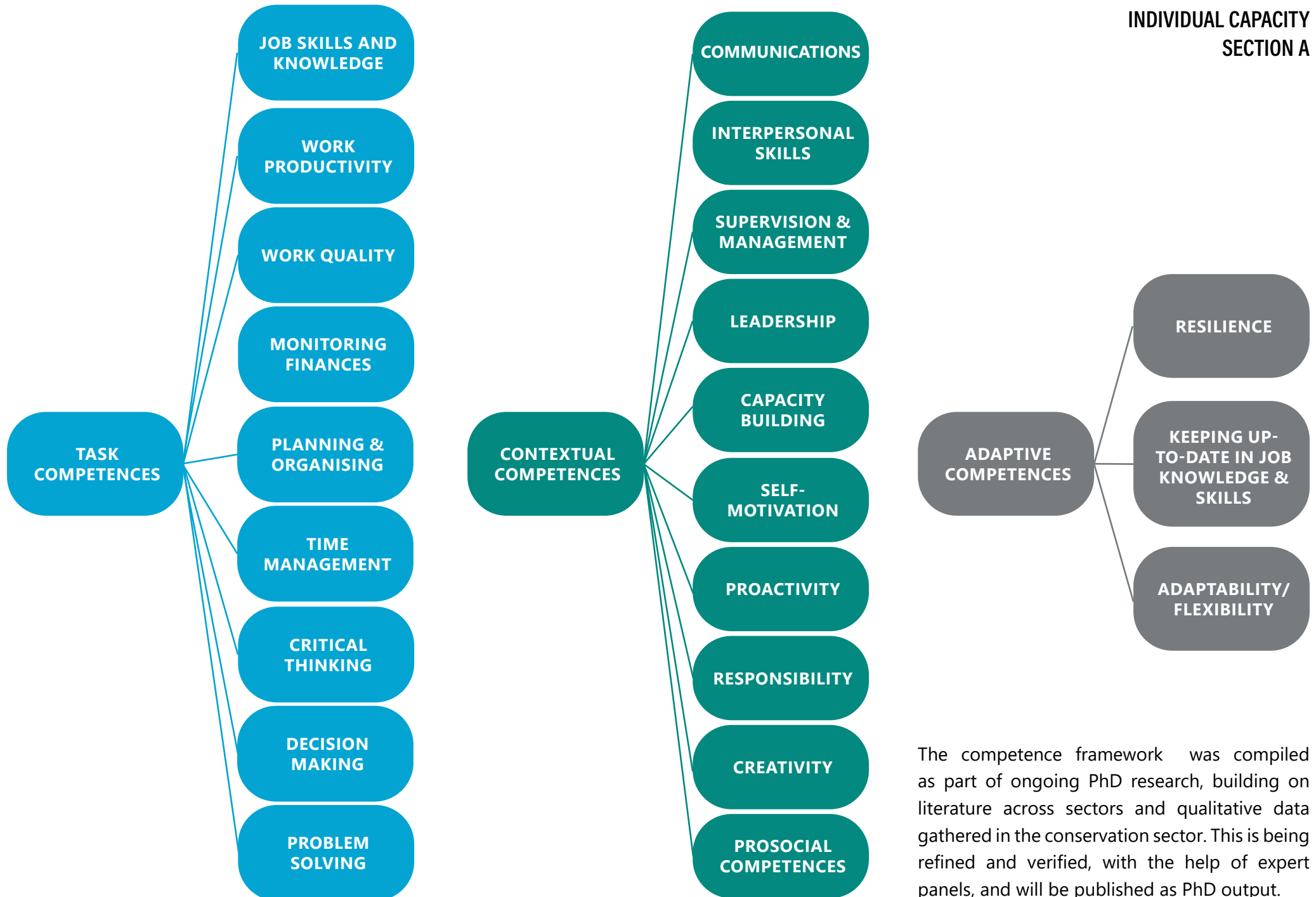
Categorisation of competences for species conservation (based on Koopmans, 2014)



Contextual competences support the organisational, social and psychological environment in which the technical core must function

Adaptive competences refer to the ability to adapt to changes in a work system or work roles

INDIVIDUAL CAPACITY SECTION A




The competence framework was compiled as part of ongoing PhD research, building on literature across sectors and qualitative data gathered in the conservation sector. This is being refined and verified, with the help of expert panels, and will be published as PhD output.

ASAP FOCUSED COMPETENCES

INDIVIDUAL CAPACITY SECTION A

From the detailed list of derived competences within the categorisations as defined above, we have selected those felt to be most relevant and important to ASAP species conservation.

 Task competences

 Contextual competences

Individual		Individual and organisation		Organisation	
Job skills & knowledge	CR species - biology, threats conservation needs	Job skills & knowledge	CR species - biology, threats, conservation needs	Quality	Work quality
	Drivers and threats of CR population declines		Designing, implementing and monitoring species recovery programmes		Quality control (i.e. adhering to operations policies)
	Aligning in-situ and ex-situ conservation, captive breeding programmes and the role of zoos		Strategy development for species conservation		Risk and problem (issues) management
	Translocations and reintroductions, incl. animal capture, transport, care and management		Performing a situational analysis (incl. threats assessment)		Adaptive project management (incl. adapting to lessons learned, dealing with uncertain or unpredictable work situations, adapting work to real-time conditions and future-proofing)
	Conservation research		Defining behaviour change and conservation impact (incl. designing a Theory of Change) and selecting points of interventions		
	Species & habitat survey methods (invasive and non-invasive) & their limitations - DISTANCE, camera trapping, occupancy surveys, mark-recapture etc.		Stakeholder analysis, consultation and participation, and collaborations with partners	Monitoring	Funding and finances
	Social science surveys; market monitoring, socio-economic surveys, surveys on knowledge, attitudes, behaviours, behavioural change and demand reduction		Defining information gaps and developing a research agenda		Build fundraising capacity, diversify revenue, and sustain and grow conservation programmes
	Measuring, mapping, mitigating human wildlife conflict		Linking and aligning different levels of strategies and plans for the conservation and recovery of threatened species (e.g. project, programme, organisation, national, regional, international)		Designing funding strategy (incl. deciding on amount of funds needed)
	Data analysis and statistical methods (e.g. for animal tracking and ecological modelling)				Preparing and submitting funding proposals
	Essentials of spatial ecology (e.g. R, GIS, QGIS, Google Earth)				Grant agreements and signing off on fundraising strategy
	Behaviour change	Quality	Work quantity and productivity	Planning	Financial management
	Local community engagement and behaviour change approaches		Producing annual reports		
	Protection/conservation		Work quality		Planning and organising
	Law enforcement approaches (e.g. SMART)		Enhancing work quality by ensuring consistency and alignment between plans, implementation and results		Producing Project plan (incl. conservation strategy/Conservation Action Plan)
	Policy		Data and document management		Breaking down project plans to detailed project activities and tasks
	Understanding how to influence policy constructively (e.g by using science)		Running successful meetings (managing meetings)		Assigning work to project team members
	Legal skills (e.g. best practices: supporting law enforcement prosecutions against wildlife criminals, how to safeguard against corruption); understanding gaps in legislation, policy, main actors, main ministries for engagement		Systematic monitoring and evaluation of project impact (including developing and implementing monitoring tools e.g. Project trackers)		

