

# Military Gender Advisor Training

# Lesson 1



## MGA training combination of training techniques and facilitation

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### Training

Trainers arrive at a session with the process and content.

They bring content expertise to a specific content they must cover.



### Facilitation

Facilitators control the process and do not provide content

Facilitators work with participants to define a desired outcome (e.g strategic plan, decision, idea generation), but the **specific content is the group's responsibility.**

#### Expectations regarding course participants' performance

- Express your opinions and ideas.
- Respect each other's opinions and be receptive to exploring new and different concepts.
- Try new experiences.

(10 minutes)

Explain the following:


- As participants already have military experience and have already completed several online courses that are prerequisites for this training, most of the training will be in the form of discussion sessions, role play and practical work. It is important that everyone in the class expresses their opinions and be active during group activities.
- **Training is the action of teaching a person a specific skill or type of behaviour.**
- **Facilitation** is helping others deal with a process or reach an agreement or solution without getting directly involved in the process, discussion, etc.

## Administrative Instructions

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1. Access to a computer
2. Preference between paper and electronic documents
3. Punctuality
4. Locations: toilet, break and smoking point

**Two truths and a lie about you** 4



- Share your three statements and move on to the next participant
- Do not disclose the lie

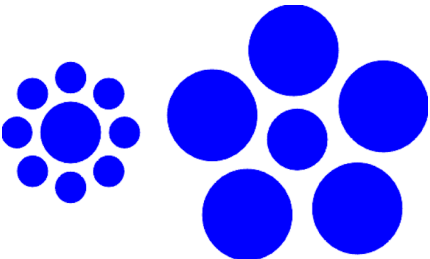
Participants take 3 minutes to think about 3 statements about themselves – 2 of these statements must be true and 1 must be false (might be: hobbies, work experiences, passions...) (2 of the statements are true and 1 is false). (3 min)

Ask participants to introduce themselves individually to the other participants by only sharing their name and their 3 statements and then moving on to another participant without revealing the truth and the lie. Once participants have met individually with each class participant, they return to their original place. (10 minutes)

When participants are seated in their initial location, ask volunteers to give their 3 statements and ask the class to guess the two truths and the lie. Ask them what motivated their answers and write down on a flipchart page their motivations / perspectives. (10 minutes)

**Perspective and point of view: considering the context** 5

What guided your identification of the two truths and the lie?



**The two central circles are the same size**

What guided your identification of the two truths and the lie?

During this training, we will become aware of our **vision of the world**, which is shaped by our:

- Biases
- Prejudices
- Perspective
- Background

Our vision of the world gives us a unique perspective and point of view of a situation.

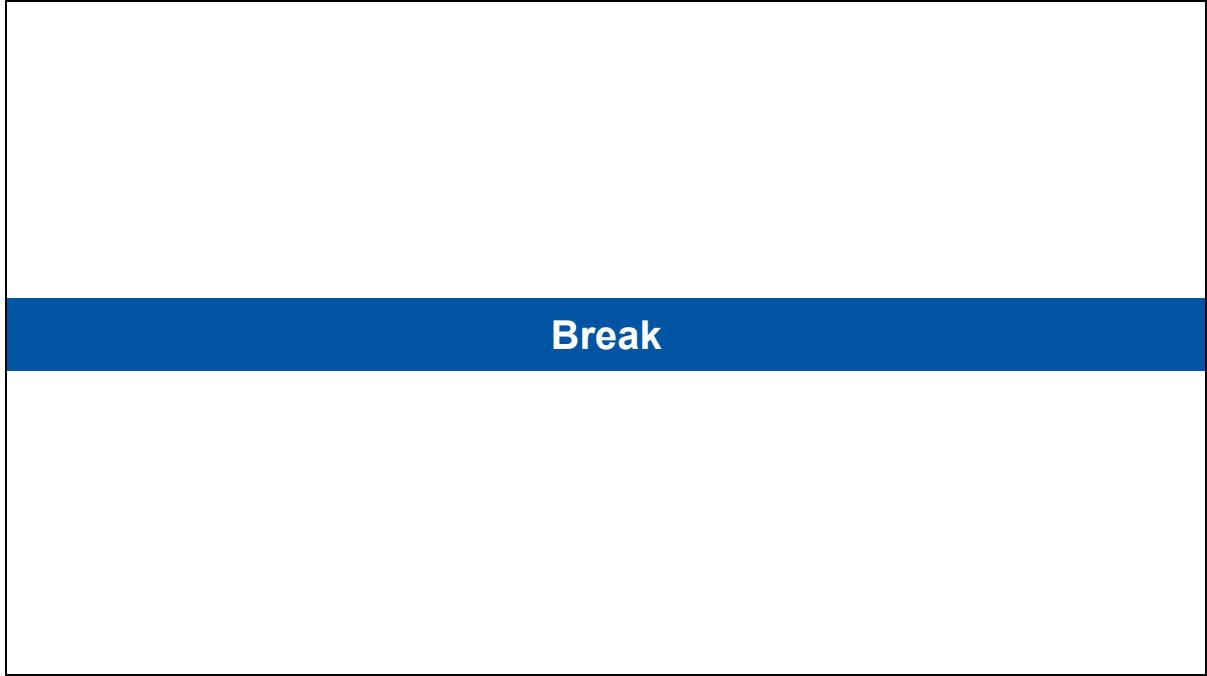
Our worldview can harm certain groups of people.

