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| **Student Name:** | JOHN KULANG MOSES |
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| **Lecturer:** | MR. KAREGWA MUCHIRI |
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1.What are the differences between a disaster and emergency?

Disasters are events that occur when significant numbers of people are exposed to extreme events to which they are vulnerable, with resulting injury and loss of life, often combined with damage to property and livelihoods.

Disasters, commonly leading to emergency situations, occur in diverse situations in all parts of the world, in both sparsely populated rural and densely populated urban regions, as well as in situations involving natural and man-made hazards. Disasters are often classified according to their speed of onset (sudden or slow), their cause (natural or man-made), or their scale (major or minor). Various international and national agencies that keep track of disasters employ definitions that involve the minimum number of casualties, the monetary value of property lost. Other definitions are used by countries for legal or diplomatic purposes, example is that in deciding when to officially declare a region a “disaster area”. The terminology used here is less precise to cover a broad range of situations. The forces that bring vulnerable people and natural hazards together are often man-made (conflict, economic development and overpopulation). An example of natural and technological hazards combining in surprising ways was seen in Egypt in 1994. Heavy rain near the town of Dronka weakened railway lines. A train carrying fuel was derailed and leaking fuel was ignited by electrical cables, causing an explosion. Finally, burning fuel was carried by flood waters through the town, killing hundreds of people ( (Garrett, 2011).

An emergency is a situation or state characterized by a clear and marked reduction in the abilities of people to sustain their normal living conditions, with resulting damage or risks to health, life and livelihoods. Disasters commonly cause emergency situations, both directly and indirectly. Evacuation or other necessary steps taken to avoid or flee from a disaster, for example, can cause disruption of normal life on a scale calling for emergency action. Sudden, large-scale movements of people within and between countries often produce emergency conditions. Dramatic loss of livelihoods and increased spending needs due to drought or flooding may place people in a very vulnerable situation. A cholera epidemic may overwhelm the capacity of a city’s under-resourced health service, creating an urgent need for support. In such emergency situations, local coping mechanisms are overwhelmed and so collective, specialized and often external action is required. During an emergency, it is common to see primary effects of the disaster followed by secondary effects. For instance, the primary effect of a mudslide might be that many people are injured and need urgent medical attention. A secondary effect might be that blocked sewers and broken water mains lead to an outbreak of water- and sanitation-related disease some weeks later, or that the loss of livelihoods through the destruction of vegetable gardens and workshops leads to reduced food intake and a nutrition emergency some months later. Human needs for non-material things, such as security and cultural identity can also be affected, and the psychological and social impacts of a disaster may be felt many years after the event. Emergency situations are often described in public health terms, with the crude mortality rate (CMR) being widely accepted as a global measure of their severity. A CMR which is significantly higher than the rate in the affected population before the disaster, or which is above 1 death per 10 000 population per day (or 3 deaths per 1000 population per month) indicates an emergency (Ferraro, 2012). CMRs in the emergency phase following various types of disaster may be many times the background rate for the region or the affected population. Many more deaths may occur during the post-disaster emergency phase than as a direct result of the disaster itself. However, mortality rates are trailing indicators that they do not indicate problems before people die as a result of them, and do not indicate the nature of the problems. Therefore, other indicators concerning health, environmental, social and economic factors are important for understanding the nature of the emergency and how it is likely to change over time, and for understanding how to react effectively. The term complex emergencies is used to describe situations of disrupted livelihoods and threats to life produced by warfare, civil disturbance and large-scale movements of people, in which any emergency response has to be conducted in a difficult political and security environment. A combination of complex disasters and natural hazards (example, military and political problems combined with severe winter weather, coastal storms and flooding, drought and a cholera epidemic) was particularly devastating in the 1990s in such countries as Bosnia and Herzegovina, Iraq, Myanmar, Peru and Somalia.

2.What are the traits a leader in an emergency setting should have?

It might be a likely matter to pursue work in the field of disaster planning or emergency response, you might be wondering what personality traits are ideal for emergency management professionals to possess. Analysts at the US Department of Labor have access to a broad range of employment data, and their report on the employment of [emergency management directors](https://www.bls.gov/ooh/management/emergency-management-directors.htm#tab-4) gives us some fantastic insights on the most important qualities that an emergency management professional needs to have as elaborated below:

Leadership Ability, an emergency management professional needs to be unwavering in his or her ability to take charge of an emergency and guide other people through it with clear, actionable instructions to follow. A person who lacks the necessary strength of character to accomplish this is likely to fail when an actual emergency arises. The ability to command respect from colleagues, subordinates and the public is an essential component of the required leadership skills. Before and during emergencies, the emergency management professional will often need to train others in correct safety protocols, how to allocate resources properly and how to prioritize their task lists. For the group to function effectively before or during an emergency, it is essential for other group members to respect and recognize the emergency management professional’s leadership rather than undermine it.

Added to that, Exceptional Oral and Written Communication Skills is needed, It’s a rare individual who can both speak and write exceptionally well, but an emergency management professional must possess both skill sets. Clear, direct oral communication skills are mandatory when leading others through real emergency situations. Outstanding written communication abilities are important before emergencies strike, because the emergency manager must be able to communicate their disaster response plans to their colleagues, to government officials and to the public.

Interpersonal Skills, emergency management professionals must be able to work with, and make themselves understood by, many different personality types from varying backgrounds. It’s essential that they can get along with others well and act professionally at all times, even when disagreements arise.