Individual		Individual and organisation		Organisation		
	Work quantity and productivity		Using evaluation results to guide management and design of future projects	Planning	Overseeing project implementation	
	Producing project reports					
Communication	Communicating effectively	Time management	Time management	Planning	Authorisation and evaluation of project phases	
	Communicating to different audiences using a variety of information delivery techniques		Prioritising			
	Public speaking		Rebalancing activities (inc. work-life balance and off-work recovery)		Develop clear goals and a vision; promote the vision to guide the short-term goals of all employees towards a unified long-term goal	
	Writing		Identifying professional goals	Time management		
	Academic writing skills (incl. publication writing)		Anti-procrastination strategies (e.g. pomodori technique)	Activity logs (e.g. GANTT charts)		
Prosocial	Prosocial competences		Communicating effectively	Decision making	Decision making	
	Display high levels of cooperation		Effective negotiation and influencing (incl. understanding stakeholder dynamics)		Using a systematic, evidence-based approach to decision making, while keeping in mind the conservation impact goals and the internal and external factors of influence	
	The ability to be receptive to new relevant information and consequently the willingness, and/or readiness to move to action		Interpersonal competences		Decision making with multiple competing priorities	
		Interpersonal competence	Teamwork & consensus building	Decision making	Decision making with minimal information	
			Cross-cultural sensitivity, diversity and inclusion		Choosing between conservation scenarios or management alternatives and corresponding risk assessment	
			Conflict management and civility		Awareness on decision making processes	
			Autonomy and interdependence	Communication	Communicating effectively	
			Self-awareness and accountability		Developing, implementing and evaluating communication and outreach strategy and plans	
					Active listening skills	
			Leadership	Communication	Provide feedback to individuals to improve relationships and effective work	
			Leadership (see appendix 1 for details)			
			Prosocial competences		Supervision and management	
				Create an attitude of co-operation internally and externally, e.g. with project partners, by promoting collaboration and information sharing to improve effectiveness	Supervision & management	Proficiency in governance, team structure and team development, providing clear roles, responsibilities and accountability processes (incl. assigning roles and line management arrangement)
						Develop a human resource development strategy
						Recruitment & dismissal of project staff (incl. mobilisation and demobilisation of project support, project and operations assurance roles and project manager)
						Provide staff with expertise, support and autonomy (e.g. from bureaucratic constraints) to enhance work performance
						Develop a strength-based approach to people's management and manage talent to maximise internal capacity development and staff retention
						Maximise the potential of staff by applying a leadership style that is tailored per individual staff member (i.e. adopt situational leadership principles)
				Provide consistent and high quality staff induction and career development pathways		
				Facilitation of regular staff appraisals and/or performance review by updating job descriptions where needed		

SECTION B: COLLATED INFORMATION ON AVAILABLE OPPORTUNITIES

As a mechanism to drive conservation action, ASAP aims to support ASAP species champions, individual conservationists passionate about and actively engaged in conservation of ASAP species. Characteristics defining species champions were discussed with input from a wide variety of stakeholders in a workshop setting¹. Soft skills such as communication and leadership skills were found to be more important compared to technical competences which are often easier to develop and train over time. The following highlight the key characteristics identified as essential in a species champion:

- Passion for the species and the culture of the range country/countries
- Strong communication skills with the ability to inspire, motivate and influence others
- Collaborative – being both someone who can instigate collaboration and someone who is good at collaborating with others

- Integrity and trustworthiness.

Key thematic needs to support species champions

Discussions were also had at the workshop around the necessary support to ensure that species champions can be successful in their work. The following were identified as important mechanisms that should be in place:

- Training opportunities in technical skills (task competences) and soft skills (conceptual competences)
- Mentorship, both for technical advice, moral support and a general sounding board
- Financial security to sustain work on species
- Need for credibility through endorsement from an organisation like ASAP.

Relevant opportunities of support for individual conservationists and species champions

Whitley Fund for Nature²

- Support the work of local environmental heroes benefiting wildlife and communities in more than 80 countries across the Global South
- WFN gives funding, training and recognition to local conservation leaders working in resource-poor, biodiversity-rich countries, offering three types of grant to enable conservationists to scale up their vital work and make a real and measurable difference to wildlife and local communities
- Flagship conservation prizes are won competitively through assessment by an expert academic panel
- WFN provides further funding to the most successful Whitley Award winners to take their projects to the next level and bring about lasting change for endangered species and their habitats. Applications are only open to previous Whitley Award winners who can apply for grants competitively each year. Many winners go on to become some of the most influential conservationists in their field, with their projects making a difference at both the grassroots and political level
- Each year a previous Whitley Award winner is selected to receive the Whitley Gold Award in recognition of their outstanding contribution to conservation. Gold Award winners are international advocates for biodiversity with the passion and ambition to spread conservation messages to a wider audience. The Award is worth up to £60,000 in project funding over one year.

Wildlife Conservation Network³

- Wildlife Conservation Network (WCN) identify, rigorously vet exceptional conservationists, and invest in conservationists and their entrepreneurial organisations committed to protecting endangered species; and support them to carry out their best ideas to protect endangered wildlife
- WCN protects endangered wildlife by supporting conservationists who ensure wildlife and people co-exist and thrive
- Act as a bridge between donors and conservationists
- Invite conservationists to participate as guest speakers and exhibitors at expos
- Support organisations through Crisis and Recovery Funds
- Fund the studies of promising young scholars through WCN Scholarship Program
- Partnership network- "WCN offers partners in-depth, ongoing support in a variety of ways, providing financial resources for their conservation programs and the tools and services they need to continue doing what they do best—save wildlife."

EDGE Fellows Programme⁴

ZSL EDGE of Existence programme is working to secure the future of EDGE species by helping to build conservation capacity in regions in which they occur. This is achieved through awarding two-year Fellowships to future conservation leaders (EDGE Fellows) working on poorly-known EDGE species.

