

Lesson 1.6



How Peacekeeping Operations Work

Lesson at a Glance

Aim

To explain authority, structures and the components in UN peacekeeping missions.

Relevance

All peacekeeping personnel must understand the way a UN peacekeeping mission works so that they can **work together well**. Working well with others in the mission is key to implementing the mandate.

UN peacekeeping missions are **unique in nature**. They are not the same as military or other organizations. They can be **complex**.

Distinct management systems and command and control structures direct and guide the work of peacekeeping personnel, and help the different parts of the mission to work together well as one.

This lesson explains key parts of a UN peacekeeping mission structure. Knowing “how things work” is the responsibility of each peacekeeping personnel. You must know who is in authority, and follow management systems and command and control structures.

Learning Outcomes

Learners will:

- Explain “operational authority” as it applies to UN peacekeeping
- List four main positions of authority in a UN peacekeeping mission
- Describe the support and substantive components and how they relate to mandate beneficiaries
- Describe the work of integrated and joint structures in UN peacekeeping operations

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-28
Starting the Lesson	Intro Slides
Learning Activity 1.6.1: Importance of Authority	
Authority, Command and Control	Slides 1-2
Overview of a Generic UN Peacekeeping Mission Structure	Slides 3-4
Main Positions of Authority	Slides 5-10
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Learning Activity 1.6.2: Command and Control	
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Joint and Integrated Structures	Slides 14-17
Learning Activity 1.6.3: Absorbing the Acronyms	
Summary	Pages 29-30
Learning Evaluation	Pages 31-34
OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 1.6.4: Leading Peacekeeping Missions	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Lesson 1.6 is full of acronyms. *Prepare participants by alerting them.* Consider either a mix-and-match exercise on acronyms or a call-and-response group exercise near the end of the lesson. The purpose is to reinforce learning and help evaluate absorption of new content, including "UN language" as a continuing theme.

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

 **Learning Activity** 1.6.1

Importance of Authority

Instructions:

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

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



 **Learning Activity 1.6.1**

Image 1



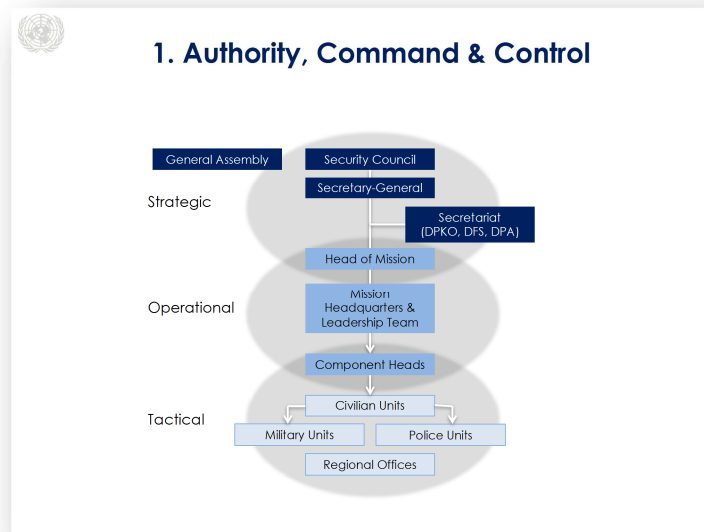
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Authority, Command and Control



The diagram on the slide is a useful focus for presenting this content because it shows a) links between points already covered and new information and b) levels of authority.

Slide 1




Key Message: The three levels of authority in UN peacekeeping operations are strategic, operational and tactical. These reflect authority, command and control.

The strategic level has the highest authority. It involves authority and responsibilities of the Security Council, Secretary-General and Secretariat. The strategic level includes the Head of Mission.


The operational level is mainly mission level. It overlaps with strategic and tactical levels.

Slide 2



UN Operational Authority

- UN “**operational authority**” over ALL personnel in UN peacekeeping operations (UNPKOs) – including military and police
- Member States not permitted to adjust or influence any tactical plans, decisions or operations



Key Message: The UN has “operational authority” over ALL military, police and civilians in UN peacekeeping – including ALL tactical plans, decisions and operations.



Take time with the group to read the original definition of “operational authority”. It uses more formal language. Original language is important because every word counts in understanding the intended meaning.

The UN has “operational authority” over everyone in a UN peacekeeping operation. This includes all military and police.

For military and police personnel participating in UN peacekeeping operations, “operational authority” is:

“The authority transferred by Member States to the United Nations to use the operational capabilities of their national military contingents, units, Formed Police Units and/or military and police personnel to undertake mandated missions and tasks. Operational authority over such forces is vested in the Secretary-General, under the authority of the Security Council”.

“Operational authority” as used here is a broad term. Military forces may use the same term in different ways. For the UN it means:

- **Member States still hold national responsibilities for their military and police, such as pay, allowances and promotions.**
- **Governments or national military and police authorities of Member States must not change or influence tactical plans, decisions or operations. This prevents**

confusion. Tactical plans, decisions and operations are supervised by the UN Heads of the Military and Police Components in the mission area. Member States raise tactical operational matters with DPKO at Headquarters in New York.

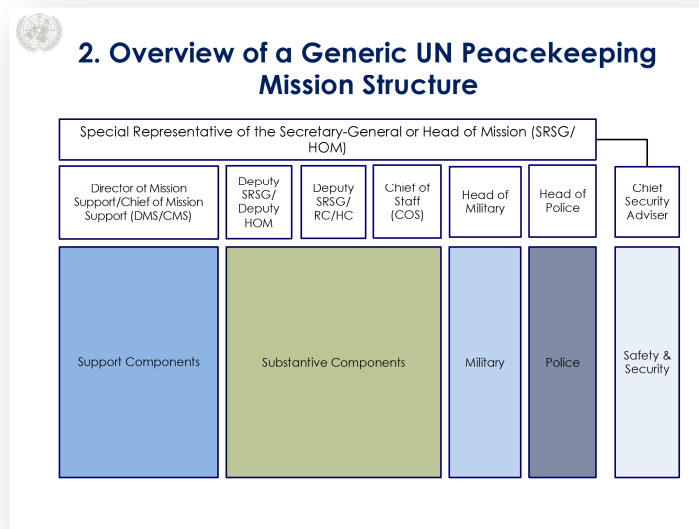
- **National rules and regulations govern conduct and discipline** of military and police units in peacekeeping operations. **UN rules and regulations also apply.**

Disciplinary matters remain a national responsibility. The UN may take administrative steps for misconduct. These include repatriation of military contingent members and staff officers. Guidance is in the revised model Memorandum of Understanding (A/61/19 part III).

The UN may also take disciplinary action for military or police "Experts on Mission". Guidance is the *UN Directives for Disciplinary Matters Involving Civilian Police Officers and Military Observers*.

Overview of a Generic UN Peacekeeping Mission Structure

Slide 3



Key Message: No standard structure exists of a UN peacekeeping operation.

"Components" are parts.

A typical UN peacekeeping mission structure includes:

- Main positions of authority
- Substantive components
- Support components
- Integrated or joint structures

Main positions of authority include the Head of Mission and heads of the military, civilian and police personnel.

Support components provide logistics and administrative support to substantive components.

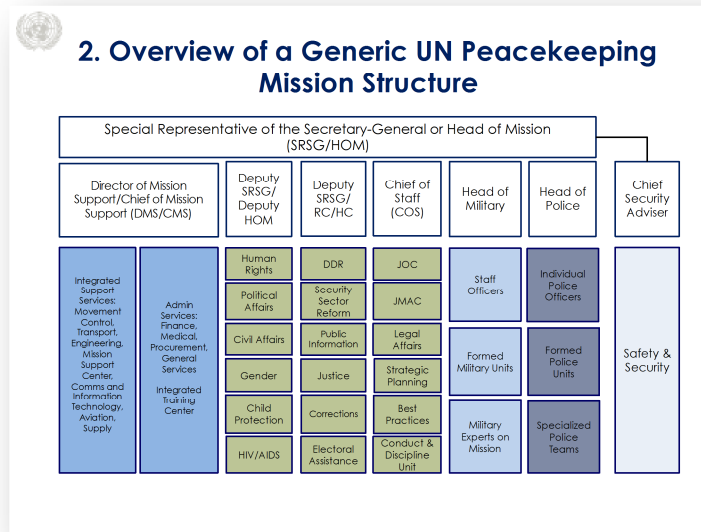
Substantive components implement mandated tasks. These tasks benefit national partners and local people. The name given to those receiving mission services is “mandate beneficiaries”.

Mandate beneficiaries are people or groups the peacekeeping mission assists, as directed by the mandate.



The word “mandate” was used first as a noun. A mandate authorizes a peacekeeping mission in a Security Council resolution. As the word slips into the language used to cover other content in the CPTM, remind learners of its original meaning and use.

Slide 4



Key Message: Each mission has a different structure. Mission structures suit the mandates authorized by the Security Council. These differ because mandates respond to particular conflicts.

All missions have support and substantive components. The two work together for mandate beneficiaries.

A variety of units and offices may be in both support and substantive components. The diagram gives an example. Not all missions have all units. Different units will exist in a mission because of the mandate.

Example:

Landmines were not a problem in Timor-Leste. The peacekeeping operation, the UN Integrated Mission in Timor-Leste (UNMIT), had no demining mandate and no Mine Action unit. Most multidimensional missions have a Mine Action unit. UNMIT was mandated to give the Government electoral support so it had an Electoral Affairs unit.

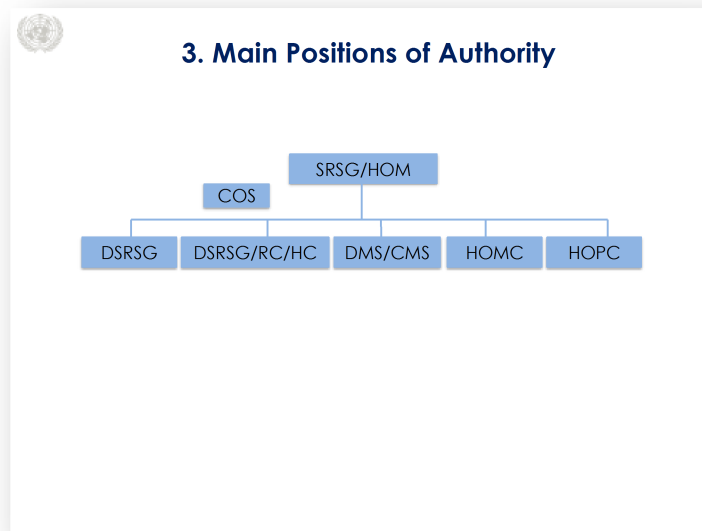
Main Positions of Authority



From this point, Lesson 1.6 mainly covers individual authority roles and functions. Pause coverage and review learning before moving on.

Depending on the particular group of learners who form your audience also make a decision on the level of detail to which you want to discuss the following material.


Slide 5



Key Message: These are the main positions of authority in UN peacekeeping missions. They include:

- Special Representative of the Secretary-General/ Head of Mission (SRSG/HOM)
- Deputy SRSG
- Chief of Staff (COS)
- Director/Chief of Mission Support (DMS/CMS)
- Head of Military Component (HOMC)
- Head of Police Component (HOPC)

Slide 6



Special Representative of the Secretary-General/Head of Mission (SRSG/HOM)

- Exercises “operational authority” over ALL personnel in UNPKO
- Responsible for strategic vision and guidance

Key Message: The Secretary-General appoints the Head of Mission (HOM). The HOM has “operational authority” over the whole peacekeeping mission.