The Ability to Make Quick and Definitive Decisions Under Pressure, the emergency management professional must have the ability to remain calm and make the best possible decisions even under the most stressful and time-sensitive circumstances. Lives, property and money are often at stake during emergencies, and the emergency manager must be able to decisively act to protect the assets they’ve been trusted with.

Exceptional Analytical Abilities, emergency management professionals need to be able to anticipate problems and apply logic to solve them as efficiently as possible. They need to be able to analyze the pros and cons of each possible solution to a problem. When an emergency strikes, they need to have the ability to choose the most ideal solution considering the likeliest outcomes. They need to take into consideration all the associated risks and possible costs. All this is necessary even in cases where the emergency is unexpected, and no clear plan of action had been formulated for that particular type of disaster in advance.

Creativity and Adaptability, leaders must find ways to see and appreciate the novel elements in a crisis. Systematically requires additional thought. It is the set of possibilities large enough at the beginning when Looking for one or more best alternative explanations. Use a "Team " approach. – Set operational expectations and track results against those. A leader/team must adapt rapidly by its nature, a crisis changes with so quickly. – The first response will likely not be the final response. In crisis situations, the leader cannot be wedded to a single strategy. – They must continue to take in new information, listen carefully, and consult with frontline experts who know what's happening.

Decisiveness, once situational awareness has been reviewed, and the response has been improvised, and creativity and adaptability have been exercised, then decide. Decisive action is required. – If after a while it becomes apparent the wrong decision was made, make another one. – Keep moving forward. When things are happening quickly, no one can have actual control of the situation, but a leader can assume control. – In other words, the disaster can’t be controlled, but the response can be, assume the mantle of leadership as well, leads by Action. At this point it’s time enact the plans and observe the response. Ensure that there are sufficient feedback loops to assess response to the new plan and adjust accordingly. A leader should be aware of the dangers of cognitive bias (Stephen Barker and Rob Cola, 2009).

3.Stress has both advantages and disadvantages. What the four major advantages of stress and four disadvantages of stress.

We hear repeatedly that [stress is unhealthy](https://www.health.com/health/stress-management/). And all that talk makes us, well, stressed. But getting worked up isn't always a bad thing, says Richard Shelton, MD, vice chair for research in the Department of Psychiatry at the University of Alabama Birmingham; after all, the body's fight-or-flight response is meant to be protective, not harmful. It's only when stress becomes chronic, or when we feel we're no longer in control of a situation, that it negatively affects our health and wellbeing. Here, are five reasons you should rest easier when it comes to everyday stress—and how a little short-term anxiety can benefit your brain and body.

To begin with, stress helps boost brainpower, low-level stressors stimulate the production of brain chemicals called neurotrophins and strengthen the connections between neurons in the brain. In fact, this may be the primary mechanism by which exercise (a physical stressor) helps boost productivity and concentration, Dr. Shelton says. Short-term psychological stressors, he adds, can have a similar effect, as well. Plus, animal studies have suggested that the body's response to stress can [temporarily boost memory](http://www.ncbi.nlm.nih.gov/pubmed/?term=Accute+stress+enhances+adult+rate+hippocampal+neurogenesis+and+activation+of+newborn+neurons+via+secreted+astrocytic+FGF2) and learning scores (Heldman, 2018).

It can increase immunity in the short term "When the body responds to stress, it prepares itself for the possibility of injury or infection," says Dr. Shelton. "One way it does this is by producing extra interleukins chemicals that help regulate the immune system—providing at least a temporary defensive boost." Research in animals support this idea, as well: A 2012 Stanford study found that subjecting lab rats to mild stress produced a "massive mobilization" of several types of [immune cells this link opens in a new tab](http://med.stanford.edu/news/all-news/2012/06/study-explains-how-stress-can-boost-immune-system.html) in their bloodstreams.

It can make you more resilient, learning to deal with stressful situations can make future ones [easier to manage](https://www.health.com/health/article/0,,20412184,00.html), according to a large body of research on the science of resilience. It's the idea behind Navy SEAL training, Dr. Shelton says although you can certainly benefit from less extreme experiences, as well. "Repeated exposure to stressful events gives [SEALs] the chance to develop both a physical and psychological sense of control, so when they're in actually combat they don't just shut down.

It motivates you to succeed, good stress, also known in the scientific community as eustress, may be just the thing you need to get job done at work. "Think about a deadline: It's staring you in the face, and it's going to stimulate your behavior to really manage the situation effectively, rapidly, and more productively," says Dr. Shelton. The key, he says, is viewing stressful situations as a challenge that you can meet, rather than an overwhelming, unpassable roadblock. Eustress can also help you enter a state of "flow," a [heightened sense of awareness this link opens in a new tab](http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow) and complete absorption into an activity, according to research from psychologist Mihaly Csikszentmihalyi. Flow can be achieved in the workplace, in sports, or in a creative endeavor (such as playing a musical instrument), and Csikszentmihalyi argues that it's driven largely by pressure to succeed.

It can enhance child development, Moms-to-be often worry that their own anxiety will negatively affect their unborn babies—and it can, when it's unrelenting. But a 2006 Johns Hopkins study found that most children of women who reported mild to moderate stress levels during pregnancy actually showed [greater motor and developmental skills](http://www.jhsph.edu/news/news-releases/2006/dipietro-stress.html) by age 2 than those of unstressed mothers. The one exception: the children of women who viewed their pregnancy as more negative than positive had slightly lower attention capacity.