The EDGE Fellowship provides EDGE Fellows with 6 weeks of face-to-face training. The training is designed to develop their skills so they can confidently complete an applied conservation project on their EDGE species and increase their leadership skills in conservation. The training is delivered by experts from across ZSL, including conservation biologists, social scientists, fundraising managers and captive breeding specialists.

The EDGE Fellows attend two training courses:

1. EDGE Conservation Tools course is held at the beginning of the Fellowship at a biological station in the tropics. This 4-week course is designed to provide the Fellows with essential training in techniques to plan and implement their project. Topics include; project management/planning, ecological monitoring, statistics, GIS and social science
2. EDGE Conservation Leadership course is held at ZSL 18 months into the Fellowship. This two-week course aims to prepare the Fellows for the next stage of their career. They receive one to one time with their supervisors and specialists across ZSL. The course also trains the Fellows in people management, fundraising, conflict management and engaging business in conservation. The Fellows projects and development is celebrated at a drinks reception where the Fellows present their work and network with funding organisations and other EDGE supporters.

Conservation Leadership Programme⁵

Conservation Leadership Programme (CLP) is a partnership of three of the world's leading biodiversity conservation organisations. Drawing upon the expertise of conservation professionals from across the globe, they direct project funding and training to early career leaders from developing countries who are tackling priority conservation challenges.

CLP supports high-priority biodiversity conservation by building the leadership skills of early career conservationists who are striving to overcome major threats to nature in places where capacity and access to resources is limited. To achieve this, they identify and engage exceptional young conservationists, invest in their professional development through grants, training and mentoring, and help them to multiply their impact across the conservation sector.

Future for Nature⁶

- Supports young, talented and ambitious conservationists committed to protecting species of wild animals and plants
- Their flagship event to encourage a new generation of outstanding nature conservation leaders is the annual presentation of the prestigious Future For Nature Awards
- Also builds a network to provide learning support, mentoring and financial assistance to the young conservation leaders.

Main findings

- There are a growing number of opportunities to support species champions and early-career conservationists
- These opportunities have a common emphasis on capacity building and network creation
- Some provide long-term mentoring support and sustained financial support to projects (e.g. Whitley Fund for Nature)
- Many of these opportunities appear relevant to current and potential ASAP species champions. However, in many cases the overlap is not complete e.g. not all ASAP species are EDGE species and therefore only a subset of ASAP species would be eligible to benefit through this mechanism. This leaves many individuals working on ASAP species unable to access existing capacity building opportunities
- All opportunities are highly competitive and limited in number; it is unclear the extent to which potential and current ASAP species champions can compete effectively. Therefore, building a strong cohort of ASAP species champions could not be achieved by relying solely on existing programmes.

SECTION C: MAIN FINDINGS OF THE MAPPING EXERCISE

The study evaluated 40 courses available through 12 providers (appendix 2) and these were mapped against identified competences on page 6. The main findings were:

- 13 out of 40 courses covered competences in the following categories (Species biology, threats, conservation needs and conservation research)
- 10 out of 40 courses covered competences in communications, planning and organising
- 8 out of 40 courses covered interpersonal skills, leadership and strategy development
- The mapping attempts to score the competences based on published course/training content. It is important to verify this with training providers. Many of the contextual/adaptive competences could be implicitly covered through course mechanisms (e.g. group work, presentations, etc.)
- Strong focus on task competences and seemingly less focus on adaptive and contextual competences
- There appear to be very few training opportunities in Southeast Asia targeting species conservation competences (Tropical Biology Association has on occasion held courses in Danum Valley; EDGE Fellows have an Asia cohort every 3 years but this is not restricted to Southeast Asia; Conservation Leadership Programme conduct leadership courses occasionally in the region).



SECTION D: PILOT NEEDS ASSESSMENT - SUMMARY OF RESULTS

INDIVIDUAL CAPACITY SECTION D

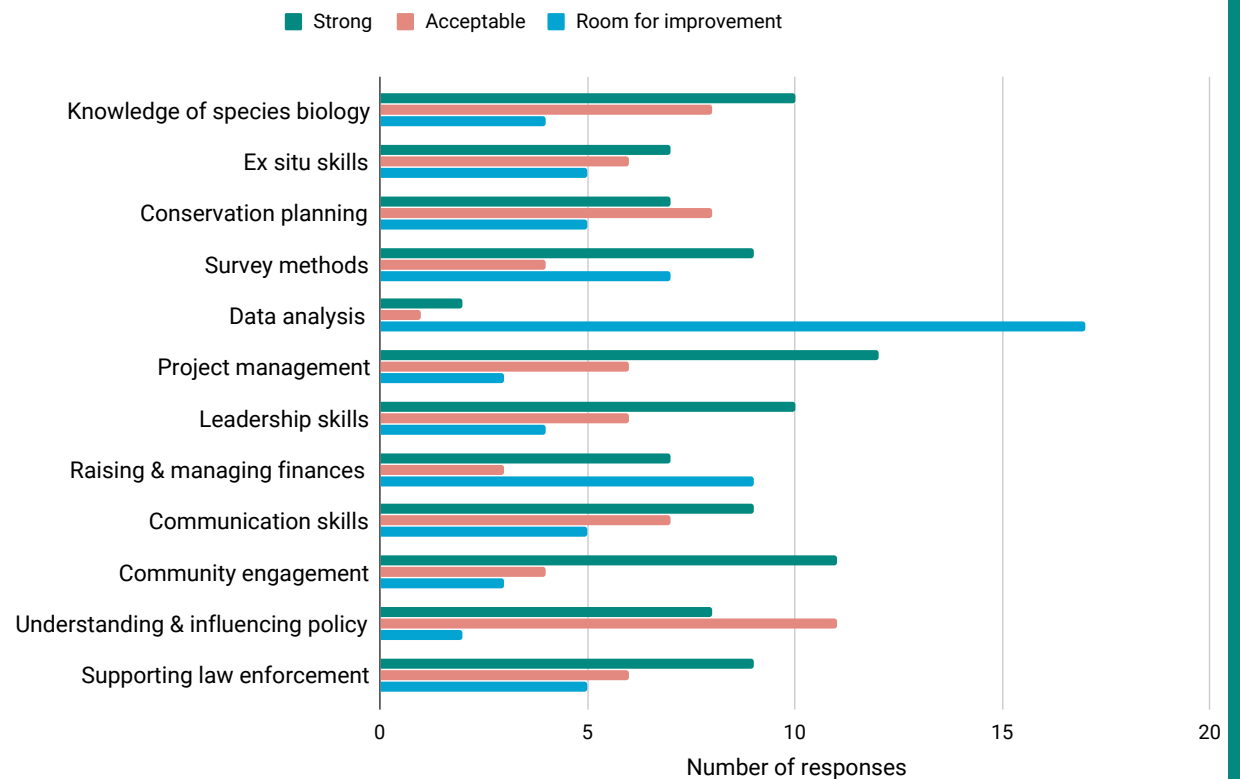
A pilot needs assessment was carried out with regional ASAP Partners. A total of 22 Partners responded to the survey. The survey questions can be found in appendix 3.

