

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
1.6.1	Importance of Authority	Brainstorm, discussion	5 minutes
1.6.2	Command and Control	Scenarios, questions	10 minutes
1.6.3	Absorbing the Acronyms	Time for a creative break – <i>rhyme it, rap it, sing it, tap it</i>	10-45 minutes
1.6.4	Leading Peacekeeping Missions	Panel Discussion	60-75 minutes

Learning Activity

1.6.1

Importance of Authority

METHOD

Brainstorm, discussion

PURPOSE

To identify the need for clear lines of authority in UN peacekeeping missions

TIME

5 minutes

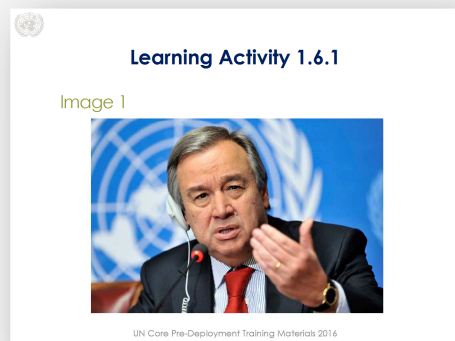
- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

- What does it mean to have “authority”?
- Give examples in everyday life and work
- List the challenges as a result of no clear lines of authority

RESOURCES

- Learning Activity instructions
- Photos



Preparation


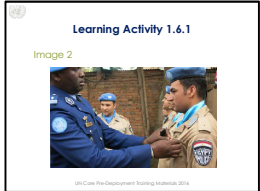
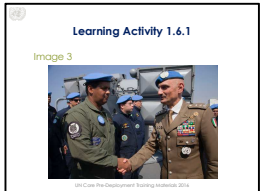
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Consider which pictures can be used. Collect many examples of these.
- Decide on the order of the images / photos. Decide whether the images will be projected or handed out on sheets of paper. This activity is better delivered to the group as a whole – consider distributing printed copies amongst smaller groups.

Instructions

1. Introduce the activity. The purpose of the exercise is to reinforce what the group already knows about “authority, command and control”.
2. Ask participants to brainstorm answers to the following questions:
 - a) What does it mean to have “authority”?
 - b) What are the examples of authority in everyday life and at work?
 - c) What challenges can arise as a result of no clear lines of authority?
3. Project the images to prompt responses.
4. Begin the brainstorming yourself. Transfer responses to the flip-chart and record the following examples of authority from their home country, in the UN, and in the UN peacekeeping mission: Prime minister/President, senior leadership of uniformed personnel, managers, Secretary-General, Under-Secretary-Generals, Special Representative of the Secretary-General/Head of Mission, Force Commander, Police Commissioner, Heads of Units/Departments.
5. Ask participants to reflect on these examples of authority. Highlight:
 - a) Leadership “responsibility” and “accountability”
 - b) What is meant by “command and control”
 - c) How the lack of clear lines of authority leads to confusion
 - d) How the lack of respect for “authority, command and control” may also lead to confusion
 - e) The unique management systems in UN peacekeeping
6. Use the results of the brainstorming to introduce the Lesson 1.6 on How Peacekeeping Operations Work.

1.6.1 Photos: Importance of Authority

Available as slides for the learning activity.

Photo Number	Description
<p>1.</p>  <p>The image shows António Guterres, Secretary-General of the United Nations, speaking at a podium. The background features the United Nations logo. The image is labeled 'Image 1' and 'Learning Activity 1.6.1'.</p>	<p>António Guterres, Secretary-General of the United Nations.</p>
<p>2.</p>  <p>The image shows a group of police officers in blue uniforms receiving a medal from a man in a UN uniform. The image is labeled 'Image 2' and 'Learning Activity 1.6.1'.</p>	<p>The Egyptian Formed Police Unit (FPU) based in Bukavu, South Kivu, presented with the United National medal by the Deputy Commissioner of the UN Police (UNPOL) component of MONUSCO, in August 2014.</p>
<p>3.</p>  <p>The image shows two men in military uniforms shaking hands. One is in a UN uniform and the other is in a Brazilian military uniform. The image is labeled 'Image 3' and 'Learning Activity 1.6.1'.</p>	<p>Major-General Luciano Portolano, UNIFIL Force Commander and Head of Mission greets a Brazilian member of the UNIFIL Maritime Task Force in Beirut port, Lebanon, in August 2014.</p>

Learning Activity

1.6.2

Command and Control

METHOD

Scenarios, questions

PURPOSE

To apply understanding of command and control to UN peacekeeping

TIME

10 minutes

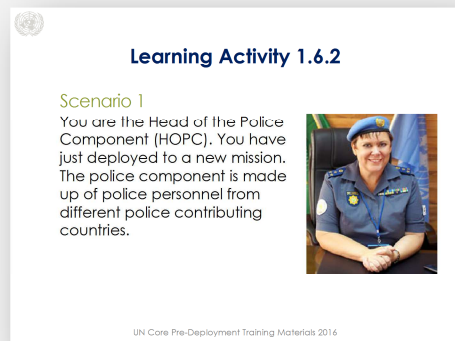
- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the scenarios in a mission
- How would “authority, command and control” contribute to success?