“Operational authority” involves **ultimate authority at field level to direct all mission components**. The HOM directs how the capabilities of mission components are used to carry out the mandate. This authority has been given to the HOM by the Secretary-General and USGs DPKO and DFS.

In multidimensional peacekeeping missions, the HOM is always civilian. He or she is named Special Representative of the Secretary-General (SRSG). **The SRSG is the highest UN official in the country of deployment.**

The HOM in traditional peacekeeping missions is often a senior military officer, but not always. He or she has dual responsibilities as HOM and ‘Head of the Military Component’ (HOMC).

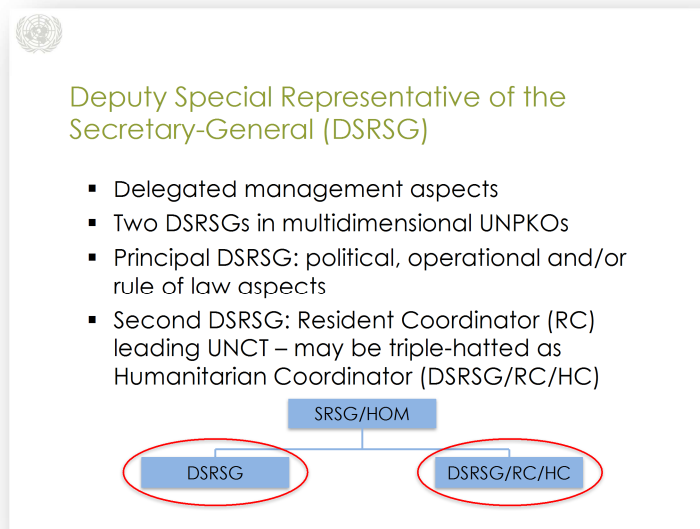
Examples:

- HOM in UNMOGIP (Chief Military Observer), UNTSO (Chief of Staff), UNDOF and UNIFIL ('Force Commanders') have all been senior military officers who also serve as 'Heads of the Military Component' (HOMC).
- HOM in MINURSO, a traditional mission, is a civilian SRSG. The HOM is assisted by a HOMC, known as the 'Force Commander'.

As a direct representative of the Secretary-General, **the SRSG/HOM has two main areas of responsibility:**

- **The peacekeeping mission** – provides strategic vision, guidance, management and has authority over all **mission components**
- **Political dialogue and “good offices”** – to keep the peace process alive, lessen tensions, manage potential relapse to violent conflict

Slide 7



Key Message: SRSGs usually have Deputies to manage the scope and breadth of responsibility. Deputy Special Representatives of the Secretary-General (DSRSGs) are civilians.

Most multidimensional peacekeeping missions have two DSRSGs.

- One Deputy is often termed the **Principal DSRSG**, responsible for **political, operational and rule of law aspects of the mission**. The Principal DSRSG is the second in command and becomes Officer-in-Charge (OIC) of the mission when the HOM/SRSG travels. HOM/SRSG delegates **management of mission operations to this DSRSG**.
- The second DSRSG often serves as **Resident Coordinator (RC)**. The RC **leads the UN Country Team (UNCT)**. In that role, the RC represents and coordinates UN development work of the UN agencies, funds and programmes. The RC is the main point of contact for UNCT with heads of state and government.

Some integrated mission contexts may have a humanitarian emergency. **The second DSRSG may also be appointed UN Humanitarian Coordinator (DSRSG/RC/HC)**. A DSRSG serving as RC and HC is “triple-hatted”.


The HC heads the Humanitarian Country Team (HCT). The HCT has representatives from:

- UNCT
- International and local non-governmental organizations (NGOs)
- International Red Cross and Red Crescent Movement – which includes the [International Committee of the Red Cross \(ICRC\)](#)
- International financial institutions (IFIs) – for example, World Bank and International Monetary Fund (IMF)

The HC coordinates emergency and humanitarian response and operations.

The DSRSG/RC/HC is OIC when the two other senior leaders are away from a mission (SRSG and Principal DSRSG).

Slide 8



Chief of Staff (COS)

- Senior level staff and advisory function for SRSG/HOM and senior management of mission

Key Message: Most peacekeeping operations have senior support in the role of Chief of Staff (COS). The COS is civilian. The COS performs a senior level staff and advisory function for the HOM and mission senior management.

The COS works closely with the SRSG/HOM. The COS has the responsibility for:

- Effective and integrated management of all the mission's activities
- Implementation of the SRSG/HOM's strategic vision and guidance across all mission components
- Coordination of the mission's policy and planning activities among the various components of the mission
- Basic managerial tasks **on behalf** of the SRSG/HOM

Heads of Military and Police Components (HOMC and HOPC) may have internal COS with similar responsibilities.

Slide 9



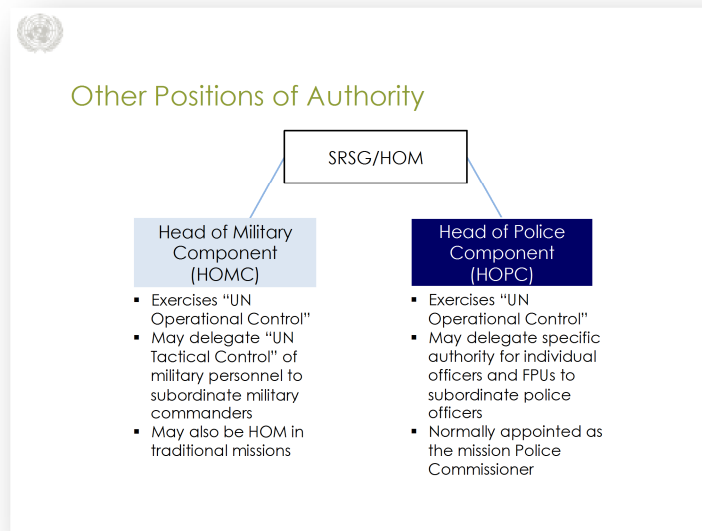
Key Message: The SRSG/HOM and DSRSGs are active in the substantive work of peacekeeping. The Director or Chief of Mission Support (DMS/CMS) is responsible for the support work. DMS/CMS makes sure logistical and administrative support is provided to the mission. The DMS/CMS is a civilian.

The DMS/CMS is the **most senior UN official in the mission authorized to spend UN funds from mission budget**. The function is critical in all peacekeeping missions.

Two civilian subordinate officials may support the DMS/CMS. These are 1) Chief Administrative Services (CAS) and 2) Chief Integrated Support Services (CISS).

The titles of DMS/CMS have replaced terms in previous use, such as Director of Administration (DOA) or Chief Administrative Officer (CAO).

Slide 10



Key Message: The SRSG/HOM has operational authority over the mission. However, the UN recognizes the need to maintain integrity of military and police chains of command. The SRSG/HOM only exercises authority over military and police personnel through the Heads of the Military and Police Components.

Head of the Military Component (HOMC):

- Reports to the HOM.
- Has 'UN Operational Control' over all military personnel and units assigned to the mission. This covers formed military units or contingents, military experts on mission and staff officers. This delegated authority lets the HOMC deploy and direct forces for specific tasks. Specific tasks involve those limited by time, function and location.
- May also delegate military personnel and units under 'UN Tactical Control' of a subordinate military commander. This allows local direction of personnel, assisting tactical missions and tasks.
- Is the principal adviser to the HOM on military issues.

Head of the Police Component (HOPC):

- Reports to the HOM.
- HOPC has 'UN Operational Control' over all UN Police (UNPOL) in a peacekeeping operation. This covers UN Individual Police Officers (IPOs),

Specialised Police Teams (SPTs), Formed Police Units (FPUs) – and when deployed to the mission, members of the Standing Police Capacity (SPC).

- May assign separate tasks within the mission area to individual officers FPU. The HOPC may delegate this authority to subordinate police officers for specific purposes.
- Is the principal adviser to the HOM on police issues.

Reporting Links to UN Headquarters – HOM and HOPC

- The HOMC and HOPC each have a technical reporting link to UN Headquarters. HOMC reports to the UN Military Adviser and HOPC to the UN Police Adviser.
- This reporting link ensures technical aspects of military and police field operations follow UN policies and standards.

The reporting link also helps UN Headquarters in its official contact with Member States about military and police peacekeeping work.

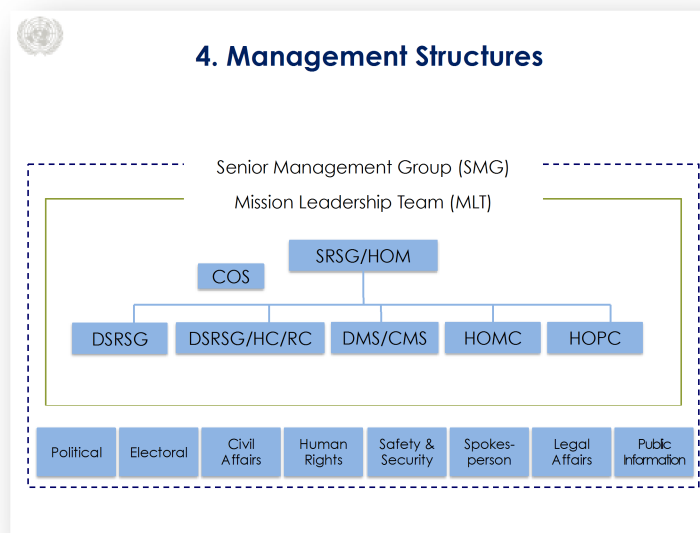
Management Structures



The following content explains how management draws these together so a mission works as one.

Depending on the particular group of learners who form your audience, make a decision on the level of detail to which you want to discuss the following material.

Slide 11



Key Message: Different management structures exist to help the SRSG/HOM manage mission work. Two key management structures are the “Mission Leadership Team” and “Senior Management Group”.

The source for these terms is the 2008 Policy on Authority, Command and Control. These structures exist at mission headquarters level. In larger missions, regional management structures may also coordinate the work of different parts of the peacekeeping operation in that region.

Mission Leadership Team

- The Mission Leadership Team (MLT) is the mission’s **executive decision-making forum. It brings together senior decision-makers from components of a peacekeeping operation.** The MLT supports integrated decision-making among components. In “integrated missions” – with a “triple-hatted” DSRSG serving as RC and HC for the UNCT – the MLT also supports integrated planning and decision-making with the UNCT.

- The MLT **sets and shares the strategic vision** for achieving the mandate.
- The MLT membership is:
 - HOM
 - HOMC
 - HOPC
 - DSRSGs – at least one to represent civilian components, and in integrated missions, the UNCT
 - COS
 - DMS/CMS

Senior Management Group

- Most peacekeeping operations have a Senior Management Group (SMG). The SMG is **a wider forum for management, planning and coordination**.
- The SMG in multidimensional missions usually **includes members of the MLT and the various heads of civilian components**, such as political affairs, human rights and public information. An SMG in a traditional peacekeeping operation is smaller because it has fewer civilian components.