Strength of competences of individuals in their organisations (graph 1)

- Data analysis was identified as needing improvement by 77% of respondents
- Raising & managing finances and survey methods were identified as priorities for improvement
- More respondents identified the following areas as being strong compared to the other two criteria: knowledge of species biology, ex situ skills, survey methods, project management, leadership skills, communication, community engagement, law enforcement
- 54% of respondents identified project management as strong

Strength of competences of individuals within ASAP Partner organisations

Graph 1



Major barriers to accessing relevant training opportunities* (graph 2)

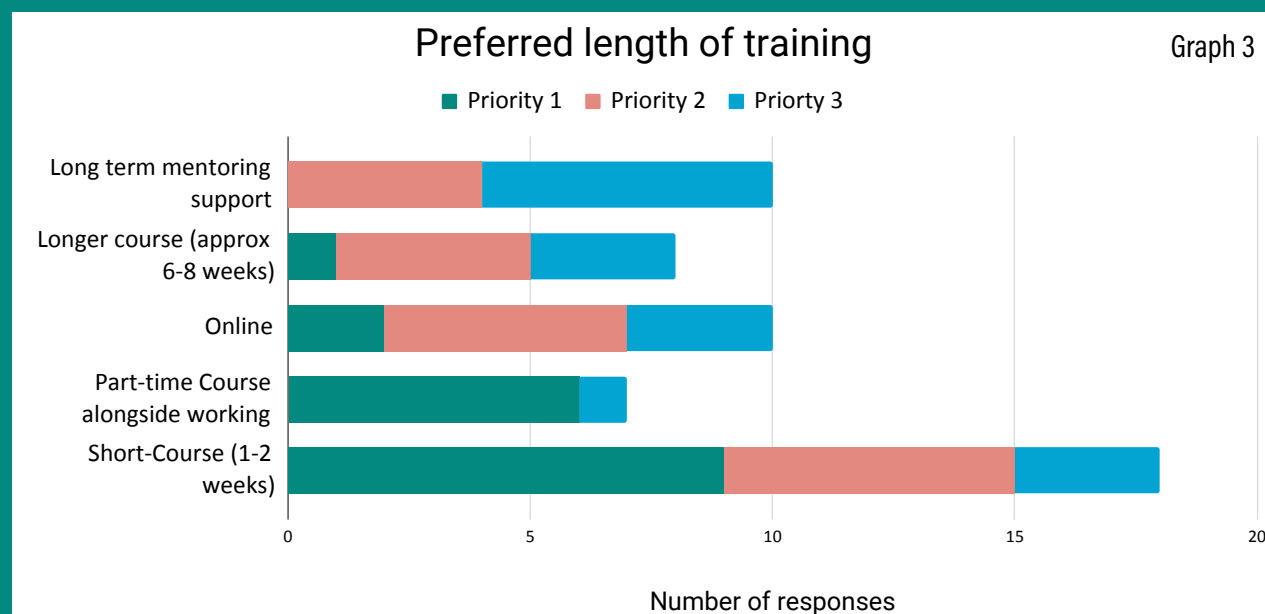
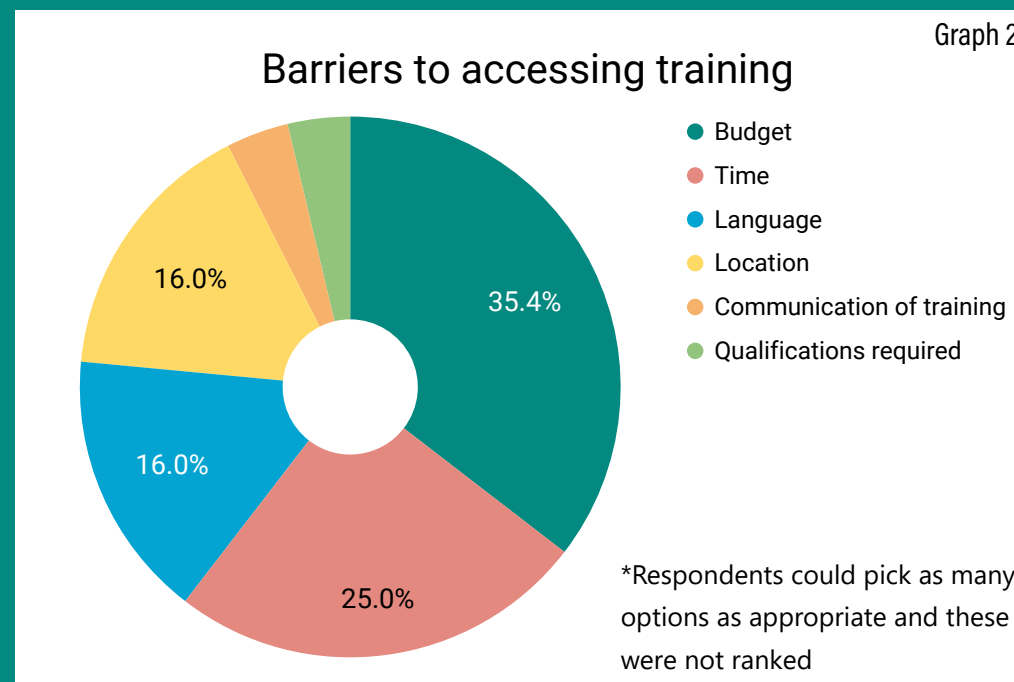
- All but one respondent identified lack of financial resources as a major barrier to accessing relevant training opportunities
- Time, language and location were also identified as barriers to accessing training.

Preferred length of training (graph 3)

- Strong preference for short-courses (1-2 weeks) versus longer courses (6-8 weeks)
- At least 10 organisations expressed a preference for online training and long-term mentoring support
- 6 organisations expressed a preference for part-time courses alongside working.