RESOURCES

- Learning Activity instructions
- Responses to discussion questions
- Scenarios with photos



Learning Activity 1.6.2

Scenario 1
You are the Head of the Police Component (HOPC). You have just deployed to a new mission. The police component is made up of police personnel from different police contributing countries.



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Preparation

- Decide whether you will project the photos on slides, or prepare them as handouts.
- Read the Responses to the discussion question for each scenario.
- Write the question on a flip-chart sheet or board: How would “authority, command and control” contribute to success?

Instructions

1. Introduce the activity.
2. Show photos and descriptions of common scenarios. Read the scenarios aloud.
3. Ask participants how they would react in each situation, and what issues they should consider. Refer them to the posted question on the flip-chart sheet.
4. Get several responses from the group before expanding with provided explanations, below.
5. When the group has discussed all scenarios, reflect on the discussion and experience. Expand with any more points.
6. Close the exercise. Key message: Problems can occur when there is a lack of respect for authority, command and control – it does not matter whether the leadership is civilian or uniformed personnel.

1.6.2 Responses to Discussion Question: Command and Control

Consider the scenarios in a mission. How would “authority, command and control” contribute to success?

Scenario 1

You are the Head of the Police Component (HOPC). You have just deployed to a new mission. The police component is made up of police personnel from different police contributing countries.

Responses

- Strong leadership is needed to bring together the different personnel
- Leadership helps all personnel to identify as one UN
- Leadership motivates personnel to work together and apply a unified approach to implement tasks in the mandate
- There are different policing systems – so there is a need for a unified UN approach to policing by the Head of the Police Component

Scenario 2

You have been deployed with your national military contingent to a mission. The Force Commander instructs you to conduct patrols to protect civilians. The Force Commander is not from your country. The instructions are different from what you have been told by your country.

Responses

- Personnel must conduct tasks as ordered by the Force Commander
- The Force Commander must ensure that junior commanders and troops are trained appropriately and receive clear instructions in the field
- The Force Commander must make clear her/his expectations on the implementation of the mandate, rules of engagement (ROE) and use of force
- The UN has operational authority and control – there should be no interference from Troop or Police Contributing Countries

Scenario 3


You are the Special Representative of the Secretary-General/Head of Mission (SRSG/HOM). A crisis breaks out in the host country. The mission needs to protect civilians who are under threat of physical violence. Different mission components play different but important roles. You are responsible for how the mission responds.

Responses

- The SRSG/HOM is ultimately responsible for the vision of mission based on the mandate
- The SRSG/HOM must use established strategy, procedures and mechanisms for a systematic approach to POC – including the POC strategy
- The SRSG/HOM coordinates the different components of the mission
- The SRSG/HOM exercises operational authority through HOPC/HOMC


1.6.2 Scenarios with Photos: Command and Control

Available as slides for the learning activity.




Learning Activity 1.6.2

Scenario 1
You are the Head of the Police Component (HOPC). You have just deployed to a new mission. The police component is made up of police personnel from different police contributing countries.




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Learning Activity 1.6.2

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Learning Activity 1.6.2

Scenario 3
You are the Special Representative of the Secretary-General/Head of Mission (SRSG/HOM). A crisis breaks out in the host country. The mission needs to protect civilians who are under threat of physical violence. Different mission components play different but important roles. You are responsible for how the mission responds.



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Learning Activity

1.6.3

Absorbing the Acronyms

METHOD

Time for a creative break – *rhyme it, rap it, sing it, tap it*

PURPOSE

To find engaging ways to help the participant group absorb and remember the names and acronyms of main positions of authority, structures and functions in UN peacekeeping

TIME

Short option: 10 minutes

- Group work: 5-7 minutes
- Discussion 3 minutes

Longer option: 30-45 minutes

- Introduce and prepare for the activity, distribute tasks: 5 minutes
- Group work in small groups: 10-20 minutes
- Small groups presenting in plenary (adjust time for groups depending on number): 10-20 minutes

INSTRUCTIONS

- Consider the different acronyms
- Decide what each acronym stands for
- Decide what each acronym does

RESOURCES

- Learning Activity instructions
- Learning Activity steps for participants
- Activity material

Note on Use: Learning CPTM content is a challenge. Creativity helps. Engaging learners in more creative activities creates different bridges and memories that support integration of new learning and retention. Do not underestimate the appeal of creative learning activities to all groups of learners. Monitor when you can introduce an activity like this. Group dynamics take time to develop. People need to trust each other.