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

Command and Control

Instructions:

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


Time: 10 minutes

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

Learning Activity 1.6.2

Scenario 1

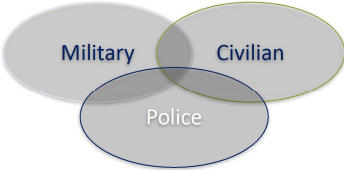
You are the Head of the Police Component (HOPC). You have just deployed to a new mission. The police component is made up of police personnel from different police contributing countries.



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Substantive Components

Slide 12



5. Substantive Components

- Substantive work of UNPKO involves "essential" tasks outlined in mandate
- Tasks carried out by UN military, police, civilian personnel or "components"

The diagram consists of three overlapping ovals. The top-left oval is labeled 'Military', the top-right oval is labeled 'Civilian', and the bottom oval is labeled 'Police'. All three ovals overlap in a central area.

Key Message: UN military, police and civilian components are substantive components in UN peacekeeping operations. They implement mandated tasks.

"Substantive" has different meanings. For UN peacekeeping, "substantive" refers to "essential work". Essential work is carried out by UN military, police and civilian components. Essential work refers to the tasks set by the mission mandate.

Substantive components directly assist local and national partners. **By working together on mandated tasks, military, police and civilians help strengthen the foundation for sustainable peace.**

Components and units need to work together on different tasks to support the same mandate. This challenges all peacekeeping operations.



Inform learners that more details on military, police and civilian components will be addressed in Lesson 1.7.

Support Component

Slide 13



The slide features a small UN emblem in the top left corner. The title "6. Support Components" is centered at the top. Below the title are two bullet points: "Necessary logistics and administrative support to the mission" and "Combines military and civilian services". Underneath the text is a 4x4 grid of 16 icons representing various support functions such as transport, communication, medical, and administrative services.

6. Support Components

- Necessary logistics and administrative support to the mission
- Combines military and civilian services



Key Message: The support component is responsible for necessary mission logistics and administrative support.

This combines civilian and military services. The UN contracts civilian services. It secures military support capabilities through “lease” arrangements with contributing Member States.

Logistics and administrative support for UN operations is complex. Other logistical support models may be simpler. The complexity addresses different requirements. The needs vary for military contingents, civilian staff, police and military observers. For example, contingents deploy with varying levels of self-sufficiency.

A successful peacekeeping operation needs:

- Good logistics planning
- Strong communication
- Adequate resourcing
- Close integration of uniformed and civilian support

Joint and Integrated Structures

Slide 14



7. Joint & Integrated Structures

- Integrated Support Services (ISS)
- Mission Support Centre (MSC)
- Joint Operations Centre (JOC)
- Joint Mission Analysis Centre (JMAC)
- Integrated Mission Training Centre (IMTC)

Key Message: Joint and integrated structures ensure good coordination and use of resources.

They exist for support work and substantive work.

For support work, all missions have Integrated Support Services (ISS) and a Mission Support Centre (MSC).

For substantive work, missions have a Joint Operations Centre (JOC) and a Joint Mission Analysis Centre (JMAC).

All missions have Integrated Support Services (ISS) and a Joint Operations Centre (JOC).

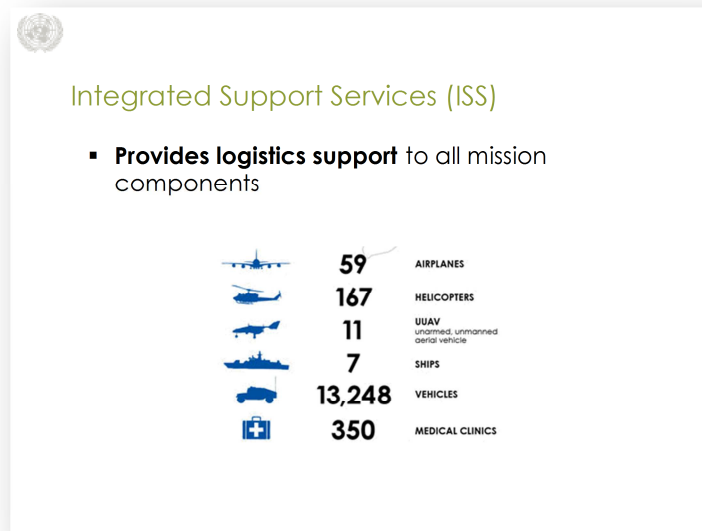
The Integrated Mission Training Centre (IMTC) is responsible for providing training services to the mission's peacekeeping personnel (civilian, police and military) and the UNCT, where applicable.

Joint centres are all headed by civilians. They bring together civilian, military and police specialists. The purpose is to ensure effective coordination of resources, information and action across missions.



More information on IMTCs and continuous learning will be addressed in Lesson 3.1.

Slide 15



Key Message: ISS gives logistics support to all mission components, including those in regions or sectors.


ISS controls all logistical resources in a mission. This includes UN-owned, commercially contracted and military logistics or enabling units. Examples are construction and maintenance engineering, medical, movement control, supply and transport.

The ISS Chief has “tasking authority” over the ISS. This authority applies to all ISS resources and personnel, including uniformed personnel.

ISS DOES COVER: enabling units, transportation and movement units, such as military transport helicopters.







ISS DOES NOT COVER: combat units, such as combat aviation units or combat/field engineers. The HOMC has authority to task these.

Slide 16



Mission Support Centre (MSC)

- **Provides** all mission components, other UN and non-UN entities with **a single point of coordination** for logistics support in the mission area


	59	AIRPLANES
	167	HELICOPTERS
	11	UAV unarmed, unmanned aerial vehicle
	7	SHIPS
	13,248	VEHICLES
	350	MEDICAL CLINICS

Key Message: The Mission Support Centre (MSC) is a single point of coordination for all logistics support in a mission area. A single point of coordination is necessary for all mission components and other UN and non-UN entities involved in logistics support.

The MSC was previously known as the Joint Logistics Operation Centre (JLOC).

Some UN peacekeeping units use military logistics units. When such “enabling units” are used, the MSC is part of the ISS.

Slide 17



Joint Operations Centre (JOC) &
Joint Mission Analysis Centre (JMAC)

- Both support **integration of information**
- JOC: **consolidates** information from across the mission and UNCT
- JMAC: **analyses** and anticipates threats, risks and patterns of incidents based on information

Key Message: To implement its mandate, a peacekeeping mission needs to have good understanding of events, trends and patterns of incidents. The Joint Operations Centre (JOC) and the Joint Mission Analysis Centre (JMAC) integrate information from different sources into clear reports.

Everyone in a peacekeeping mission has a role in gathering information and feeding it into the mission's structures for reporting, analysis and response.

The JOC and the JMAC are integrated structures. They have civilian, military and police personnel. The work of the JOC and JMAC support each other but they have distinct roles in managing information and reports. The shared role is to:

- Gather information from mission, UNCT and other sources
- Manage and respond to this information
- Support crisis management responses

These two distinct services complement each another. The JOC has central importance because JMAC success builds on JOC success. **Wherever possible, JOCs and JMACs co-locate.**

All multidimensional integrated missions have JOCs and JMACs. Both enjoy close links to and the support of mission leadership.

Joint Operations Centre (JOC)

- The JOC is the mission's information hub.
- The JOC **consolidates information about developments**. Information comes from components across the mission and the UNCT.
- The JOC **consolidates information daily. Information is used to a) update mission leadership, b) update the mission and c) report to UN Headquarters**.
- The JOC keeps the HOM up-to-date on the operational situation. Information covers all parts of a mission area. The JOC produces regular and timely integrated reports on all mission operations.
- The JOC has a separate and distinct intelligence role and an operations coordination and crisis management role.
- During times of crisis, some JOCs facilitate coordinated responses among mission components. During a crisis event, the JOC becomes the HOM's crisis management centre.
- "Operational coordination" by the JOC involves close collaboration with the MSC.
- A civilian usually heads the JOC.

Joint Mission Analysis Centre (JMAC)

- The JMAC **analyzes and anticipates threats, risks and patterns of incidents to inform medium- and long-term decision-making by mission leadership**.
- The JMAC contextualizes information. Its contribution is deeper understanding to inform decision-making by senior leadership.
- The JMAC assists the HOM to produce medium- and long-term analysis using information from different sources. Focus is on threats to mandate implementation.
- JMACs do more than **threat analysis**. JMACs also provide mission leadership with **opportunity analysis**.
- In a crisis, the JMAC has a role to:
 - Anticipate potential and emerging crises
 - Identify possible outcomes and implications
- The JMAC contributes to a mission's early warning efforts through **predictive analysis**.

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

The thumbnail shows a document titled 'Learning Activity' with the sub-title 'Absorbing the Acronyms' and the reference '1.6.3'. It contains the following text:

Instructions:

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

Time: 10 minutes

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

Summary

The UN has “operational authority” over ALL military, police and civilians in UN peacekeeping – including ALL tactical plans, decisions and operations

- The UN has “operational authority” over everyone in a UN peacekeeping operation. This includes all military and police.
- For military and police, “operational authority” in UN peacekeeping means:
 - Member States still hold national responsibilities for their military and police, such as pay, allowances and promotions.
 - Tactical plans, decisions and operations are supervised by the UN Heads of the Military and Police Components in the mission area.
 - National and UN rules and regulations govern conduct and discipline of military and police units in peacekeeping operations.

The main positions of authority in a UN peacekeeping mission: HOM/SRSG, DSRSG, COS, DMS/CMS, HOMC and HOPC

- The main positions of authority in a UN peacekeeping operation may include:
 - Head of Mission/Special Representative of the Secretary-General (HOM/SRSG)
 - Deputy SRSG
 - Chief of Staff (COS)
 - Director/Chief of Mission Support (DMS/CMS)
 - Head of Military Component
 - Head of Police Component

The support and substantive components work together to implement the mandate, to the benefit of host country and its people

- Support components provide logistics and administrative support to substantive components.
- UN military, police and civilian components are substantive components in UN peacekeeping operations. They implement mandated tasks.
- Mandated tasks benefit national partners and local people.
- The name given to those receiving mission services is “mandate beneficiaries”. Mandate beneficiaries are people or groups the peacekeeping mission assists, as directed by the mandate.

(Cont.)

(Summary cont.)

Integrated and joint structures such as ISS, MSC, JOC, JMAC ensure good coordination and use of resources

- Joint and integrated structures ensure good coordination and use of resources. They exist for support work and substantive work.
- For support work, all missions have Integrated Support Services (ISS) and a Mission Support Centre (MSC).
- For substantive work, missions have a Joint Operations Centre (JOC) and a Joint Mission Analysis Centre (JMAC).
- ISS gives logistics support to all mission components, including those in regions or sectors.
- MSC is a single point of **coordination** for all logistics support in a mission area.
- The Joint Operations Centre (JOC) and the Joint Mission Analysis Centre (JMAC) integrate information from different sources into clear reports.
- The JOC consolidates information about developments.
- The JMAC analyzes and anticipates threats, risks and patterns of incidents. It is critical to successful implementation of a peace process or peace agreement, which the mission supports.