Drawbacks of stress include but not limited to as elaborated below. Serious stress develop [Heart disease](https://www.webmd.com/heart-disease/ss/slideshow-visual-guide-to-heart-disease). Researchers have long suspected that the stressed-out, type A personality has a higher risk of [high blood pressure](https://www.webmd.com/hypertension-high-blood-pressure/default.htm) and [heart](https://www.webmd.com/heart/picture-of-the-heart) problems. We don't know why, exactly. Stress can directly increase [heart rate](https://www.webmd.com/webmd/consumer_assets/controlled_content/healthwise/medicaltest/pulse_measurement_medicaltest_hw233473.xml) and [blood](https://www.webmd.com/heart/anatomy-picture-of-blood) flow, and causes the release of [cholesterol](https://www.webmd.com/cholesterol-management/default.htm) and [triglycerides](https://www.webmd.com/cholesterol-management/lowering-triglyceride-levels) into the [blood](https://www.webmd.com/a-to-z-guides/rm-quiz-blood-basics) stream. It's also possible that stress is related to other problems as an increased likelihood of [smoking](https://www.webmd.com/smoking-cessation/default.htm) or [obesity](https://www.webmd.com/diet/obesity/video/obesity-risks) that indirectly increase the heart risks. Doctors do know that sudden emotional stress can be a trigger for serious cardiac problems, including [heart attacks](https://www.webmd.com/heart-disease/guide/heart-disease-heart-attacks). People who have chronic heart problems need to avoid acute stress and learn how to successfully manage life's unavoidable stresses -- as much as they can.

[Asthma](https://www.webmd.com/asthma/ss/slideshow-asthma-overview). Many studies have shown that stress can worsen [asthma](https://www.webmd.com/asthma/asthma-health-check/default.htm). Some evidence suggests that a parent's chronic stress might even increase the risk of developing asthma in their children. One study looked at how parental stress affected the asthma rates of young children who were also exposed to air pollution or whose mothers smoked during [pregnancy](https://www.webmd.com/baby/default.htm). The kids with stressed out parents had a substantially higher risk of developing asthma.

Obesity, Excess fat in the belly seems to pose greater health risks than fat on the legs or hips -- and unfortunately, that's just where people with high stress seem to store it. "[Stress causes](https://www.webmd.com/webmd/consumer_assets/controlled_content/healthwise/special/stress_management-causes_of_stress_special_ta4276.xml) higher levels of the hormone cortisol," says Winner, "and that seems to increase the amount of fat that's deposited in the [abdomen](https://www.webmd.com/digestive-disorders/picture-of-the-abdomen)."

[Diabetes](https://www.webmd.com/diabetes/diabetes-health-check/default.htm), Stress can worsen diabetes in two ways. First, it increases the likelihood of bad behaviors, such as unhealthy eating and excessive drinking. Second, stress seems to raise the [glucose levels](https://www.webmd.com/webmd/consumer_assets/controlled_content/healthwise/medicaltest/blood_glucose_medicaltest_hw8252.xml) of people with [type 2 diabetes](https://diabetes.webmd.com/guide/diabetes_symptoms_types) directly. Which on other side develops [headache](https://www.webmd.com/migraines-headaches/ss/slideshow-migraine-overview). Stress is considered one of the most common triggers for [headaches](https://www.webmd.com/migraines-headaches/rm-quiz-migraine-myths) just tension [headaches](https://www.webmd.com/a-to-z-guides/video/vd-0801-atsp-17), but [migraines](https://www.webmd.com/migraines-headaches/default.htm) as well.

[Depression](https://www.webmd.com/depression/ss/slideshow-depression-overview) and [anxiety](https://www.webmd.com/anxiety-panic/default.htm). It's probably no surprise that chronic stress is connected with higher rates of [depression](https://www.webmd.com/depression/depression-assessment/zz-expire) and [anxiety](https://www.webmd.com/balance/stress-management/rm-quiz-stress-anxiety). One survey of recent studies found that people who had stress related to their jobs, like demanding work with few rewards, had an 80% higher risk of developing [depression](https://www.webmd.com/depression/depression-tv/default.htm) within a few years than people with lower stress. As well Gastrointestinal problems. Here's one thing that stress doesn't do, it doesn't cause ulcers. However, it can make them worse. Stress is also a common factor in many other conditions, such as chronic [heartburn](https://www.webmd.com/heartburn-gerd/default.htm) (or gastroesophageal reflux disease, [GERD](https://www.webmd.com/heartburn-gerd/ss/slideshow-heartburn-overview)) and [irritable bowel syndrome](https://www.webmd.com/ibs/default.htm)([IBS](https://www.webmd.com/ibs/ss/slideshow-ibs-overview)), Winner says. Also course of [Alzheimer's disease](https://www.webmd.com/alzheimers/ss/slideshow-alzheimers-overview). One animal study found that stress might worsen [Alzheimer's disease](https://www.webmd.com/alzheimers/rm-quiz-alzheimers-myths-facts), causing its [brain lesions](https://www.webmd.com/brain/brain-lesions-causes-symptoms-treatments) to form more quickly. Some researchers speculate that reducing stress has the potential to slow down the progression of the disease.

Lastly stress Accelerated aging. There's evidence that stress can affect how you age. One study compared the DNA of mothers who were under high stress -- they were caring for a chronically ill child -- with women who were not. Researchers found that a region of the chromosomes showed the effects of accelerated aging. Stress seemed to accelerate aging about 9 to 17 additional years. While expedite Premature death. A study looked at the health effects of stress by studying elderly caregivers looking after their spouse’s people who are naturally under a great deal of stress. It found that caregivers had a 63% higher rate of death than people their age who were not caregivers.