Supporting purpose for this learning activity: To introduce a dynamic learning activity which engages the left side of learners' brains.

Preparation

- Decide on authorities, structures, functions for the exercise. Use informal observation and assessment of participants' learning as a guide. Choose a combination of acronyms participants have learned and those they may be having more trouble absorbing.
- Prepare sheets with one acronym per sheet. Print these in a large font, one acronym per page.
- Decide on whether you will deliver this exercise in the short or long form.
- Decide on the groups. Time is limited. For the short version, consider distributing one or two acronyms among individuals or pairs. For the long version, keep groups small (4-6 people), so they can finish the exercise.
- Prepare instructions based on available time (i.e. each group needs to know how long they have to present). This could be one minute, two minutes, three minutes. Longer is too long. The goal is to get each group prepare a "pithy" message – focused, clear, short and creative.
- Prepare sets. Put between one and three on each set, depending on time available and number of groups. You can ask groups to work on 1, 2 or 3 acronyms. Alternatively, ask each group to cover at least two or all three acronyms in their presentation. Keep track of the order you want the groups to report, so there is a logical sequence to the coverage of acronyms (similar to the lessons).
- Either write up step by step instructions for the activity on a flip-chart sheet, or prepare a presentation slide with the steps and timing details. Print the instruction sheet for each group. (Especially in time-bound exercises, making sure that learners feel confident about a task is especially important.)

Instructions

1. Introduce the activity. Be ready to form the groups and distribute folders with acronyms quickly. Do this while you are introducing the activity, or have printed copies of the Steps for the participants already on the tables (see below).
2. Short option: Ask participants as individuals or pairs to briefly create a presentation of the acronym(s) they have been given. Time is short for presentations. Consider having a report back from groups on their experience. You may also suggest that participants share their presentations during the breaks.
3. Long option: Groups have 10 minutes to prepare the *most creative presentation they can* that will help everyone remember the acronyms they have been given and what they mean. Quickly go through the Steps participants are to follow.
4. Help the group manage time, alerting people at 5 minute intervals and 2 minutes before all need to reconvene.

Variations

- Make the learning activity a contest. Plan for participants or other judges to rate performances. Acknowledge each team a winner on something: creativity, brevity, entertainment, best use of all team members, most colourful, most packed with information, most thought-provoking, funniest, longest, shortest, etc.
- Give the same acronyms to two groups. Consider this if some acronyms, terms and concepts are not being absorbed. Seeing the acronyms portrayed in different ways will help learners embed and remember them.

1.6.3 Learning Activity Steps for Participants: Absorbing Acronyms

Rhyme it, rap it, sing it, tap it – draw it, act it, call it, show it. The clock is ticking so work quickly.

Steps:

1. **Work as a group – pull together.** Use the printed acronym name as a prop.
2. **Decide what the acronym stands for – the full name.** Note it.
3. **Decide what the acronym does.** Brainstorm, write down points.
4. **Build the information you have into a creative presentation.** The acronym, the full name, what it does. Be as **creative and entertaining**. *Who sings? Who dances? What rhymes? Can each person sing one line of a song? Does anyone draw?*
5. **The goal is to help your fellow participants learn this acronym and related concepts so they will remember them.** That is where the creativity comes in. (What would make you remember it?)
6. **Be ready to present in (number) minutes** (to be confirmed by instructor based on available time and number of groups – 2-3 minutes is standard). Try to give every team member a role in presenting.

1.6.3 Learning Activity Material: Absorbing Acronyms

List of acronyms as per lesson

HOM	Head of Mission
SRSG	Special Representative of the Secretary-General
HOM/SRSG	Head of Mission / Special Representative of the Secretary-General
COS	Chief of Staff
DMS/CMS	Director/Chief of Mission Support
HOMC	Head of Military Component
HOPC	Head of Police Component
DSRSG	Deputy Special Representative of the Secretary-General
Principal DSRSG	Principal Deputy Special Representative of the Secretary-General
RC	Resident Coordinator
UNCT	UN Country Team
DSRSG/RC/HC	Deputy Special Representative of the Secretary-General, Resident Coordinator, Humanitarian Coordinator (“triple-hatted”)
HC	Humanitarian Coordinator
HCT	Humanitarian Country Team
OIC	Officer-in-Charge
CoS	Chief of Staff
RBB	Results-based Budgeting Framework
DMS/CMS	Director of Mission Support / Chief of Mission Support
CAS	Chief Administrative Officer
CISS	Chief Integrated Support Services
DOA/CAO	Director of Administration / Administrative Officer (Terms replaced by ...)