Evaluation

Note on use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank / sentence completion
- 3) True-False
- 4) Multiple-choice

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups, or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 1.6	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions.</i>	
1. How does the UN define “operational authority”?	<p><i>“the authority transferred by Member States to the United Nations to use the operational capabilities of their national military contingents, units, Formed Police Units and/or military and police personnel to undertake mandated missions and tasks. Operational authority for such forces is vested in the Secretary-General under the authority of the Security Council.”</i></p> <p>The UN has “operational authority” over <u>everyone</u> in a UN peacekeeping operation. This includes all military and police.</p> <p>For military and police, “operational authority” in UN peacekeeping means:</p> <ul style="list-style-type: none"> ▪ Member States still hold national

	<p>responsibilities for their military and police, such as pay, allowances and promotions.</p> <ul style="list-style-type: none"> ▪ Tactical plans, decisions and operations are supervised by the UN Heads of the Military and Police Components in the mission area. ▪ National and UN rules and regulations govern conduct and discipline of military and police units in peacekeeping operations.
2. Name six main positions of authority in UN peacekeeping operations.	<ul style="list-style-type: none"> ▪ Head of Mission/Special Representative of the Secretary-General (HOM/SRSG) ▪ Deputy SRSG / Resident Coordinator (DSRSG/RC) ▪ Chief of Staff (CoS) ▪ Director/Chief of Mission Support (DMS/CMS) ▪ Head of Military Component (HOMC) ▪ Head of Police Component (HOPC)
3. Joint and integrated structures exist for support and substantive components. Name two for each.	<p>Support</p> <p style="padding-left: 40px;">Integrated Support Services (ISS) Mission Support Centre (MSC)</p> <p>Substantive</p> <p style="padding-left: 40px;">Joint Operations Centre (JOC) Joint Mission Analysis Centre (JMAC)</p>
4. What structure in a mission analyzes and anticipates threats, risks and patterns of incidents?	The Joint Mission Analysis Centre (JMAC)
5. What structure in a mission consolidates information about developments?	The Joint Operations Centre (JOC)
Fill-in-the-blanks	
6. Substantive components of a peacekeeping mission implement tasks which assist _____.	Mandate beneficiaries, those who receive mission services according to the mandate. These include national partners and local people and institutions.
7. In the mission, the _____ exercises "operational authority" over all civilian, military and police personnel	Head of Mission/Special Representative of the Secretary-General (HOM/SRSG).

<p>in a peacekeeping operation. "Operational authority" involves ultimate authority at field level to direct all mission components.</p>	<p>The Secretary-General delegates this operational authority to the HOM/SRSG.</p>
<p>True-False</p>	
<p>8. Troop and police contributing countries (Member States) can adjust tactical plans and decisions.</p>	<p>False. Member States are not permitted to adjust plans, decisions or operations. The UN's "operational authority" includes authority over all military and police personnel in UN peacekeeping operations.</p>
<p>9. The support component is responsible for administration, communication, and the resources for substantive component.</p>	<p>True. The support component provides logistics, communication, and administration for substantive components. Substantive components directly assist local, national people and institutions.</p> <p>Both the support and substantive components combine civilian and military services.</p>
<p>10. Joint and integrated structures bring together civilian, military and police specialists to ensure effective coordination and good use of resources.</p>	<p>True. Joint and integrated structures ensure good coordination and use of resources. They exist for support and substantive work. They combine civilian and military services. They are all headed by civilians.</p>
<p>Multiple Choice <i>Note: Check one for each.</i></p>	
<p>11. Member States: (check one that applies)</p> <p>____(a) can adjust tactical plans of a peacekeeping operation;</p> <p>____(b) do strategic level financial management for a mission</p> <p>____(c) retain national responsibility for pay, allowances, promotions</p> <p>____(d) work directly with the DPKO and DFS Under-Secretaries General</p> <p>____(e) none</p> <p>____(f) all</p>	<p>(c) Retain national responsibility for pay, allowances and promotions. This applies to military and police personnel deployed to a UN peacekeeping operations, not to civilians.</p>
<p>12. Integrated Support Services (ISS): (check all that apply)</p> <p>____ (a) supports logistics</p>	<p>TRUE:</p> <p>(a) supports logistics</p> <p>(b) covers regions or sectors</p>

<p>____ (b) covers regions or sectors ____ (c) covers combat aviation units ____ (d) is headed by military personnel.</p>	<p>NOT TRUE: (c) – ISS does not cover combat aviation units, or any other combat units, (d) – civilians head ISS and other integrated management structures.</p>
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Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
<p>Operational Authority</p>	<p>For military and police personnel participating in UN peacekeeping operations, "operational authority" is: <i>"the authority transferred by Member States to the United Nations to use the operational capabilities of their national military contingents, units, Formed Police Units and/or military and police personnel to undertake mandated missions and tasks. Operational authority over such forces is vested in the Secretary-General, under the authority of the Security Council"</i>.</p> <p>'Operational Authority' as used here is a broad term. Military forces may use the same term in different ways. For the UN it means:</p> <ul style="list-style-type: none"> - Member States still hold national responsibilities for their military and police, such as pay, allowances and promotions. - Governments or national military and police authorities of Member States must not change or influence tactical plans, decisions or operations. This prevents confusion. Tactical plans, decisions and operations are supervised by the UN Heads of the Military and Police Components in the mission area. Member States raise tactical operational matters with DPKO at Headquarters in New York. - National rules and regulations govern conduct and discipline of military and police units in peacekeeping operations. UN rules and regulations also apply. <p>Disciplinary matters remain a national responsibility. The United Nations may take administrative steps for misconduct. These include repatriation of military contingent members and staff officers. Guidance is in the revised model Memorandum of Understanding, (A/61/19 part III).</p> <p>The UN may also take disciplinary action for military or</p>

	police “Experts on Mission”. Guidance is the <i>UN Directives for Disciplinary Matters Involving Civilian Police Officers and Military Observers</i> .
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Commonly asked questions from participants:

Possible Questions	Possible Responses
How does the United Nations decide on the structure of a peacekeeping mission?	There is no standard structure or organogram for a United Nations peacekeeping operation. The structure of each peacekeeping operation is developed based on the Security Council mandate. Generally, the Technical Assessment Mission (TAM) sent to the country, which prepares the Secretary General's report to the Security Council advising on whether a peacekeeping operation should be deployed will also make recommendations on the structure of the mission.
Why are the Heads of Military Components called different names, Such as Force Commander (FC), Chief Military Observer (CMO) and Chief Military Liaison Officer (CMLO)?	The title assigned to a Head of the Military Component in a peacekeeping mission is intended to reflect the functional role intended when the mission was started. The role may change over time but the title may stay unchanged (e.g. 'Force Commander' of MINURSO where there is no longer any armed units).
Can a UN civilian staff member direct or give orders directly to a UN military or police person?	Yes, but only if that military or police person is being directly supervised by the civilian staff member (e.g. are members of a Joint Centre) and the direction can only be related to routine tasks and not tactical operations.
Do national rules and regulations governing the conduct and discipline of military and police still apply when serving in a UN peacekeeping mission?	Yes. Military and police personnel are also required to comply with UN rules and regulations governing the conduct and discipline of peacekeepers.
When UN military or UN Police are mandated to work directly with local Government security forces, does the UN exercise operational authority over the local security forces?	No. The United Nations only exercises operational authority over those troops or police which have been provided to participate directly in a UN peacekeeping operation. In rare cases where the United Nations has executive policing authority, may the UN Police possibly exercise operational or tasking authority over host country police officers. If this is the case, the level of authority and the limits to UN authority will be specified in a separate agreement with the local Government.

<p>How are military and police personnel working in joint or integrated structures selected?</p>	<p>Military and Police specialists serving in the JMAC, JOC, and JLOC are selected through a competitive process supervised by the Department of Peacekeeping Operations (DPKO) and Department of Field Support (DFS) in UN Headquarters in New York.</p>
<p>Can staff officers also be deployed outside the mission headquarters?</p>	<p>In a few larger missions with significant regional or sector offices, staff officers may also be deployed to the regions. Generally, staff officers work in the mission headquarters.</p>
<p>Is it true that only people in the JOC and JMAC work with information and reports?</p>	<p>This is false. The JOCs and JMACs depend on a reliable flow of relevant information. JOC and JMAC need many sources of information from those in the best position to know what is happening. All personnel – military, civilian and police – need to contribute timely and relevant reports to the information stream to JOCs and JMACs. Everyone in a peacekeeping mission has a role in gathering information and feeding it into the mission's structures for reporting, analysis and response. Peacekeeping personnel gather information at the tactical level and report. Coherence in reporting helps establish a clear and accurate picture of events/incidents in a mission area.</p> <p>Peacekeeping personnel are encouraged to be creative in gathering and sharing information, especially to enable a rapid response to a crisis. For example, report of an urgent incident with a picture first – being mindful of potential sensitivities and risk.</p> <p>Information not critical in a crisis situation may have value for wider context-setting and planning. During low/downtime (non-peak, non-crisis) times in a mission, personnel should invest time in updating information.</p>
<p>What four main types of reports are important for a peacekeeping mission?</p>	<ul style="list-style-type: none"> • Code cables • Alerts/flash reports • Technical reports • Internal sitreps (situation reports) <p>The latter three are especially relevant to mission personnel – alerts/flash reports, technical reports and internal sitreps. Code cables are a main means of communicating between a mission and HQ.</p>
<p>What are senior officers and managers mainly responsible for in a crisis situation? How do they work with JOCs/JMACs?</p>	<p>Senior officers and managers are mainly responsible for decision-making in a crisis situation. Reporting is a responsibility for all. Emphasis for senior management in crisis management is on decision-making, not reporting. Senior managers also need to be willing to contribute to integrated processes, ensure components provide regular inputs to JOCs/JMACs, and be willing to nominate prized personnel</p>

	<p>to serve as effective Liaison officers, strong representatives of a component.</p>
<p>Why are JOC and JMAC important integrated structures? Are informal networks also important to information management in peacekeeping?</p>	<p>Military, police and civilian components tend to report only up their chain of command, especially military and police. Unwillingness to share or release information has to be challenged. The JOCs and JMACs gather and manage information for the benefit of the whole mission. They need as comprehensive a picture as possible, from all available sources. All components need to share relevant information – emphasis on “relevant”.</p> <p>Having information networks through which to gather and cross-check information adds value. Personnel should establish, maintain and use informal networks as a “force multiplier” in gathering information.</p>

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- Review peacekeeping mission mandates (See 'Additional Resources')
- [Model Memorandum of Understanding \(MOU\) between the United Nations and Troop Contributing Countries \(A/C.5/60/26\)](#)
- [Subsequent amendments to the Model MOU between the United Nations and Troop Contributing Countries \(A/61/19/REV.1\(SUPP\)\)](#)
(Guidance on disciplinary matters is in the revised model Memorandum of Understanding, (A/61/19 part III))
- [Directives for Disciplinary Matters involving Civilian Police Officers and Military Observers \(DPKO/MD/03/00994\)](#)
- [Directives for Disciplinary Matters involving Military Members of National Contingents \(DPKO/MD/03/00993\)](#)
- [DPKO-DFS Policy on Authority, Command and Control in UN Peacekeeping Operations, 2008](#)
(Particularly for courses involving contingent commanders and/or staff officers, instructors may wish to add additional information on the tasking of mission assets. This information is contained in pages 15 and 16 of the DPKO-DFS Policy on Authority, Command and Control in UN Peacekeeping Operations)
- [DPKO-DFS Mission Start Up Field Guide for Mission Managers of UN Peacekeeping Operations, 2010](#)
- [DPKO-DFS Policy on Joint Operations Centres \(JOC\), 2014](#)
- [DPKO-DFS Guidelines on JOC, 2014](#)
- [DPKO-DFS Policy on Joint Mission Analysis Centres \(JMAC\), 2015](#)
- [DPKO-DFS Guidelines on JMAC, 2015](#)

Additional Resources

UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

Original Security Council Resolutions on peacekeeping mission mandates: <http://www.un.org/en/sc/documents/resolutions/>

(You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links: <http://www.un.org/en/peacekeeping/operations/current.shtml>; <http://www.un.org/en/peacekeeping/operations/past.shtml>)

To verify the continued accuracy of the information on the missions and senior management posts, search for the specific mission and find the names and titles, and often pictures of the Mission Leadership.

UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html> (Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: <http://ppdb.un.org> (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

Additional Information

Trainers should let participants know that in addition to the Mission-specific information received during this training, participants should also familiarize themselves with the Pre-deployment Information Package (PIP). The PIP provides information on the mission and the local context.

Additional Training Resources

UN Peacekeeping Operations: An Introduction

<http://portals.unssc.org/course/index.php?categoryid=24>

Module 1: An Overview of United Nations Peacekeeping Operations

Lesson

1.6



How Peacekeeping Operations Work



Relevance

Understand the way a UN peacekeeping mission works:

- Must work together well
- Unique, complex nature
- Distinct management systems, command and control structures



Learning Outcomes

Learners will:

- Explain “operational authority” in UN peacekeeping
- List four main positions of authority in a mission
- Describe support and substantive components, and relation to mandate beneficiaries
- Describe work of integrated and joint structures



Lesson Overview

1. Authority, Command & Control
2. Overview of a Generic UN Peacekeeping Mission Structure
3. Main Positions of Authority
4. Management Structures
5. Substantive Components
6. Support Components
7. Joint & Integrated Structures



Learning Activity

1.6.1

Importance of Authority

Instructions:

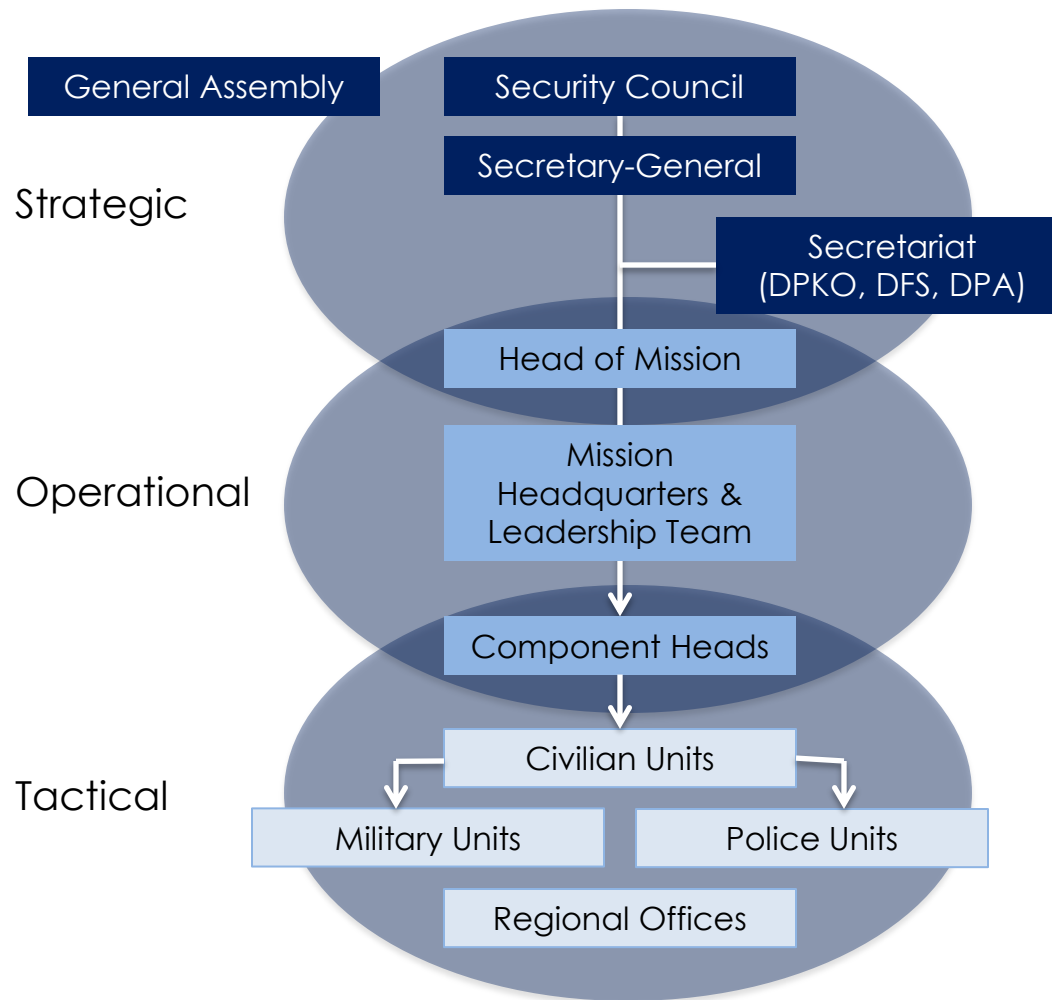
- What does it mean to have “authority”?
- Give examples in everyday life and at work
- List the challenges as a result of no clear lines of authority

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



1. Authority, Command & Control





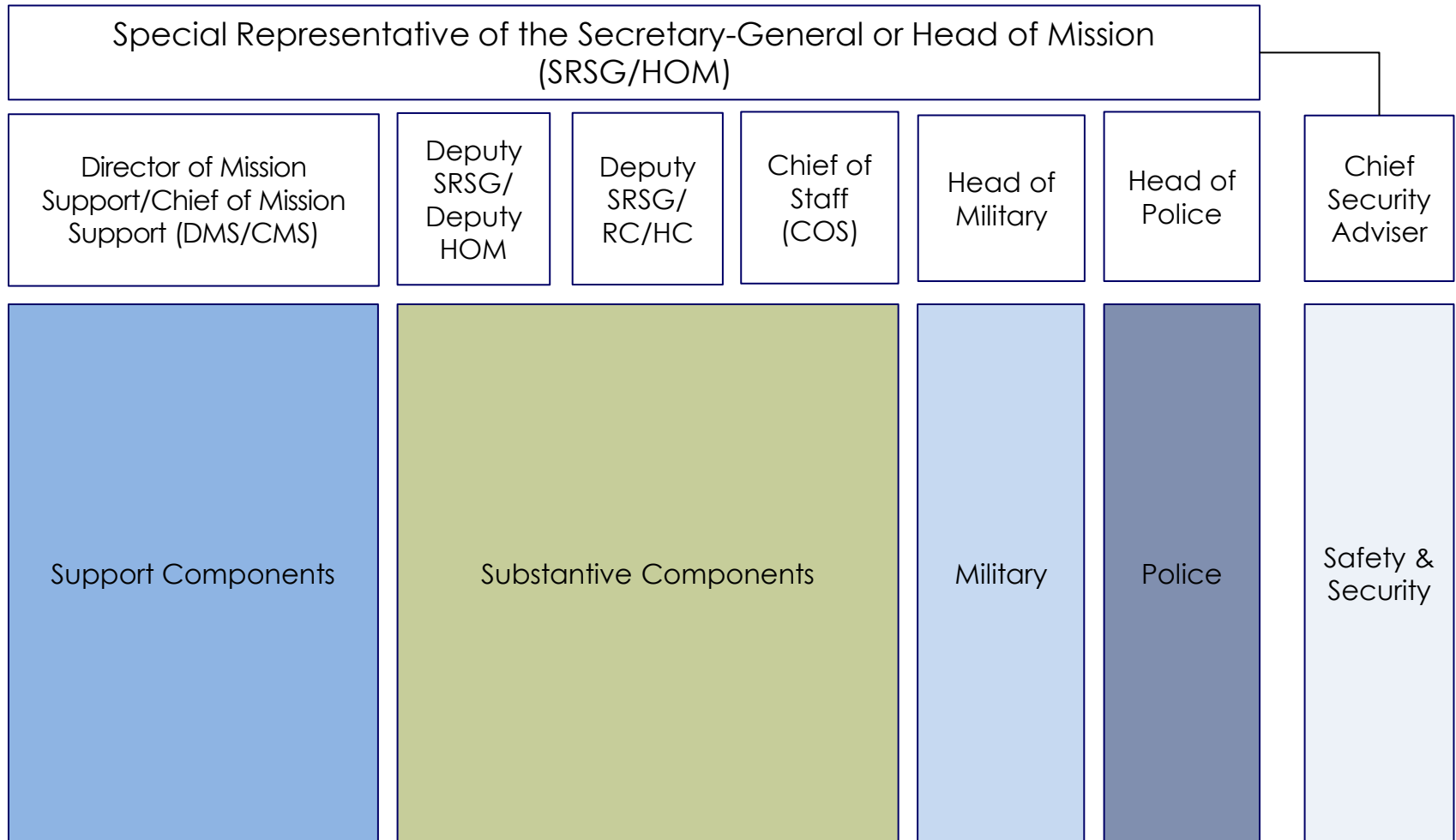
UN Operational Authority

- UN “**operational authority**” over ALL personnel in UN peacekeeping operations (UNPKOs) – including military and police
- Member States not permitted to adjust or influence any tactical plans, decisions or operations