4.Explain any three theories of leadership.

While many different leadership theories have emerged, most can be classified as one of eight major types:

### 1. "Great Man" Theories, have you ever heard someone described as "born to lead?" According to this point of view, great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders. Great man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. Such theories suggest that people cannot really learn how to become strong leaders. It's either something you are born with or born without. It is very much a nature (as opposed to nurture) approach to explaining leadership.

### 2. Trait Theories Similar in some ways to Great Man theories, [trait](https://www.verywellmind.com/trait-theory-of-personality-2795955) theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify a personality or behavioral characteristics shared by leaders. For example, traits like [extroversion](https://www.verywellmind.com/what-is-extroversion-2795994), self-confidence, and courage are all traits that could potentially be linked to great leaders. If traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. There are plenty of people who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership. There are also people who lack some of the key traits often associated with effective leadership yet still excel at leading groups.

### 3. Contingency Theories, Contingency theories of leadership focus on variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no [leadership style](https://www.verywellmind.com/leadership-styles-2795312) is best in all situations.

Leadership researchers White and Hodgson suggest that truly effective leadership is not just about the qualities of the leader, it is about striking the right balance between behaviors, needs, and context. Good leaders are able to assess the needs of their followers, take stock of the situation, and then adjust their behaviors accordingly. Success depends on several variables including the leadership style, qualities of the followers and aspects of the situation.

5.How large do you think teams should be and why?

According to Wittenberg, while the research on optimal team numbers is “not conclusive, it does tend to fall into the five to 12 range, though some say five to nine is best, and the number six has come up a few times.” But having a good team depends on more than optimal size, Wittenberg adds.

The size question has been asked since the dawn of social psychology,” says Wharton management professor, recalling the early work of Maximilian Ringelmann, a French agricultural engineer born in 1861 who discovered that the more people who pulled on a rope, the less effort each individual contributed. Today, “teams are prolific in organizations. From a managerial perspective, there is this rising recognition that teams can function to monitor individuals more effectively than managers can control them. The team’s function as a social unit; you don’t need to hand-hold as much. And I think tasks are becoming more complex and global, which contributes to the need for perspective that teams provide (Kerzner, 2013).”

While the study of team size is one of her areas of concentration, Mueller and other Wharton management experts acknowledge that size is not necessarily the first consideration when putting together an effective team.

“First, it’s important to ask what type of task the team will engage in,” Mueller says. Answering that question “will define whom you want to hire, what type of skills you are looking for. A sub-category to this is the degree of coordination required. If it’s a sales team, the only real coordination comes at the end. It’s all individual, and people are not interdependent. The interdependence matters, because it is one of the mechanisms that you use to determine if people are getting along.”

Second, she says, “what is the team composition? What are the skills of the people needed to be translated into action? That would include everything from work style to personal style to knowledge base and making sure that they are appropriate to the task.”

And third, “you want to consider size.” The study of optimal team size seems to fascinate a lot of businesses and academics, primarily due to the fact that “in the past decade, research on team effectiveness has burgeoned as teams have become increasingly common in organizations of all kinds,” writes Wharton management professor [Katherine J. Klein](http://www-management.wharton.upenn.edu/klein/), in a paper titled, “Team Mental Models and Team Performance.” The paper, co-authored with Beng-Chong Lim, a professor at Nanyang Business School, Nanyang Technological University, Singapore, was published in January 2006 in the Journal of Organizational Behavior.

In an interview, Klein acknowledges that when it comes to team size, each person counts. “When you have two people, is that a team or a dyad? With three, you suddenly can have power battles, two to one. There is some notion that three is dramatically different from two, and there is some sense that even numbers may be different from odd numbers, for the same reason. My intuition is that by the time you are over eight or nine people, it is cumbersome, and you will have a team that breaks down into sub-teams. Depending on the group’s task, that could be a good thing or that could not be right. There is a sense that as a team gets larger, there is a tendency for social loafing, where someone gets to slide, to hide.”

Ringelmann’s famous study on pulling a rope, often called the Ringelmann effect, analyzed people alone and in groups as they pulled on a rope. Ringelmann then measured the pull force. As he added more and more people to the rope, Ringelmann discovered that the total force generated by the group rose, but the average force exerted by each group member declined, thereby discrediting the theory that a group team effort results in increased effort. Ringelmann attributed this to what was then called “social loafing” a condition where a group or team tends to “hide” the lack of individual effort. “After about five people, there are diminishing returns on how much people will pull,” says Mueller. “But people, unless they are not motivated, or the task is arbitrary, will not want to show social loafing. If the task is boring and mundane, they are more likely to loaf. If you tell executives this, they say, ‘One of the things I’m worried about is loafing and free riding.’ Whereas social loafing is decreased effort in a group context relative to individual context, free riding is rational and self-interested. If a person is not going to be rewarded, they say, ‘I’m going to free ride’ and they don’t participate as much. The two concepts are hard to distinguish, but they are just different ways to measure similar outcomes.”