We will define all these terms and learn the filters that colour our worldview.

Conclude the exercise by introducing the concept of perspective, bias and prejudice, which will be explored in more depth during the course. (7 minutes)

- Our biases
- Our prejudices
- Our perspective

Slide 6



## Personalised business card


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**Create your personalised business card on a flipchart:**

- Rank
- Name
- Nationality
- Title and current employment
- Two characteristics that make you **UNIQUE**

You will have two minutes to present it

**Be original** 😊

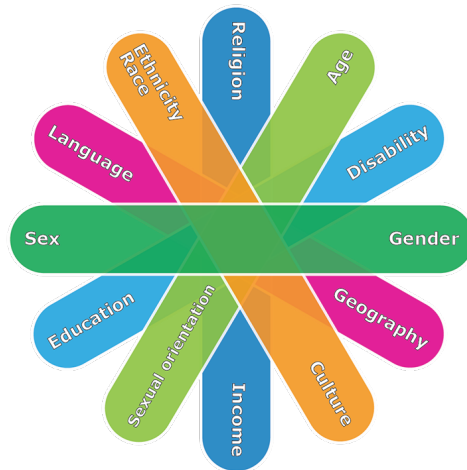


- Participants' introduction: Create a business card with the following elements:
  - Name,
  - Nationality,
  - Rank,
  - Job position and title
  - 2 characteristics that make them **UNIQUE**)
- Give 10 minutes to participants to create their cards.
- Each participant presents their card. They have 2 minutes each. (40 minutes)
- Conclude the exercise by reviewing the concept of intersectionality and introducing the concept of social norms. (10 minutes)

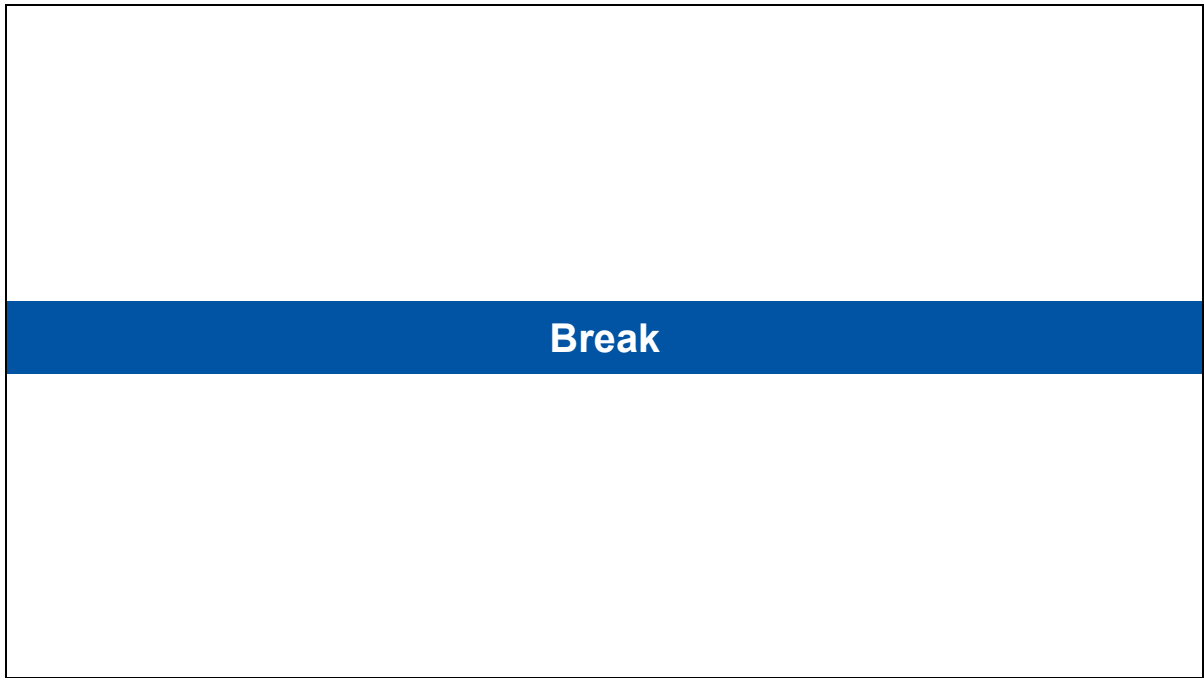
## Intersectionality:

What makes you unique and what makes them unique?

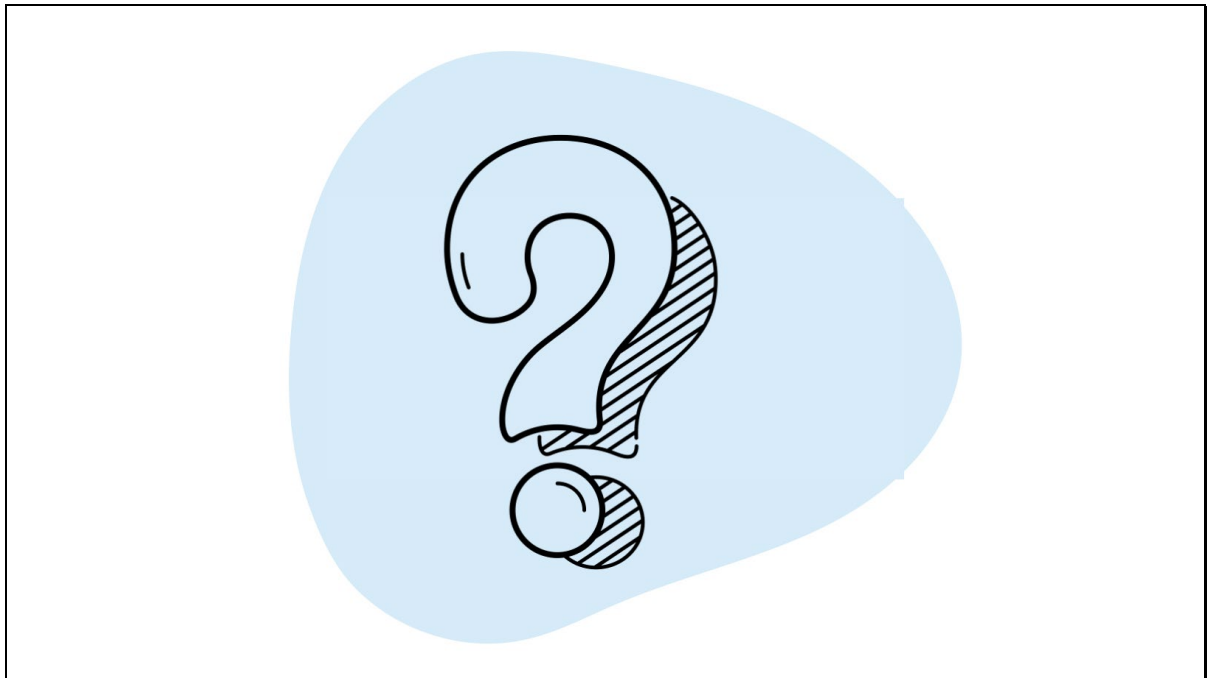
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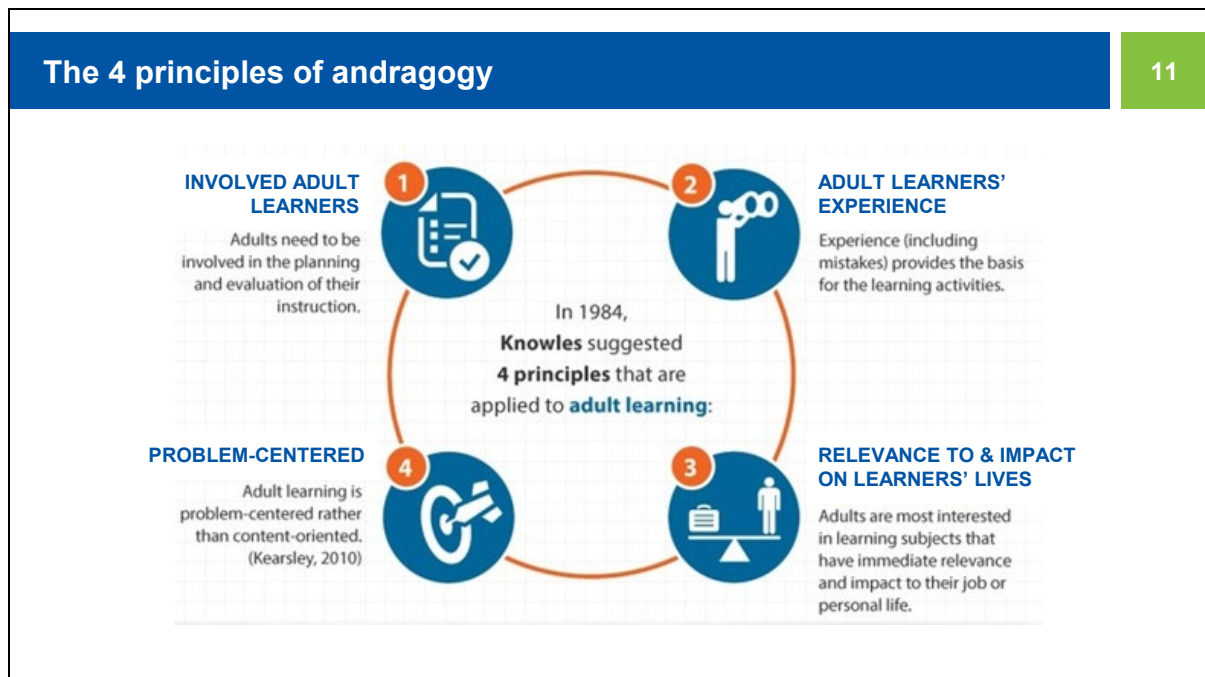