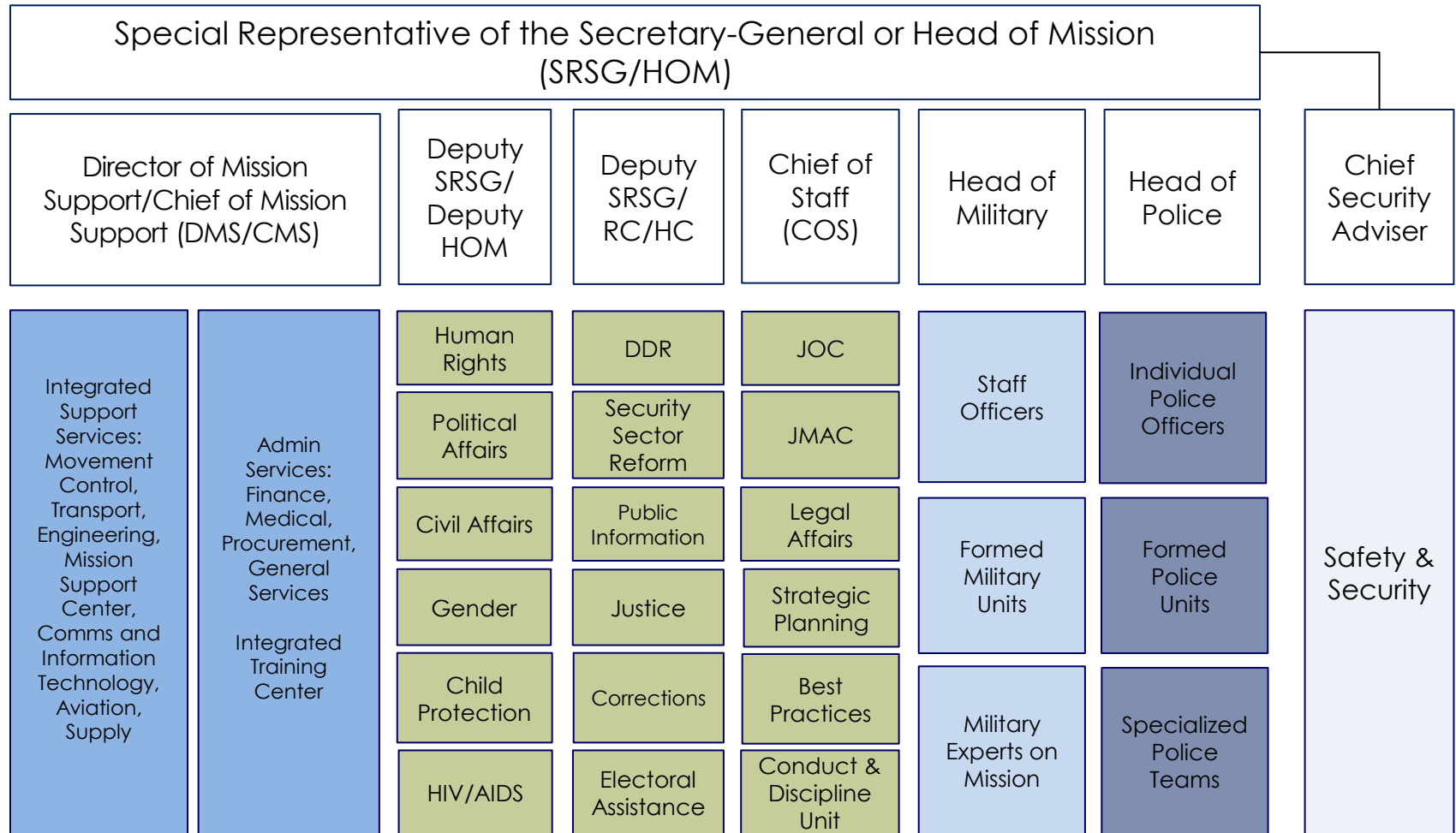


2. Overview of a Generic UN Peacekeeping Mission Structure



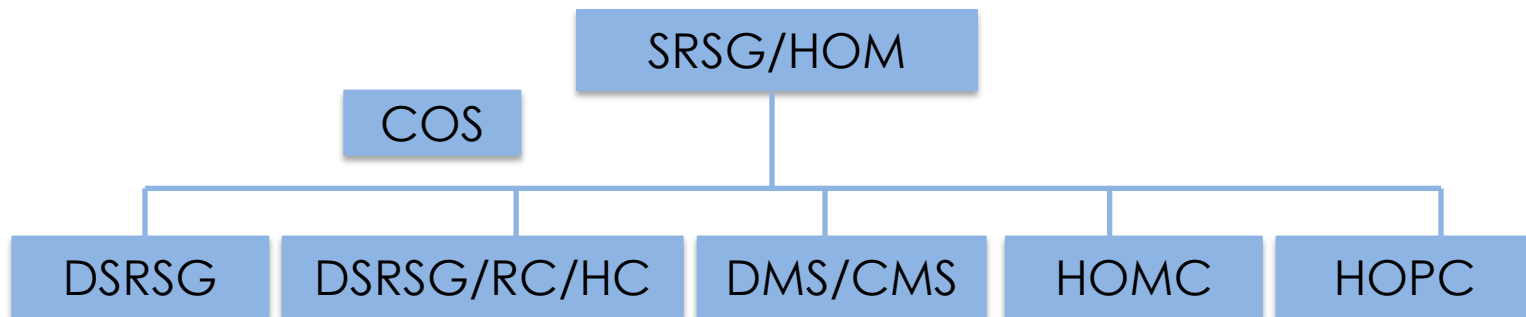


2. Overview of a Generic UN Peacekeeping Mission Structure





3. Main Positions of Authority





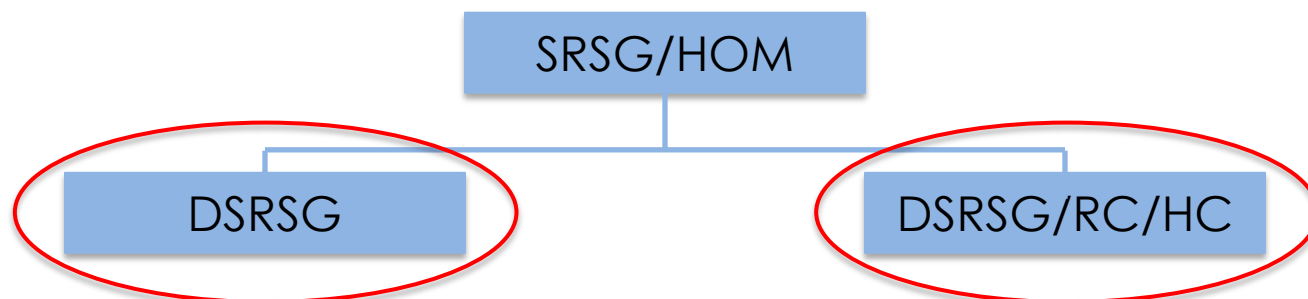
Special Representative of the Secretary-General/Head of Mission (SRSG/HOM)

- Exercises “operational authority” over ALL personnel in UNPKO
- Responsible for strategic vision and guidance



Deputy Special Representative of the Secretary-General (DSRSG)

- Delegated management aspects
- Two DSRSGs in multidimensional UNPKOs
- Principal DSRSG: political, operational and/or rule of law aspects
- Second DSRSG: Resident Coordinator (RC) leading UNCT – may be triple-hatted as Humanitarian Coordinator (DSRSG/RC/HC)





Chief of Staff (COS)

- Senior level staff and advisory function for SRSG/HOM and senior management of mission

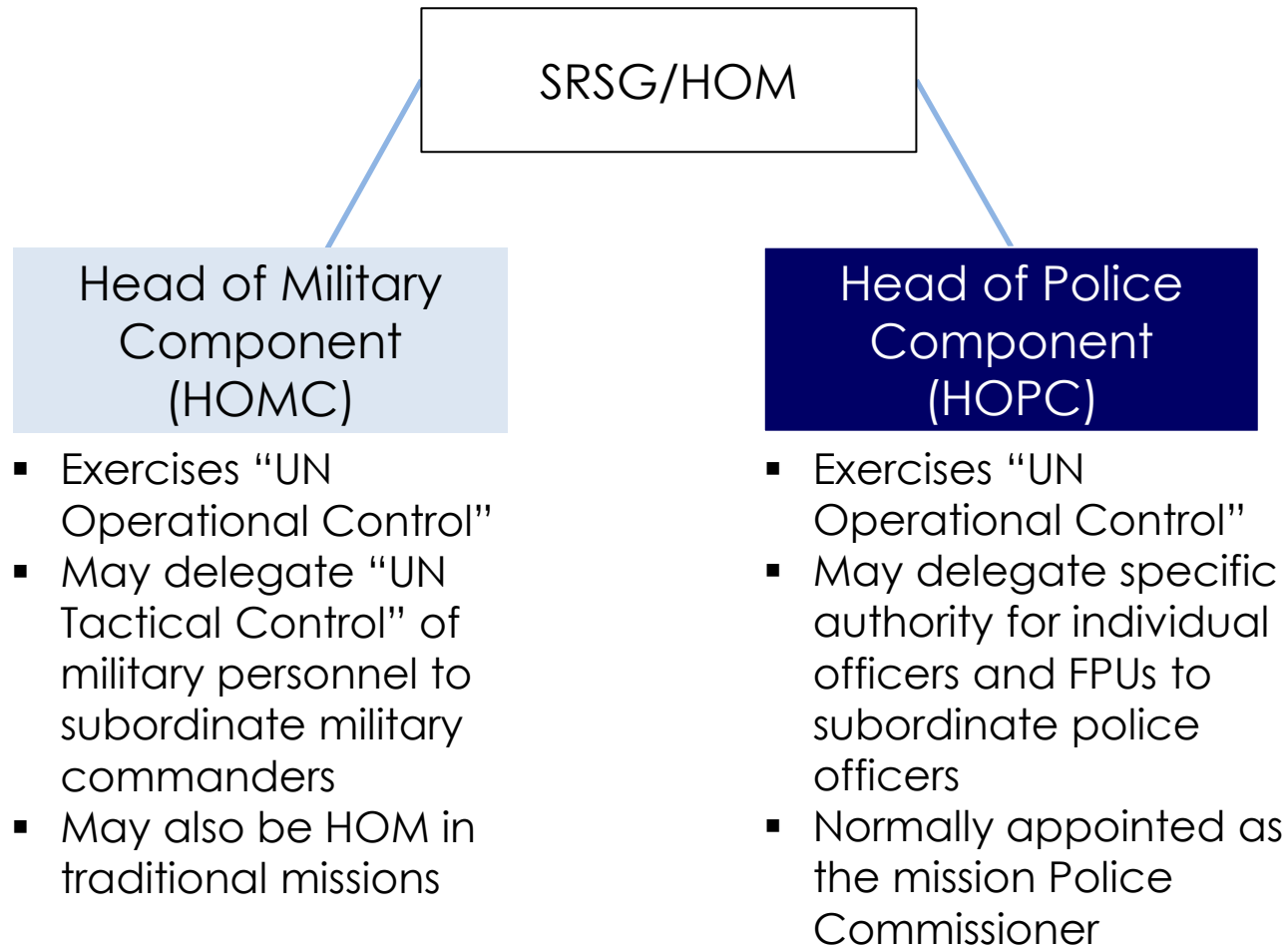


Director/Chief of Mission Support (DMS/CMS)

- Ensures provision of the necessary logistics and administrative support to mission



Other Positions of Authority





4. Management Structures

Senior Management Group (SMG)

Mission Leadership Team (MLT)

SRSG/HOM

COS

DSRSG

DSRSG/HC/RC

DMS/CMS

HOMC

HOPC

Political

Electoral

Civil
Affairs

Human
Rights

Safety &
Security

Spokes-
person

Legal
Affairs

Public
Information



Command and Control

Instructions:

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

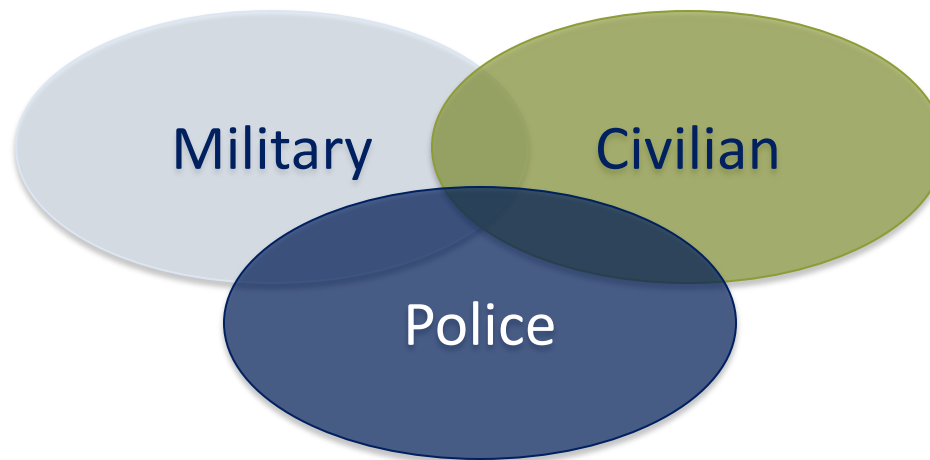
Time: 10 minutes

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



5. Substantive Components

- Substantive work of UNPKO involves “essential” tasks outlined in mandate
- Tasks carried out by UN military, police, civilian personnel or “components”