Evan Wittenberg, director of the Wharton Graduate Leadership Program, notes that team size is “not necessarily an issue people think about immediately, but it is important.” According to Wittenberg, while the research on optimal team numbers is “not conclusive, it does tend to fall into the five to 12 range, though some say five to nine is best, and the number six has come up a few times. “But having a good team depends on more than optimal size, Wittenberg adds. For instance, when Wharton assigns five to six MBA students to individual teams, “we don’t just assign those teams. We make sure they can be effective. We have a ‘learning team retreat’ where we take all 800 students out to a camp in the woods in upstate New York and spend two days doing team building and trust building exercises. I think this is what people forget to do when they create a team in a business, spend a lot of time upfront to structure how they will work together. We get to know each other and share individual core values so we can come up with team values. But most importantly, we have the students work on their team goals, their team norms and their operating principles. Essentially, what are we going to do and how are we going to do it?” In the work world, says Wittenberg, it has been “reinforced that five or six is the right number (on a team). At least for us, it gives everyone a real work out. But frankly, I think it depends on the task.” Recent research by Mueller would seem to support Wittenberg’s notion that preparation for team success is vital. In a recent paper, “Why Individuals in Larger Teams Perform Worse,” Mueller channeled Ringelmann’s theories on large group efforts and tried to explain why the title of her paper is true. For decades, researchers have noted that mere changes in team size can change work-group processes and resulting performance. By studying 238 workers within 26 teams, ranging from three to 20 members in size, Mueller’s research replicates the general assertion that individuals in larger teams do perform worse, but she also explains this conclusion.

“Understanding the reasons why individuals in larger teams in real work settings perform worse may be one key to implementing successful team management tactics in organizations, since research shows that managers tend to bias their team size toward overstaffing,” she writes. In addition, “individual performance losses are less about coordination activities and more about individuals on project teams developing quality relationships with one another as a means of increasing individual performance. Because research on teams in organizations has not examined team social support as an important intra-team process, future research should examine how team social support fits in with classic models of job design to buffer teams from negative influences and difficulties caused by larger team size.” But is there an optimal team size? Mueller has concluded, again, that it depends on the task. “If you have a group of janitors cleaning a stadium, there is no limit to that team; 30 will clean faster than five.” But, says Mueller, if companies are dealing with coordination tasks and motivational issues, and you ask, ‘What is your team size and what is optimal?’ that correlates to a team of six. “Above and beyond five, and you begin to see diminishing motivation,” says Mueller. “After the fifth person, you look for cliques. And the number of people who speak at any one time? That’s harder to manage in a group of five or more.”

6.Disasters have an impact towards development. Do you agree with the statement? Using relevant examples substantiate your answer.

Major natural disasters can and do have severe negative short-run economic impacts. Disasters also appear to have adverse longer-term consequences for economic growth, development and poverty reduction. Reallocation is the primary fiscal response to disaster (Schmidt, 2009).

Disasters limit economic development: Disasters wipe out the gains of economic development. Examples include: Hurricane Isaac (1982) - destroyed 22% of Tongo’s housing stock. Mozambique Flood (2000) – resulted in over $165 million in costs to reconstruct and repair damage to water, sanitation, energy, telecommunication, roads and railway infrastructure Vietnam Flooding - each year in Viet Nam, flooding destroys an average of 300,000 tons of food Catastrophic disasters result in the destruction of a nation’s assets, and interrupt production, trade, investment, and other economic engines. Larger countries, with a greater geographical spread of economic assets relative to the spatial impact of disasters, are more able to avoid direct loss and minimize downstream, indirect or secondary losses. Like the size of a nation’s economy, the physical size of the area within the country that is affected by a disaster in proportion to the total size of the country has a strong influence on the setback to development. Small island countries, for instance, experience disasters that impact up to 100% of their land mass. A volcanic eruption on the Pacific island Montserrat in 2001 resulted in damages that made almost three-quarters of the island uninhabitable and resulted in a reduction in population of 64% (due to migration away from the island). A lack of economic diversification, which tends to persist primarily in nations suffering from poverty, can also contribute to pronounced impacts from disaster events that ultimately stall development. When disasters affect the few or the primary sources of national income, it is devastating to an economy that has few other sources to draw upon. The 1997 El Niño events severely affected several African nations by devastating the agriculture output of those countries. Agriculture represented a significant proportion of those nations’ GDP. Had more products or services contributed to the national economy, these countries would have likely weathered the disaster much better.

Disasters limit social development, a population that has been weakened or even depleted by natural disasters - especially those disasters that occur in conjunction with existing and persistent social issues like HIV/AIDS, malnutrition or armed conflict, is less likely to possess the organizational capacity to maintain critical social assets (such as irrigation systems, hillslope terraces, and community wood lots for example. The loss of these social assets due to a disaster or any other event ultimately results in magnification of vulnerabilities. There are countless examples of disaster events destroying gains in the health, sanitation, drinking water, housing and education sectors that have underpinned social development. A few of these include: El Salvador Earthquake (2001) - badly damaged 23 hospitals, 121 health care units and 1,566 schools. Orissa Cycline in India (1999) - led to the contamination of drinking water wells and damaged many schools in the impacted area. Indirect impacts in the social sector also contribute to the negative effect on development. For instance, it is not uncommon for governance problems to result in greater suffering for disadvantaged sectors of the population. Caste systems or other forms of social bias often lead to preference of one group over another in the recovery effort, or diversion of aid budgets that become skewed towards unfair or unbalanced recovery of one group or sector over another. Just as disasters affect development, it can be said that development affects disaster risk. Development practices rarely have little or no effect on the vulnerability, and likewise the risk and incidence of disasters in a nation. Efforts to build upon and improve the social and economic engines, infrastructure, and institutions within a country can either increase or decrease hazard exposure, hazard vulnerability, and risk. Practices that incorporate risk reduction methodologies, such as stringent building codes, resistant materials, proper land use planning, and other important mitigation measures and practices, often reduce the likelihood of disaster events or the consequences that result when events do occur

Not only that, natural disasters are increasingly phenomenon that we all clearly perceive and know that may have a direct impact on the welfare of a regions where it hits and also on specific household’s indicators in such areas. Depending of where we live, hurricanes, earthquakes, floods and droughts are threats to lives, properties, productive assets, and can have an impact on social indicators.