Potential mechanisms alongside training that could be provided to increase the impact from training opportunities

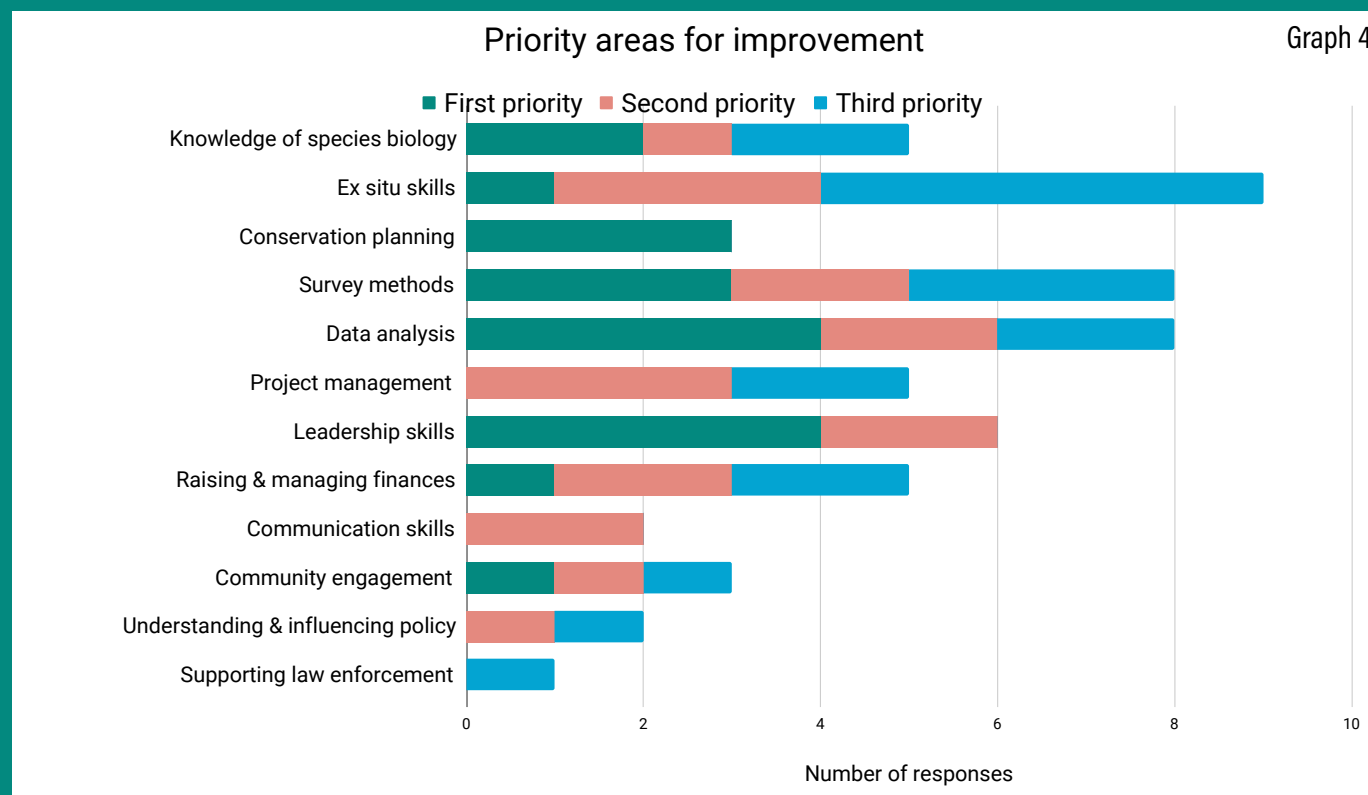
- Nearly 70% expressed a need for long-term mentoring support
- Nearly 50% expressed a need for additional resources and materials
- An additional suggestion was for project visits by senior professionals for project assessment, identify gaps and to provide advice.



Top three priority areas for improvement for individuals in respective organisations

- Highest ranked areas for improvement in first priority:
 - » Data analysis and leadership skills (both 22% of respondents); survey methods (18%)
- Highest ranked areas for improvement in second priority
 - » Project management (18%); ex situ skills (14%)
- Highest ranked areas for improvement in third priority
 - » Ex situ skills (22%); survey methods (14%)

When first, second and third priority areas for improvement are combined, ex situ skills is the top ranked, followed by survey methods and data analysis (Graph 4).



Previous survey findings

Results from a previous survey carried out in 2017 (when developing the ASAP organisational strategy) highlighted the following gaps and challenges identified by the different stakeholder groups.

- Donors identified poor project design and proposal quality as challenges to funding ASAP species conservation
- ASAP Partners identified the need for proposal writing and knowledge on best practice for surveys and monitoring.

In the survey, participants were also asked what role they felt ASAP should play.

- ASAP Partners identified the following as an important role for ASAP: building capacity in technical skills, project management and leadership; long-term training/support and mentoring; and sustained support
- National organisations also prioritised the role of ASAP in capacity building much higher than international organisations.

Overall summary

The data from these two surveys provides good indications of capacity gaps and needs. However, the sample size remains relatively small and the following should be taken into consideration when using the results:

- Needs and prioritisations across organisations were conducted as self-assessments
- Results from external evaluations (e.g. Donors) provide slightly different results with poor project design and low capacity of implementing organisation as 'challenges' facing effective species conservation
- These findings highlight the need for an independent/external assessment of needs to complement self-assessment of capacity needs.

Results highlights:

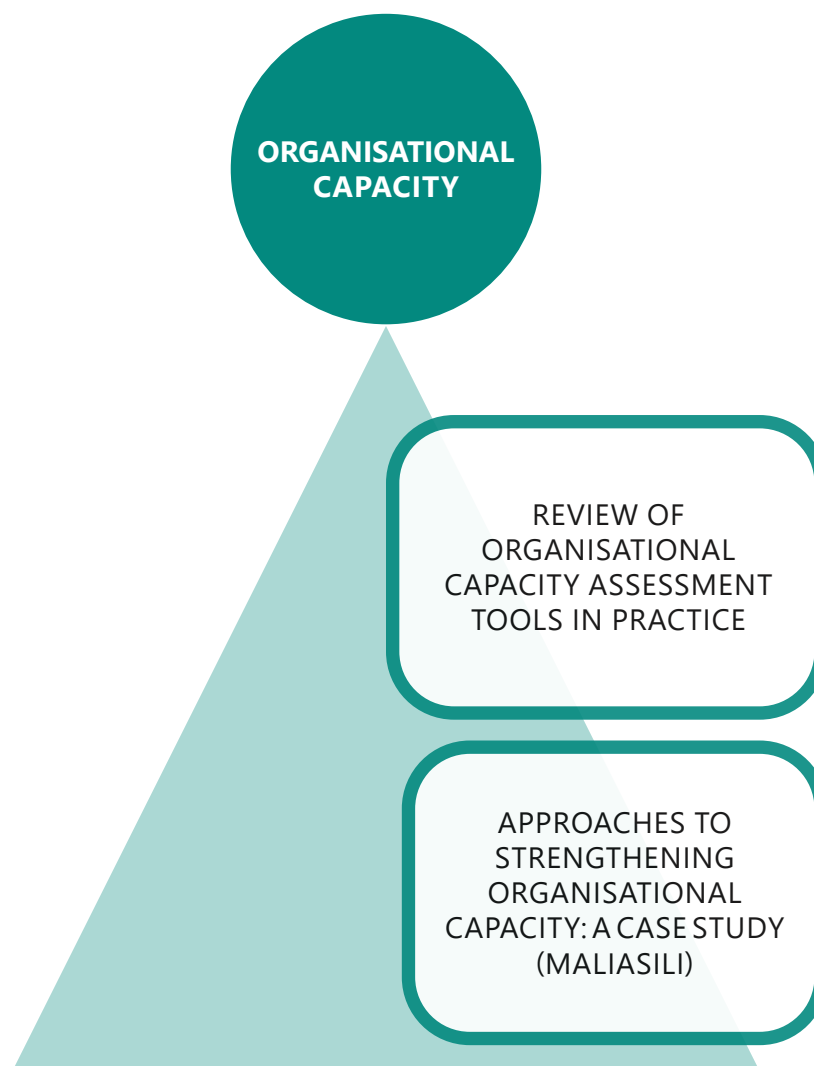
- Survey methods (best practice) identified as first, second and third priorities for training needs
- Financing and time are the two critical barriers to accessing relevant training
- Additional practical approaches alongside training should be considered as part of a capacity development strategy including long-term mentoring support and project visits by senior professionals.

APPROACH

organisational capacity

Building organisational capacity is essential for sustained, long-term impact on ASAP species conservation. Our study took two approaches:

1. A review of organisational capacity assessment tools in practice with a focus on two approaches (BirdLife International and CEPF)
2. A case study of an approach to building organisational capacity (Maliasili).



REVIEW OF ORGANISATIONAL CAPACITY ASSESSMENT TOOLS IN PRACTICE

Example 1 - BirdLife International Quality Assurance Systems (QAS) ⁷

Purpose:

- The QAS has given the BirdLife International Partnership a robust way to collect the evidence and interpret the true status of each Partner in terms of organisational development indicators and conservation programme delivery
- Knowing the Partnership better helps BirdLife to take quicker collective action to deal with weaker areas and promote strengths through shared experience and lesson learned
- The QAS helps ensure partners are well-governed, well-managed and optimised for delivering outstanding conservation impacts
- The QAS is based on measurable indicators and applies to all Partners, with a view to the fulfilment of several objectives, as follows:
 - » Demonstrate scale of impact of the Partnership as a whole
 - » Rally the Partnership to common objectives as identified in the 2022 strategy
 - » Allow easy measurement of progress on the 2022 strategy
 - » Help communicate BirdLife's impact to key audiences
 - » Enable Partners to see and show the contribution that they are making as part of the BirdLife International Partnership Strategy
 - » Combine conservation impact with monitoring progress on organisational development indicators
 - » Act as an entry-level assessment tool of all prospective new Partners.

Organisational development indicators are assessed in terms of capacity status and needs in 12 categories including governance, organisational finances, branding, engagement, ethics and strategic planning.

Example 2 - Critical Ecosystem Partnership Fund (CEPF) Civil Society Tracking Tool

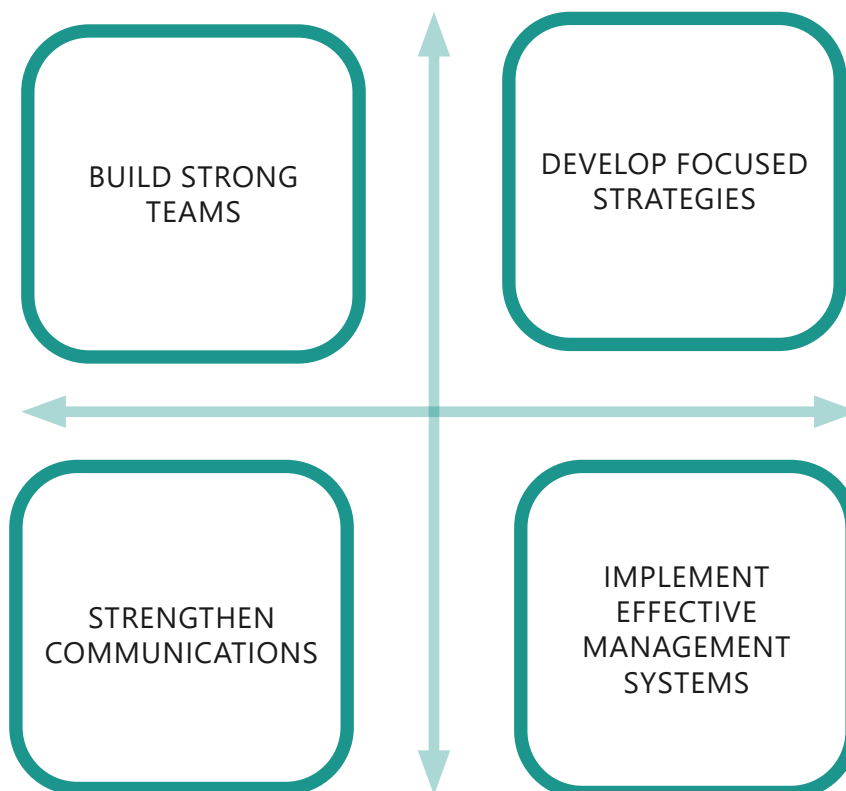
Objective: To monitor the capacity of individual civil society organisations to effectively plan, implement and evaluate actions for biodiversity conservation.

The assessment framework is focused on five aspects:

1. Human resources
2. Financial resources
3. Management systems
4. Strategic planning
5. Delivery.

APPROACHES TO STRENGTHENING ORGANISATIONAL CAPACITY

A CASE STUDY: MALIASILI



Case study: Maliasili - Investing in People for Nature⁸

Maliasili works with its partners to help them become more effective and resilient organisations through a customized package of support that spans strategy, leadership development, communications, human resources, and management systems.

Portfolio selection

- Find high-performing African conservation and natural resource organisations with exceptional talent, a proven track record and/or great potential.

Strengthening organisations

- Provide those organisations with customized organisational support, helping them build strong teams, develop focused strategies, communicate and market their work, and implement effective management systems.