MLT	Mission Leadership Team
SMG	Senior Management Group
ISS	Integrated Support Services
MSC	Mission Support Centre
JOC	Joint Operations Centre
JMAC	Joint Mission Analysis Centre
JLOC	Joint Logistics Operation Centre

Learning Activity

1.6.4

Leading Peacekeeping Missions

METHOD

Panel discussion guided by key questions, with Q&A and full group discussion

PURPOSE

To explore experience of senior leaders on a) command and control and management in a UN peacekeeping operation, and b) how they used key documents

TIME

60-75 minutes, depending on number of panelists, time available, participant questions

- Activity and panelist introduction: 5-8 minutes
- Presentations/Panel: 7-10 minutes/ 21-30 minutes
- Questions and discussion (guided): 20- 30 minutes
- Summary wrap-up and close: 5-8 minutes

INSTRUCTIONS

- Listen to presentations by personnel with experience in senior positions in a UN peacekeeping operation
- Ask questions

RESOURCES

- Learning Activity instructions
- Activity material

Notes on Use: This is an integrative learning activity. It draws together learning from different lessons in Module 1. The method of panel discussion with Questions & Answers (Q&A) and guided discussion is useful to bring realism to different CPTM content. Consider using it again mid-point in Module 2.

Preparation

- Identify 2 or 3 people who recently held senior positions in a UN peacekeeping operation and confirm as panelists. Aim for a mix of civilian, military and police, from: Contingent commanders, HOMC or HOPC or their Deputies, Chiefs of Staff, civilians who have been SRSG, DSRSG, Chief of Staff or head of a civilian component.
- Finalize a briefing note for the panelists, with key questions.
- Prepare your introduction to the learning activity. Explain the difference between “expressed” and “implied” leadership tasks, and let participants know that panelists have been asked to speak to both.
- Decide on the key questions you will use to move discussion along or redirect it. Draw the questions from core content in lessons 1.5 and 1.6.
- Consider the option of preparing participants to ask key questions. This supports a more distributed exchange.
- Confirm any transport arrangements needed and timing.
- Confirm room arrangements and seating layout.

Instructions

1. Introduce the panel discussion and welcome the panelists. Explain purpose and specific instructions for panelists as per briefing note below.
2. Give each panelist between 7 and 10 minutes to speak, depending on total time available and as covered in briefing notes.
3. Invite questions from participants to the panelists. Manage a few questions after each presentation, and a longer exchange when all have presented. Follow sequence of questions as agreed with participants if you have prepared for a collective exchange.
4. Listen for themes across presentations. Note key themes to include in the closing summary.
5. About 10 minutes before session end, begin to close by summing up key themes, recapping the purpose and key messages. If time allows, ask participants to identify their own *take-aways* from the panel discussion – points of particular interest, insights that helped their learning.
6. Thank panelists and participants for their contributions: be as specific as possible. End on time. (Often with senior leaders, temptation is to let time run because it feels awkward to interrupt them. Manage the time. They will understand.)

1.6.4 Learning Activity Material: Leading Peacekeeping Missions

Briefing Note for Panel Discussants

Thank you for agreeing to join a panel discussion to share your experience as a senior manager and leader in a UN peacekeeping operation. We look forward to hearing your insights and stories.

Each panelist will have (number) minutes to speak. When panelists have all spoken, participants will ask questions. We appreciate you considering the following as you prepare your remarks for the panel.

1. General topics

- 1.1 The complexities of UN peacekeeping mandates
- 1.2 How peacekeeping operations work
- 1.3 How a peacekeeping mission is managed day-to-day

2. Leadership tasks

- 2.1 Expressed leadership tasks – the documents and directives you received when you started in the position
- 2.2 Implicit leadership tasks - other tasks you needed to carry out to achieve objectives, but which were not always explained to you or guided.

3. Lessons and advice on collaboration

- 3.1 Important lessons from your experience
- 3.2 Advice on collaboration between components, work as an integrated team in a mission

Examples of key questions to panelists

Note on Use: If participants have good questions, you will not need these. It is valuable to have these, in case there is a lack of energy or questions are off the mark.

1. What was the document you *referred to most* in your senior management role?
2. How often were *core documents* changed?
3. Did your *job description* match the work you found yourself doing?
4. Did you feel *well prepared* to take on the leadership role? How can people prepare themselves?
5. What *advice do you have* (on specific challenges raised by panelists)?
6. What do you see as the *major challenges* to different components working together in a peacekeeping mission?