The impact of a natural disaster may also cause inequalities. The poor, who suffer from income fluctuations, and have limited access to financial services, in the aftermath of a disaster may be more prone to reduce consumption and have a decreasing shock in another household indicators therefore. In addition, there are several non-poor, or close to be, who are not insured against from those risks, and then may fall into poverty as consequence of decapitalizing when coping with the shock, depending the impact and likelihood of falling into poverty of the initial stock assets and coping mechanisms.

7.Communication is an important attribute of leaders in project management. Citing relevant examples explain your view of the statement above

Project managers thrive, but highly effective project leaders are much harder to find. The latter are shaped not only by their technical knowledge and capabilities, but by how effectively they communicate with others at all levels.

Great project leaders are objective, trustworthy, focused and confident. They lead by example, foster an energetic environment and are expert in managing the expectations of key stakeholders. Here’s a deeper look at these characteristics and more, plus the role communication plays in project leaders’ success.

**Trustworthiness in all communications**: Most people want to work and do business with leaders they trust. Trust is one of the most important qualities we look for in a leader. If people are unsure whether they can trust someone, they are less likely to want to embrace the leader’s vision and direction

**Transparency in all issues communicated**: This goes together with trust. Strong leaders choose to be transparent in their communications. They want their team to trust not only what they say, but what they mean. There are no hidden agendas or reading between the lines. Transparency tells people a lot about your intentions. And unless the information is intended to be confidential, transparency is more likely to help than hurt.

**Focus and stability while communicating:** To effectively lead, it’s imperative to focus on key aspects of a project and remain calm under pressure. Not all projects go as planned. In fact, most do not. But it’s during these times that project teams look to their leaders to be rational and practice sound judgment. Teams rely on you for the stability and levelheaded thinking that shows clear focus and agility.

**Objectivity and fairness in communication**: Complex projects pose more risks to team dynamics, for example when individual stakeholders or department objectives clash. Strong leaders are inclusive in their communications and seek to constructively overcome these differences. Effective project leaders actively listen to more than one side without bias and work with key stakeholders to prioritize ideas and find the right solutions that best support the overall strategic goals.

**Confidence in matters communication**: Stakeholders and executives want project leaders that are confident in their knowledge and abilities but are not arrogant. There is a big difference between the two: Arrogance tends to make team members uncomfortable and reluctant, especially when sharing ideas and voicing differing opinions. Confidence, on the other hand, allows teams to work toward shared goals.

**Leading by example on disseminations**: True leaders make every effort to live by the same rules they expect of others and affirm to the team that they, too, walk the talk. Strong project leaders foster participation by allowing team members to utilize their strengths, they give credit where it is due and remain professional and respectful of others at all times.

**Energy and motivation to team member reflects in his/her communication**: Let’s face it: No one wants a leader that is pessimistic, negative or disengaged. With hectic schedules and projects that don’t always going as planned, a project leader’s disposition and motivational abilities can mean the difference between teams that work cohesively or in complete dysfunction. Highly effective project leaders boost team morale and motivate. This can influence buy-in at all levels and keep support throughout the project.

**Consistency and flexibility in all issues communicated**: Flip-flopping is not a good strategy when it comes to leadership. Great project leaders are reliable and consistent with their communication quality, style, and frequency — yet still adapt based on audience needs. Great project leaders establish themselves as reliable communicators to develop credibility with project sponsors and flex and adapt during change.

**Accessibility**: It is impossible for a project leader to be effective if he or she is inaccessible. Team members and stakeholders need to know they can easily access their project leader and communicate freely and without barriers. Highly effective project leaders are never closed-off.

**Clarity in communication**: Great project leaders gear their communication methods, mediums and styles toward their audience. They also have the ability to take something complex and make it simple in order to reach audiences at different levels.

Mark Grimm of [Mark Grimm Communications](http://www.markgrimm.com/) and former TV News Anchor who has interviewed Presidents Bush and Clinton understands the importance of leadership and simplicity and says, "Simplicity is not simple. A leader's top communication quality is the ability to paint a clear and vibrant picture of the company or group's true purpose."

**Respect**: Culture, age, gender, experience, education and communication preferences can all impact communication methods. Highly effective project leaders communicate in a clear and concise manner while still demonstrating respect and value for the contributions and opinions of others. They understand this is key in maintaining positive working relationships.

However, this may seem like a lofty list, but these qualities make the difference between simply managing projects and leading successful ones.

8.Discuss the techniques that leaders use to reduce or alleviate stress in places of project management

Project management is a high stressed job where burnout is a potential hazard. Use some of these tips to help your team and yourself better handle the stressors you are likely to encounter.

**Plan better,** the first step in managing stress is sufficient planning. Many stressful issues or unpleasant surprises can be avoided by ensuring the right amount of planning goes into each project. It seems like an obvious tip, but even the smallest missed task or component can cause extra work, have a negative impact on an entire project and become a huge source of stress later. To plan better, try to anticipate all possible risks, identify strengths, weaknesses, opportunities and threats, and solicit advice from subject matter experts to ensure all angles have been explored. Give yourself a cooling off period to consolidate what you have learned, this allows time for you and your team to measure twice and cut once.