Building a network

- Manage our portfolio as a growing network, giving them opportunities to learn from each other, collaborate, and interact with a network of funders and external supporters
- Provide organisations with customized organisational support, helping them build strong teams, develop focused strategies, communicate and market their work, and implement effective management systems.

ADDRESSING CAPACITY NEEDS

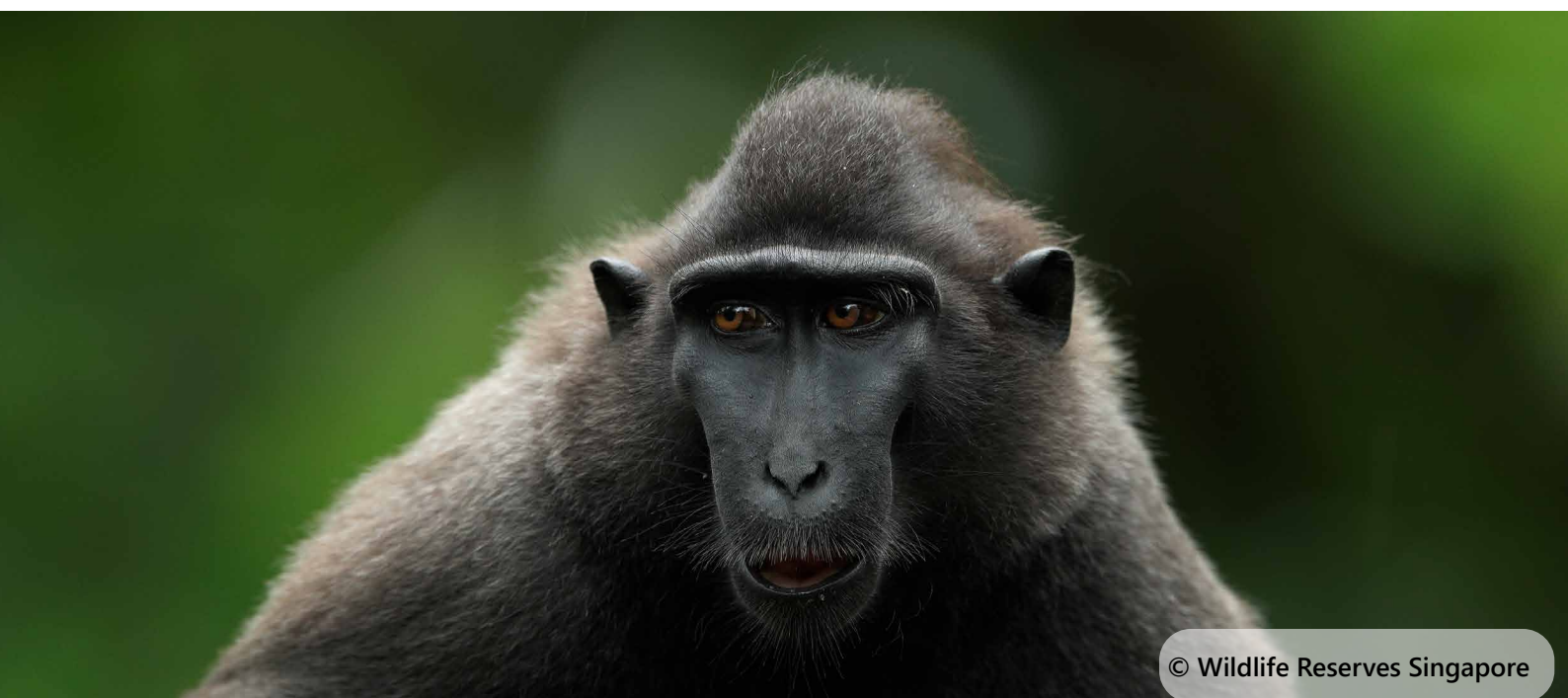
ASAP will address capacity needs as identified through this report. Our approach will cover both individual and organisational capacity building, and will look at activities that ASAP can conduct with current resources, as well as longer-term initiatives that would require additional investment.

Outcome 1: A cohort of ASAP species champions (new and current) identified and supported through grant making, training and long-term mentoring support to positively impact and advance ASAP species conservation:

- Build capacity for individuals working on ASAP species conservation by working with capacity building/ training providers to increase opportunities for ASAP Partners
- Expand and strengthen ASAP species champions through improved access to and increased opportunities for training

Outcome 2: A portfolio of local, implementing ASAP partners with strong organisational capacity (governance, management, strategy, human resources, communications) for sustained, impactful conservation efforts for ASAP species:

- Identify major challenges and priority needs for organisational capacity within the region, with a focus on ASAP Partner needs
- Pilot engagement with a number of ASAP Partners to strengthen key aspects of their organisational capacity



APPENDIX 1 - LEADERSHIP COMPETENCES

Task competences	
Job knowledge and skills	Highly developed conservation knowledge and skills
	Manage and monitor resources (i.e. financial, human and information) effectively; ensuring suitable contingencies
	Build fundraising capacity, diversify revenue, and sustain and grow conservation programmes
Work quality	Enhancing work quality by ensuring consistency and alignment between plans, implementation and results
Planning and organising	Develop clear goals and a compelling vision; promote the vision to guide the short-term goals of all employees towards a unified long-term goal
Decision-making	Using a systematic, evidence-based approach to decision making, while keeping in mind the conservation impact goals and the internal and external factors of influence
Contextual competences	
Engaging leadership: inspiring	Affinity with conservation as a mission-driven sector and demonstration of passion for the work that is being done
	Inspire staff to match their attitudes and behaviours with the organisation's vision and goals
	Enhance the meaningfulness of work by making people feel part of a 'big picture' and foster a shared sense of purpose
	Fostering a sense of community, e.g. by providing appropriate rewards, recognition and appreciation to staff for their work
	Promote staff's participation in innovation and decision-making to enhance organisational commitment and development
	Strengthening/encouraging staff by expressing your confidence in their ability to perform to high standards
Supervision and management	Provide staff with expertise, support and autonomy (e.g. from bureaucratic constraints) to enhance work performance
	Proficiency in governance, team structure and team development, providing clear roles, responsibilities and accountability processes (incl. assigning roles and line management arrangement)
	Providing effective feedback/Performance Evaluation
	Knowledge of and skills in work engagement theory and practices
	Maximise the potential of staff by applying a leadership style that is tailored per individual staff member (i.e. adopt situational leadership principles)
	Knowledge of motivation theory and practices and skills in motivating others
	Develop a strength-based approach to people's management and manage talent to maximise internal capacity development and staff retention
	Ensure suitable working conditions, welfare, health, safety and security for personnel (Appleton)
Capacity building	Provide consistent and high quality staff induction and career development pathways
	Build agency among staff to encourage proactive professional development and shared responsibility for organisational development
	Incorporating opportunities for collaborative learning during the daily workday
	Balance staff' self-directed learning with organisational needs and provide transparent and equal career development opportunities
Prosocial competences	Create an attitude of co-operation internally and externally, e.g. with project partners, by promoting collaboration and information sharing to improve effectiveness
Interpersonal competence	Leading with integrity and care
	Be present, i.e. be accessible and visible to all staff
	Highly developed cross-cultural sensitivity and interpersonal competences to manage people's expectations and viewpoints in a way that promotes diversity and inclusion