6. Support Components

- Necessary logistics and administrative support to the mission
- Combines military and civilian services





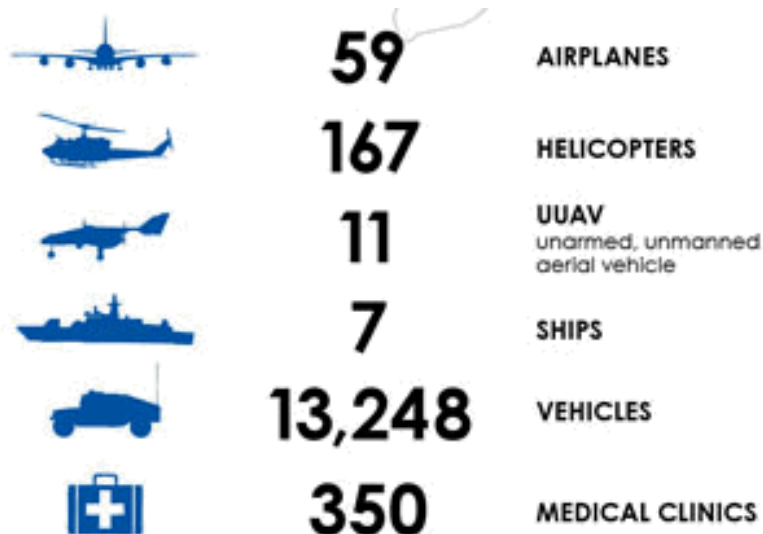
7. Joint & Integrated Structures

- Integrated Support Services (ISS)
- Mission Support Centre (MSC)
- Joint Operations Centre (JOC)
- Joint Mission Analysis Centre (JMAC)
- Integrated Mission Training Centre (IMTC)



Integrated Support Services (ISS)

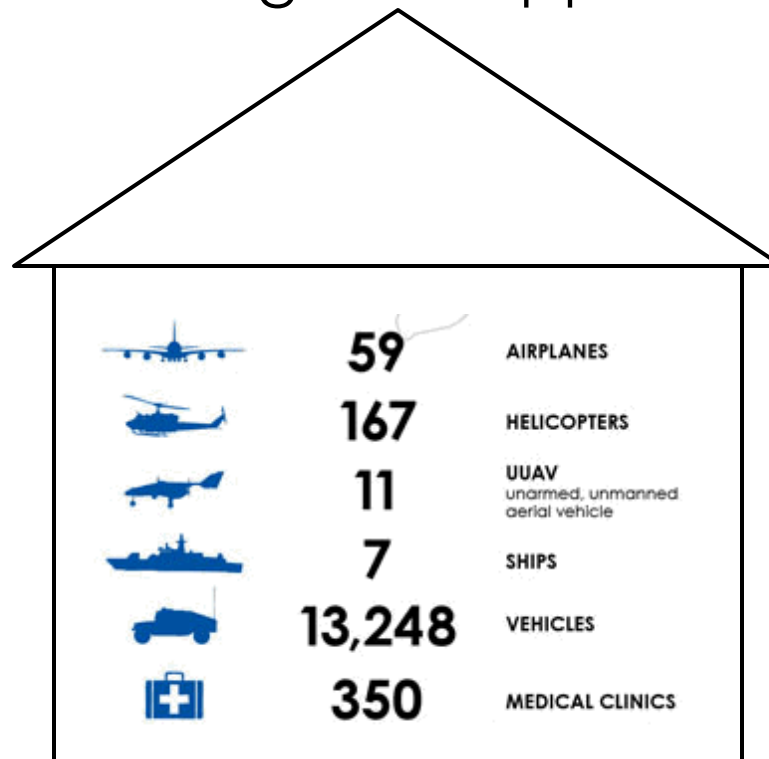
- **Provides logistics support** to all mission components





Mission Support Centre (MSC)

- **Provides** all mission components, other UN and non-UN entities with **a single point of coordination** for logistics support in the mission area





Joint Operations Centre (JOC) & Joint Mission Analysis Centre (JMAC)

- Both support **integration of information**
- JOC: **consolidates** information from across the mission and UNCT
- JMAC: **analyses** and anticipates threats, risks and patterns of incidents based on information



Learning Activity

1.6.3

Absorbing the Acronyms

Instructions:

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

Time: 10 minutes

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



Summary of Key Messages

- UN “Operational authority” over ALL personnel – including tactical plans, decisions, operations
- Positions of authority – SRSG/HOM, DSRSG, COS, DMS/CMS, HOMC, HOPC
- Support and substantive components – implement the mandate, benefits host country
- Integrated/joint structures – ISS, MSC, JOC, JMAC



Questions



Learning Activity

Learning Evaluation

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

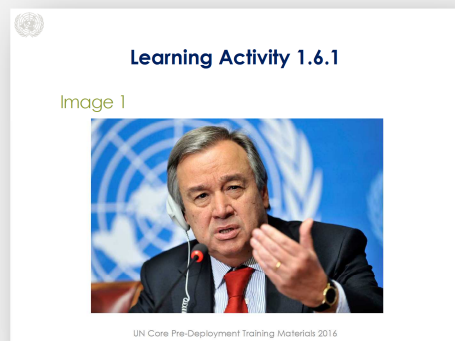
- Brainstorming: 3 minutes
- Discussion: 2 minutes

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


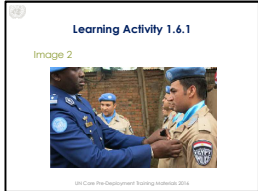
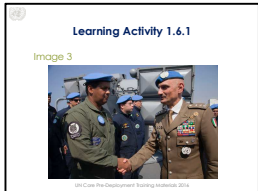
- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Consider which pictures can be used. Collect many examples of these.
- Decide on the order of the images / photos. Decide whether the images will be projected or handed out on sheets 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 UN official. 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 military officers in uniform shaking hands. 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

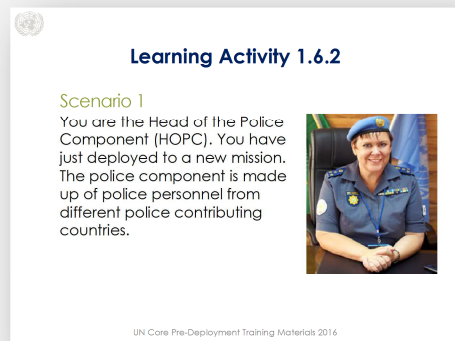
- Group work: 5-7 minutes
- Discussion: 3 minutes

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.



UN Core Pre-Deployment Training Materials 2016

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

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.




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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?



Learning Activity 1.6.1

Image 1



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Learning Activity 1.6.1

Image 2





Learning Activity 1.6.1

Image 3



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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.





Learning Activity 1.6.2

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.





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.



Evaluation

Note on use: The types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank / sentence completion
- 3) True-False
- 4) Multiple-choice

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups, or c) formally give to individuals for written responses.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 1.6	
Questions	Answers
<p>Narrative</p> <p><i>Note: Frame narrative evaluations as questions, requests or directions.</i></p>	
<p>1. How does the UN define “operational authority”?</p>	<p><i>“the authority transferred by Member States to the United Nations to use the operational capabilities of their national military contingents, units, Formed Police Units and/or military and police personnel to undertake mandated missions and tasks. Operational authority for such forces is vested in the Secretary-General under the authority of the Security Council.”</i></p> <p>The UN has “operational authority” over <u>everyone</u> in a UN peacekeeping operation. This includes all military and police.</p> <p>For military and police, “operational authority” in UN peacekeeping means:</p> <ul style="list-style-type: none"> ▪ Member States still hold national responsibilities for their military and police, such as pay, allowances and promotions. ▪ Tactical plans, decisions and

	<p>operations are supervised by the UN Heads of the Military and Police Components in the mission area.</p> <ul style="list-style-type: none"> ▪ National and UN rules and regulations govern conduct and discipline of military and police units in peacekeeping operations.
<p>2. Name six main positions of authority in UN peacekeeping operations.</p>	<ul style="list-style-type: none"> ▪ Head of Mission/Special Representative of the Secretary-General (HOM/SRSG) ▪ Deputy SRSG / Resident Coordinator (DSRSG/RC) ▪ Chief of Staff (CoS) ▪ Director/Chief of Mission Support (DMS/CMS) ▪ Head of Military Component (HOMC) ▪ Head of Police Component (HOPC)
<p>3. Describe the responsibilities of the Head of Mission/ Special Representative of the Secretary-General (HOM/SRSG)?</p>	<p>The HOM/SRSG has two main areas of responsibility:</p> <ol style="list-style-type: none"> 1. the peacekeeping mission – provides strategic vision, guidance, management and has authority over all 2. political dialogue and good offices – to keep the peace process alive, lessen tensions, manage potential relapse to violence
<p>4. Explain the “triple-hatted” Deputy Special Representative of the Secretary-General (DSRSG).</p>	<p>Short answer: When the same person is the DSRSG, the Resident Coordinator (RC) and the Humanitarian Coordinator (HC). A triple-hatted DSRSG serves as DSRSG/RC/HC:</p> <ul style="list-style-type: none"> ▪ a DSRSG in the mission supporting the SRSG, ▪ RC leading the UN Country Team (UNCT), ▪ HC leading the Humanitarian Country Team (HCT). <p>Explanatory answer: Most multidimensional peacekeeping missions have two Deputy SRSGs.</p> <ul style="list-style-type: none"> ▪ One Principal DSRSG is responsible for political, operational, rule of law aspects. The Head of Mission/ Special Representative of the Secretary-General (HOM/SRSG) delegates management of the mission operations to this DSRSG. ▪ The second DSRSG is the Resident

	<p>Coordinator (RC), and leads the UN Country Team. She/he coordinates UN development work of the UN agencies, funds and programmes. Some mission contexts have humanitarian emergency. The second DSRSG may also be appointed Humanitarian Coordinator (HC), leading the Humanitarian Country Team (HCT).</p>
<p>5. Who is the most senior UN official in a peacekeeping mission authorized to spend UN funds from mission budget?</p>	<p>The Director or Chief of Mission Support (DMS/CMS).</p> <p>Participants may name the HOM/SRSG. Reinforce the point that for authorized spending of UN funds from mission budget, it is DMS/CMS.</p>
<p>6. Joint and integrated structures exist for support and substantive components. Name two for each.</p>	<p>Support</p> <ul style="list-style-type: none"> Integrated Support Services (ISS) Mission Support Centre (MSC) <p>Substantive</p> <ul style="list-style-type: none"> Joint Operations Centre (JOC) Joint Mission Analysis Centre (JMAC)
<p>7. What is the main role of the Mission Support Centre (MSC)?</p>	<p>The MSC is a single point of coordination for all logistics support in a mission area, UN and non-UN.</p>
<p>8. How are the Joint Operations Centre (JOC) and the Joint Mission Analysis Centre (JMAC) the same? How are they different?</p>	<p>The same – similar functions</p> <p>The JOC and JMAC integrate information from different sources into clear reports. They both gather information, manage and respond to information, and support crisis management responses.</p> <p>Different – different functions, especially in emergencies</p> <p>Separate functions are:</p> <ul style="list-style-type: none"> ▪ JOC consolidates information from across the Mission and UNCT about developments. It is the mission's information hub: consolidates information daily, updates mission wide and reports to headquarters. ▪ During a crisis, the JOC becomes the HOM's crisis management centre. ▪ JMAC analyzes information and patterns of incidents, anticipates threats and risks. It informs medium and long-term decision-making by mission leadership.