**Learn to say no,** project managers need to know when to say yes and when to say no. By taking on too much, you can get yourself into a situation that is not in your, or your stakeholders', best interest. By recognizing your limits and the limits of your team, you can determine when you are at risk of over-committing to a project and more likely to jeopardize the outcome. It is better to say no and share your rationale, than to say yes and fail to deliver. This helps manage expectations and reduces unnecessary stress on project teams, stakeholders, and yourself.

**Laugh together, t**he saying "laughter is the best medicine" is fact-based. [Psychologists confirm](https://www.psychologytoday.com/blog/neuronarrative/201707/six-science-based-reasons-why-laughter-is-the-best-medicine) laughter is one of the best tools available for stress relief because it releases endorphins in the brain, helps form bonds, fosters brain connectivity, protects your heart, and has a similar effect to an antidepressant. Regularly taking some time out to laugh with team members can greatly reduce stress and even provide other benefits. Lead by example by sharing your own humorous stories or add a 15-minute best joke challenge into you next meeting agenda and hold a vote for a small prize. Make sure to ask team members to come prepared for the challenge and to keep jokes clean and non-offensive.

**Get more rest, m**any project managers fall victim to the eating-sleeping-and-breathing project cycles. The problem with this is it creates a never-ending [loop](http://truestressmanagement.com/stress-and-sleep/) between a lack of sleep and increased stress. Your body and mind regenerate while you sleep, and not getting enough sleep makes it almost impossible to effectively handle stress and in addition can cause additional health issues. While the National Sleep Foundation recommends adults aged 26-64 get an average of seven to nine hours of sleep a night, most adults only get an average of 6.8 hours of sleep. Sufficient sleep is necessary for stress relief.

**Take short, frequent breaks, t**aking breaks throughout the day helps you and your team to reduce stress and strengthen your mind and heart. The key though is to completely remove yourself from thinking about and doing work. During your break, avoid doing other work-related things like checking emails, voicemails, and paperwork. Get up from your desk and do something that is relaxing, get a coffee, visit a coworker and talk about non-work topics.

**Take an exercise class or go for a walk, i**n addition to the physical benefits, exercise offers the same benefits for stress relief as laughter. It releases endorphins, provides some needed distraction, and helps improve moods. Sometimes a quick walk outside is all that is needed to help get you and your team members distance from the stress for a bit - and getting out of the office into natural light and the fresh air helps as well.

**Become more positive, d**eveloping a positive outlook can help you and your team members to cope better with stress. By altering how you look at things, you can rewire different outcomes because you allow your mind to be open to new possibilities, instead of blocking ideas. Positive thinking also offers benefits like longevity, decreased rates of depression and distress, resistance to illness, and psychological well-being. Continuously spend time thinking about what is working well and how to expand on it. When something is a negative, stop and think strategically about how it can be turned into a positive outcome. Putting this into practice takes time and may sometimes require input from others, but over time will become almost second nature. Surround yourself with positive people to maintain your own positive outlook; avoid placing yourself in situations where constant negativity wears you down.

**Adopt pet therapy, c**ompanies like Google, Mashable, and Amazon have adopted pet-friendly policies due to the benefits of stress relief. This is becoming a growing trend among small and large companies. It may not be a realistic option for all companies, but for those that have a pet-friendly environment, it seems to help reduce employee stress, anxiety, and depression.

**Set up a music, art, or games room, h**aving an activity to engage in during breaks or lunchtime can offer team members with a way to escape from project stressors. It can also offer a way for everyone to share their hidden talents and common hobbies, have some fun, and improve their working relationships on an ongoing basis. Encourage management to provide an activity room like this where team members can destress.

Project teams are bound to encounter stress when managing projects. The key to managing it lies in sufficient planning, knowing when to say no, and in each member taking good care of their health. When companies find ways for teams to connect, have fun and laugh together, it can also help alleviate stress.

9.Discuss any five effective leadership principles that should be adopted in project management

The leadership principles for the success of any organization, drawn from previous articles and insights developed over the past year elaborated below.

Establish the right tone at the top and institutional culture, tone at the top encompasses the ethics, honesty and integrity with which the company operates. One might ask, “Aren’t these a given?” In most companies, they are, in others they are not. Most of us are now familiar with the toxic sales culture at Wells Fargo in which bank branch employees were pressured to open more than 2 million bogus customer accounts, driven by a financial incentive system run amok. After five years of these unethical practices and adverse media exposure, on Oct. 12, 2016 John Stumpf finally stepped down as CEO of Wells Fargo. Stumpf failed to ensure that the Wells Fargo Consumer Banking division operated with an ethical tone and culture. The legal and civil liability as well as reputational fallout is still unfolding. Wells Fargo has lost significant business due to these issues. What occurred is a teachable moment for all CEOs and board.

Embrace a culture of continuous improvement, share with your employees that your expectation is for them to continuously improve their part of the business. Ensure they have the needed resources to do their jobs and don’t micromanage them. Nurture an environment in which they develop a sense of ownership in what they do. Instinctively, most employees realize that continuous improvement is needed to grow the company and build competitive advantage. If your company doesn’t continually improve, it will fall behind its competition. Even though continuous improvement is led by the CEO and other senior leaders, it is driven by employees at every level within the company. This organizational culture puts power and responsibility into the hands of employees to initiate improvement projects on their own, without getting upper management’s approval. If an improvement project is beyond their authority level, they feel empowered to present the idea to the individual who has the authority to approve it.