Self-awareness	Cultivating self-awareness by implementing practices of regular reflection on one's own strengths and weaknesses
	Being aware of and transparent about one's own limitations in professional capabilities
	Awareness of how one's own emotions and the feelings of the team influence decisions and actions (Black, in press)
Adaptive competences	
Flexibility/adaptability	Anticipate unexpected outcomes; integrate management flexibility alongside professional rigour
Creativity	Finding creative and resourceful solutions to work challenges by engaging diverse opinions and alternative solutions
Keeping job knowledge and skills up-to-date	Proactively seeking out learning opportunities to test one's own skills and abilities
	Positive attitude towards learning from others by asking for feedback and advice internally and externally
	Promote critical reflection at work by providing time and opportunity for individual and collective reflection, experimentation, learning from mistakes, challenging groupthink and critical opinion sharing
	Enable a climate conducive to learning in which people feel free to share their experiences, ideas, challenges and concerns without fear of criticism

APPENDIX 2 - TRAINING COURSES

	Course	Provider	Location
1	Strategy Development for Wildlife conservation	WildTeam	Global
2	Project Management for Wildlife Conservation	WildTeam	Global
3	Delivery training workshops for Wildlife conservation	WildTeam	Global
4	Facilitation and communication skills for conservation	Durrell conservation Academy	UK
5	Youth for Wildlife Conservation Forum meetings	Youth for Wildlife Conservation	Global
6	Tropical forest safety course	Fieldskills Adventures Company	Global
7	Species Conservation Planning	CPSG	Global
8	Facilitating Conservation Planning Process	CPSG	Global
9	Population Viability Modelling using Vortex	CPSG	Global
10	Modelling Disease Impacts in Wildlife Populations	CPSG	Global
11	Wildlife Disease Risk Analysis	CPSG	Global
12	Ex Situ Management for Conservation-One Plan Approach	CPSG	Global
13	Ex Situ Population Management for Conservation	CPSG	Global
14	Planning Conservation Translocations	CPSG	Global
15	Species Conservation and Monitoring of Migratory Birds	Smithsonian Mason	US
16	Bioinformatics Analysis for Conservation Genomics	Smithsonian Mason	US
17	AniMove-Animal Tracking Data Analysis	Smithsonian Mason	US
18	Statistics for Ecology and Conservation Biology	Smithsonian Mason	US
19	Communication and Facilitation Skills for Conservation Managers	Smithsonian Mason	US
20	Camera Trapping Study Design and Data Analysis	Smithsonian Mason	US
21	Estimating Animal Abundance and Occupancy	Smithsonian Mason	US
22	Managing Ecological Data in R: Data Science	Smithsonian Mason	US
23	Essentials of Spatial Ecology/GIS	Smithsonian Mason	US
24	Open Standards/Conservation Action Planning	Conservation Training.Org	NA
25	Conservation Measures	Conservation Training.Org	NA
26	GIS	Conservation Training.Org	NA
27	Introducing Conservation; Insights	UfW-ZSL (Online)	
28	Skills Guides	Tropical Biology Association	
29	FieldCourses (Botswana and Danum Valley)	TBA	
30	Specialist Courses	TBA	
31	Edge Programme-Conservation Tools Course	ZSL	Global
32	Edge Programme-Conservation Leadership Course	ZSL	Global
33	Multiple Modules	AMNH_NCEP Online Courses	Global
34	DESMAN course	Durrell Conservation Academy	UK
35	Conservation Management & Leadership Course (international)	CLP	Global
36	Creative Leadership (local)	CLP	Global
37	Project Planning & Fundraising (local)	CLP	Global
38	Writing for Conservation (local)	CLP	Global
39	Biostatistics (local)	CLP	Global
40	Climate change & Ecosystem services (local)	CLP	Global

APPENDIX 3 - SURVEY

1. Please rate the strength of individuals within your organisation in the following competencies/skills/knowledge. *

The competencies are those identified as important for species conservation.

Mark only one oval per row.

	Room for improvement	Acceptable	Strong	Not applicable
Knowledge of species biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ex situ skills (rehabilitation/healthcare etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservation planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Survey methods (biodiversity and habitat surveys, camera trapping etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data analysis (ecological modelling, statistical method etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management (planning projects, managing budgets, change management, monitoring etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (people management, public speaking, staff motivation, giving feedback, resolving problems etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising and managing finances (Grant writing, fundraising, financial management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills (Writing, speaking, media training, photography, social media etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community engagement (local community behaviour change, running workshops etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and influencing policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting law enforcement (evidence gathering, best practice etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What are the major barriers to accessing relevant training? *

Tick as many as you wish, and feel free to add others

Check all that apply.

- ☐ Budget
- ☐ Time
- ☐ Communication of training
- ☐ Language
- ☐ Location
- ☐ Required qualifications

Other: ☐ _____

3. Can you name two training examples which have contributed significantly to you or your team's capacity to work on species conservation?

First example (Name of training, the provider and what it was that worked well)

Second example

4. In order of priority, select the three competencies/skills/knowledge that are a priority for improvement with individuals at your organisation?

Please make three choices, one per column

Check all that apply.

	First priority	Second priority	Third priority
Knowledge of species biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ex situ skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conservation planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising and managing finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and influencing policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Based on your responses to question four, please tell for each of the three priorities, what your preference is for length of training? *

Mark only one oval per row.

	Short course (approx 1-2 weeks)	Longer course (approx 6-8 weeks)	Part-time course alongside working	Online learning
Priority 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What mechanisms could be provided alongside training that you think would ensure the training has greater impact?

Check all that apply.

- ☐ Long-term mentoring support
- ☐ Additional resources and materials
- ☐ An online forum

Other: ☐ _____

. Any other thoughts or comments?

Thank you!

We will be compiling responses over the coming months, and will share the results with you in due course.

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LITERATURE AND REFERENCES

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The competence framework (page 5 and 6) will continue to be refined and verified as part of a doctoral research project with the aim to publish the results for wider application within the sector.



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