	<ul style="list-style-type: none"> ▪ JMAC does opportunity and threat analysis. It also contributes to a mission's early warning efforts through predictive analysis. ▪ In a crisis, JMAC has a role to: <ul style="list-style-type: none"> a) anticipate potential and emerging crises, b) identify possible outcomes and implications <p>The structures work closely together and with HOM. Where possible, they co-locate.</p>
9. What structure in a mission analyzes and anticipates threats, risks and patterns of incidents?	The Joint Mission Analysis Centre (JMAC)
10. What structure in a mission consolidates information about developments?	The Joint Operations Centre (JOC)
Fill-in-the-blanks	
1. The UN has _____ authority over everyone in a UN peacekeeping operation, including military and police. This authority has been given to the HOM by the Secretary-General and USGs DPKO and DFS.	Operational Authority
2. Substantive components of a peacekeeping mission implement tasks which assist _____.	Mandate beneficiaries, those who receive mission services according to the mandate. These include national partners and local people and institutions.
3. In the mission, the _____ exercises "operational authority" over all civilian, military and police personnel in a peacekeeping operation. "Operational authority" involves ultimate authority at field level to direct all mission components.	Head of Mission/Special Representative of the Secretary-General (HOM/SRSG). The Secretary-General delegates this operational authority to the HOM/SRSG.
4. Most multidimensional peacekeeping missions have _____ Deputy Special Representatives of the Secretary-General (DSRSGs). Name them.	Two. 1. The Principal DSRSG – responsible for political, operational, rule of law aspects of the mission. Also, delegated responsibility for management of the mission operations. 2. The Resident Coordinator (RC) DSRSG – leads the UN Country Team, coordinates work of UN agencies, funds and programmes. In contexts where there is a humanitarian

	emergency, this second DSRSG may also be appointed Humanitarian Coordinator (HC),
5. The _____ is the authority figure responsible for ensuring necessary logistical and administrative support to the mission.	Director/Chief of Mission Support (DMS/CMS).
6. The Head of Mission/Special Representative of the Secretary-General (HOM/SRSG) only exercises authority over military and police personnel through _____.	Heads of the military and police components: Head of Military Component (HOMC), Head of Police Component (HOPC). This line of authority maintains the integrity of military and police chains of command.
7. The _____ and _____ are the two senior management structures in a peacekeeping mission.	<p>1. Mission Leadership Team – MLT 2. Senior Management Group – SMG</p> <p>The MLT is the mission's executive decision-making forum, with senior decision-makers from components.</p> <p>The SMG is a wider forum than the MLT, for management planning and coordination. It includes members of the MLT and the various heads of civilian components – political affairs, human rights, public information. (SMG in traditional missions is smaller, no civilian components.)</p>
8. _____, _____ and _____ are substantive components in UN multidimensional peacekeeping operations.	Military, civilian, police. They work together on tasks according to the mandate. They are substantive components because they work on “substantive” or essential tasks outlined in the mandate.
9. The _____ contributes to a mission's early warning efforts through predictive analysis.	The Joint Mission Analysis Centre (JMAC).
True-False	
1. The mission structure supports mandate implementation.	<p>True. Mission structures suit the mandates authorized by the Security Council. These differ because mandates respond to particular conflicts.</p> <p>Clear mission structures prevent fragmentation or work in unconnected silos – especially in large, diverse missions. Mission structure enables collaborative, coherent work.</p>
2. The tactical overlaps with strategic and operational levels of authority in	False. The operational overlaps with the strategic level above, tactical below.

peacekeeping.	The tactical level only overlaps with the operational level, not directly with the strategic level.
3. Troop and police contributing countries (Member States) can adjust tactical plans and decisions.	False. Member States are not permitted to adjust plans, decisions or operations. The UN's "operational authority" includes authority over all military and police personnel in UN peacekeeping operations.
4. The support component is responsible for administration, communication, and the resources for substantive component.	True. The support component provides logistics, communication, and administration for substantive components. Substantive components directly assist local, national people and institutions. Both the support and substantive components combine civilian and military services.
5. The SRSG in multi-dimensional peacekeeping operations is usually a senior Military officer.	False. SRSG in multidimensional peacekeeping is usually a civilian. The SRSG may be the Head of Military Component (HOPC) in traditional peacekeeping – in other words, a senior Military officer.
6. The Chief of Staff (COS) works closely with the HOM/SRSG .The COS is generally responsible for the effective and integrated management of all the mission's activities in line with the strategic vision and guidance from the HOM. The Chief of Staff also coordinates mission policy and planning activities among the various components of the mission,	True. The COS performs a senior level staff and advisory function for the HOM and mission senior management. S/he guides integrated work.** Heads of Military and Police Components may have internal Chiefs of Staff with similar responsibilities. These COSs work closely with HOMC/HOPC.
7. The HOMC and HOPC report to the HOM and have technical reporting lines to UN headquarters.	True. HOMC has a technical reporting link to the UN Military Adviser, HOPC to the UN Police Adviser. This serves two purposes. 1) It ensures technical aspects of field operations follow UN policies and standards. 2) It helps UN headquarters in official contact with Member States about military and police work.
8. Joint and integrated structures bring together civilian, military and police specialists to ensure effective coordination and good use of resources.	True. Joint and integrated structures ensure good coordination and use of resources. They exist for support and substantive work. They combine civilian and military services. They are all headed by civilians.

<p>9. Only peacekeeping personnel in the JOC and JMAC work with information and reports.</p>	<p>False. Everyone in a peacekeeping mission has a role in gathering information and feeding it into the mission's joint structures for reporting, analysis and response.</p>
<p>10. Information from the UN Country Team is part of the information stream for JOC and JMAC.</p>	<p>True. The JOC and JMAC gather information from sources across a mission and from partners outside it, particularly those in the UN. They manage and respond to that information, helping ensure cohesion across the UN.</p>
<p>11. The JOC plays a key role during times of crisis.</p>	<p>True. During times of crisis, JOCs may play a key role so that a crisis is managed in an integrated way. They may facilitate a coordinated response among mission components. When a crisis occurs, senior management need to convene in a known venue, such as JOC. The JOC becomes the HOM/SRSG's crisis management centre.</p>

Multiple Choice

Note: Check one for each.

<p>1. Peacekeeping personnel need to know how peacekeeping operations work because: (check one that applies)</p> <p><input type="checkbox"/> (a) peacekeeping operations are not like other organisations;</p> <p><input type="checkbox"/> (b) peacekeeping operations are complex, with many aspects</p> <p><input type="checkbox"/> (c) levels of authority may be ambiguous, not clear-cut</p> <p><input type="checkbox"/> (d) units need to work together efficiently</p> <p><input type="checkbox"/> (f) all</p>	<p>(f) All. All the reasons apply.</p>
<p>2. Member States: (check one that applies)</p> <p><input type="checkbox"/> (a) can adjust tactical plans of a peacekeeping operation;</p> <p><input type="checkbox"/> (b) do strategic level financial management for a mission</p> <p><input type="checkbox"/> (c) retain national responsibility for pay, allowances, promotions</p> <p><input type="checkbox"/> (d) work directly with the DPKO and DFS Under-Secretaries</p>	<p>(c) Retain national responsibility for pay, allowances and promotions. This applies to military and police personnel deployed to a UN peacekeeping operations, not to civilians.</p>

<p>General <input type="checkbox"/> (e) none <input type="checkbox"/> (f) all</p>	
<p>3. A typical UN peacekeeping mission structure includes: (check one that applies) <input type="checkbox"/> (a) main positions of authority <input type="checkbox"/> (b) substantive components <input type="checkbox"/> (c) support components <input type="checkbox"/> (d) integrated, joint structures <input type="checkbox"/> (e) none <input type="checkbox"/> (f) all</p>	<p>(f) All. There is no standard structure, but points (a) to (d) appear in most mission structures.</p>
<p>4. The Head of Mission/Special Representative of the Secretary-General (HOM/SRSG) is: (check one that applies) <input type="checkbox"/> (a) always a Military officer <input type="checkbox"/> (b) never a civilian <input type="checkbox"/> (c) appointed by the Security Council <input type="checkbox"/> (d) responsible for strategic vision and guidance of a mission <input type="checkbox"/> (e) all <input type="checkbox"/> (f) none</p>	<p>(d) Responsible for strategic vision and guidance of a peacekeeping mission.</p> <p>None of the other points are true. Traditional peacekeeping operations may be headed by a senior Military officer. Most multi-dimensional operations are headed by civilians. The Secretary-General appoints an HOM/SRSG, not the Security Council, and delegates operational authority to that person.</p>
<p>5. Integrated Support Services (ISS): (check all that apply) <input type="checkbox"/> (a) supports logistics <input type="checkbox"/> (b) covers regions or sectors <input type="checkbox"/> (c) covers combat aviation units <input type="checkbox"/> (d) is headed by military personnel.</p>	<p>TRUE: (a) supports logistics (b) covers regions or sectors</p> <p>NOT TRUE: (c) – ISS does not cover combat aviation units, or any other combat units, (d) – civilians head ISS and other integrated management structures.</p>
<p>6. Each peacekeeping mission has a _____ structure. (Check one that applies) <input type="checkbox"/> (a) unique or different <input type="checkbox"/> (b) similar <input type="checkbox"/> (c) standard</p>	<p>(a) Unique or different.</p> <p>All missions have support and substantive components. The two work for mission beneficiaries, according to the mandate. Each mission structure suits the mandate authorized by the Security Council. These differ because they respond to different conflicts.</p>

More ways to evaluate learning

- **Diagrams for Learning Evaluation.** The use of diagrams is a new method of learning evaluation. The method is valid for other lessons. Use participants' ability to rapidly prepare accurate diagrams to evaluate knowledge of content from Lesson 1.6 How Peacekeeping Operations Work. The examples of diagrams are below.

Instructions for groups

1. Select diagram(s). Format each of the headings in large type. Make headings larger and bolder. Print on separate sheets or cut into separate parts. For an easier evaluation, use differently-coloured paper for each level. For a more challenging evaluation, use only white paper. For the most challenging, do not give names, ask people to come up with them. Do not print anything out for the last alternative.
2. Provide a blank flip-chart sheet with the lines drawn, or task participants to draw the basic diagram around the grouped headings on a plain flip-chart sheet.
3. Give groups coloured pens and tape.
4. Allow 10-15 minutes to complete the evaluation. The goal is for the group to accurately reproduce the named diagram.
5. Get groups to check each other's diagrams, before you check them yourself.

Instructions for individuals

1. Use blank white sheets or prepare a template with the diagram's basic parts. Give each participant one.
2. For an easier individual evaluation, give the names. For more difficulty, tell people to recall the names and draw the chart.
3. Clearly explain the task – accurately draw the named diagram – and the time, e.g. 10-15 minutes.