Hire people with good critical judgment, while serving as the marketing manager for a company, the recall of a contaminated product without the authority to do so. While the boss, and general manager of the division, and his boss, the CEO, were traveling. Every day that went by, the cost of the recall went up significantly, so the decision of one’s own to order the recall would mean be either celebrated or terminated. It was celebrated, which taught one the value of employees who possess good critical judgment and are willing to violate policy when it is in the best interest of the company to do so. Had one been terminated, the company would have been deprived of its future leadership.

Face the brutal facts of reality, one of the most important imperatives for all leaders is the need to surround themselves with independent thinkers who will point out the brutal facts of reality. Leaders need to create an environment and institutional culture that welcomes and encourages individuals to share their opinions. It’s equally important for leaders to consider them, especially if those offering these opinions have more experience or expertise than the leader.

**Distribute responsibility.** Strategic leaders gain their skill through practice, and practice requires a fair amount of autonomy. Top leaders should push power downward, across the organization, empowering people at all levels to make decisions. Distribution of responsibility gives potential strategic leaders the opportunity to see what happens when they take risks. It also increases the collective intelligence, adaptability, and resilience of the organization over time, by harnessing the wisdom of those outside the traditional decision-making hierarchy. In an oil refinery on the U.S. West Coast, a machine malfunction in a treatment plant was going to cause a three-week shutdown. Ordinarily, no one would have questioned the decision to close, but the company had recently instituted a policy of distributed responsibility. One plant operator spoke up with a possible solution. She had known for years that there was a better way to manage the refinery’s technology, but she hadn’t said anything because she had felt no ownership. The engineers disputed her idea at first, but the operator stood her ground. The foreman was convinced, and in the end, the refinery did not lose a single hour of production. When individuals like the plant operator are given responsibility and authority, they gain more confidence and skill. And when opportunities to make a difference are common throughout an organization, a “can-do” proficiency becomes part of its identity. At Buurtzorg, a Dutch neighborhood nursing organization, most decisions are made by autonomous, leaderless teams of up to a dozen nurses. A small central management team supports and coaches the frontline nurses; there is no other middle management. The company achieves the highest client satisfaction levels of all community nursing delivery in the Netherlands, at only 70 percent of the usual cost. Patients stay in care half as long, heal faster, and become more autonomous themselves. And the nurses gain skills not just for leading their part of the enterprise, but in community leadership as well.

**Be honest and open about information, t**he management structure traditionally adopted by large organizations evolved from the military and was specifically designed to limit the flow of information. In this model, information truly equals power. The trouble is, when information is released to specific individuals only on a need-to-know basis, people must make decisions in the dark. They do not know what factors are significant to the strategy of the enterprise; they must guess. And it can be hard to guess right when you are not encouraged to understand the bigger picture or to question information that comes your way. Moreover, when people lack information, it undermines their confidence in challenging a leader or proposing an idea that differs from that of their leader. Some competitive secrets (for example, about products under development) may need to remain hidden, but employees need a broad base of information if they are to become strategic leaders. That is one of the principles behind “open book management”, the systematic sharing of information about the nature of the enterprise. Among the companies that use this practice are Southwest Airlines, Harley-Davidson, and Whole Foods Market, which have all enjoyed sustained growth after adopting explicit practices of transparency.

Transparency fosters conversation about the meaning of information and the improvement of everyday practices. If productivity figures suddenly go down, for example, that could be an opportunity to implement change. Coming to a better understanding of the problem might be a team effort; it requires people to talk openly and honestly about the data. If information is concealed, temptation grows to manipulate the data to make it look better. The opportunity for strategic leadership is lost. Worse still, people are implicitly told that there is more value in expediency than in leading the enterprise to a higher level of performance. Strategic leaders know that the real power in information comes not from hoarding it, but from using it to find and create new opportunities for growth.

**Create multiple paths for raising and testing ideas, d**eveloping and presenting ideas is a key skill for strategic leaders. Even more important is the ability to connect their ideas to the way the enterprise creates value. By setting up ways for people to bring their innovative thinking to the surface, you can help them learn to make the most of their own creativity. This approach clearly differs from that of traditional cultures, in which the common channel for new ideas is limited to an individual’s direct manager. The manager may not appreciate the value in the idea, may block it from going forward and stifle the innovator’s enthusiasm. Of course, it can also be counterproductive to allow people to raise ideas indiscriminately without paying much attention to their development. So many ideas, in so many repetitive forms, might then come to the surface that it would be nearly impossible to sort through them. The best opportunities could be lost in the clutter. Instead, create a variety of channels for innovative thinking. Some might be cross-functional forums, in which people can present ideas to a group of like-minded peers and test them against one another’s reasoning. There could also be apprenticeships, in which promising thinkers, early in their careers, sign on for mentorship with leaders who are well equipped to help them build their skills. Some organizations might set up in-house courses or sponsor attendance at university programs. Reverse mentoring, in which younger staff members share their knowledge of new technology as part of a collaboration with a more established staff member, can also be effective. Google has made use of several channels to promote innovation. A few examples: Employees can directly email any of the leaders across the organization; the company established “Google cafés” to spark conversation by encouraging interaction among employees and across teams; and executives hold weekly all-hands meetings (known as TGIFs) to give employees at every level in-person access to senior leaders. People at Google learn to make the most of these opportunities — they know the conversations will be tough, but that genuinely worthwhile innovative thinking will be recognized and rewarded.

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