Slide 10



Ask participants: What does learning look like for you? And write their ideas on a flipchart (5 minutes)

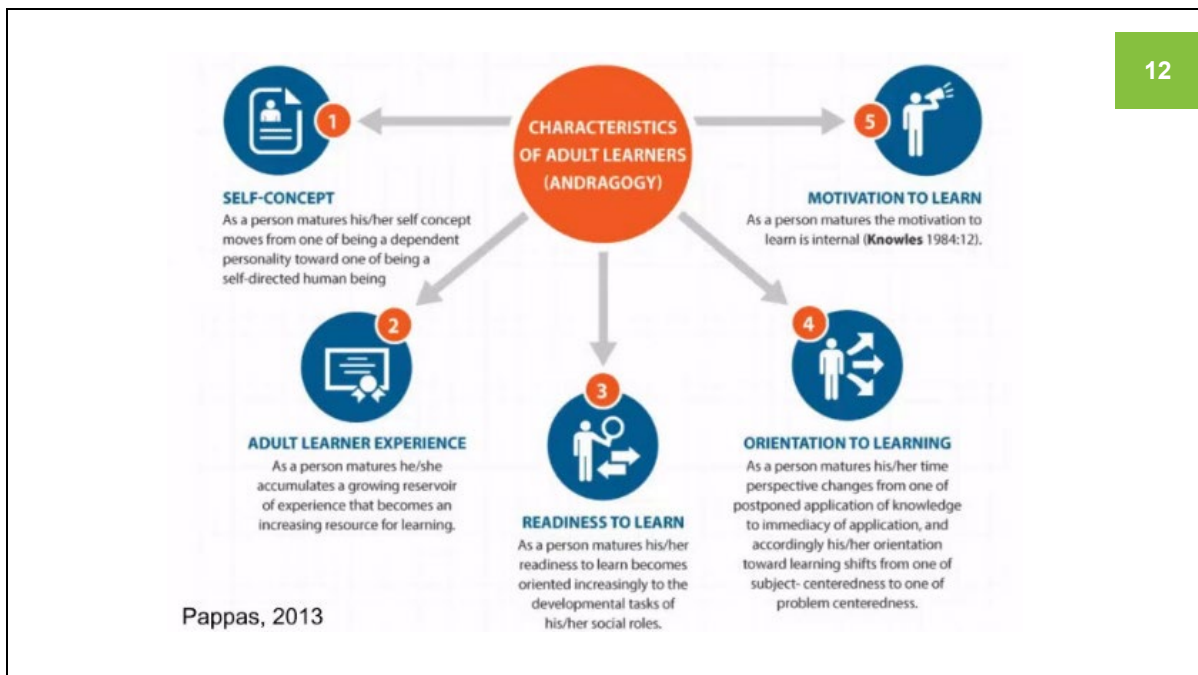
Explain course material, methodology and concept of adult learning (15 minutes)



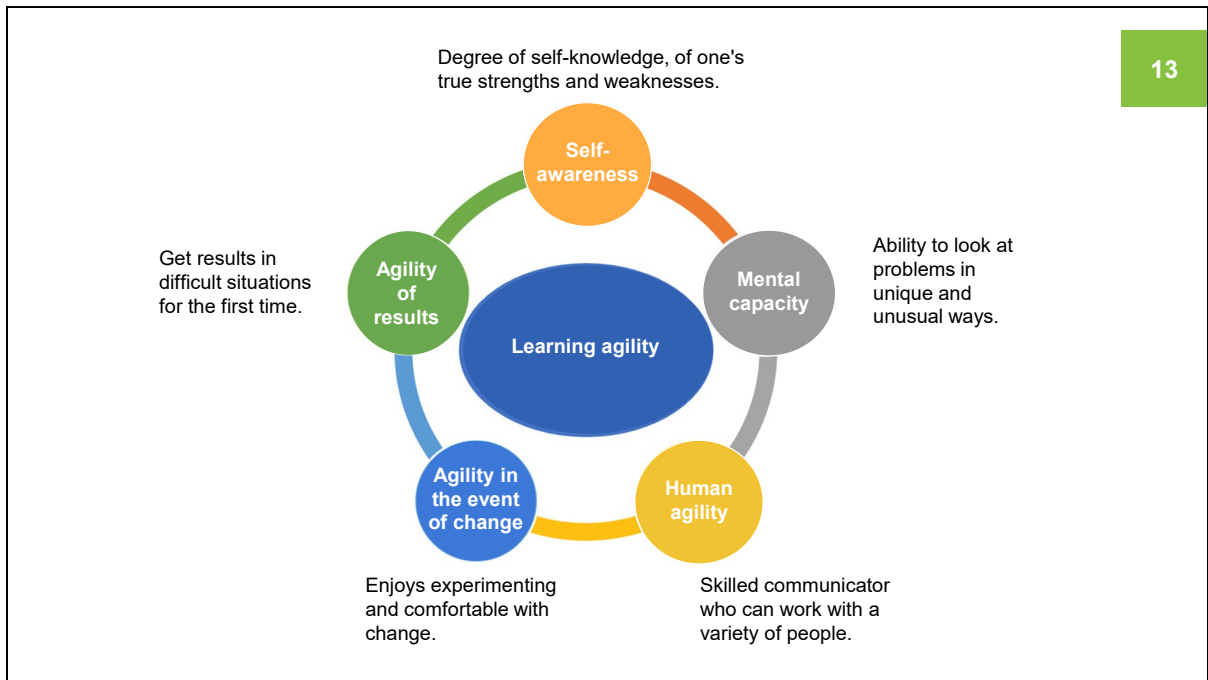
Adult learning principles - Malcolm Knowles (1913-1997) American Educator is known for the term Andragogy - means adult learning

Combine with Experiential Learning:

- Immerse yourself in missions,
- Reflect individually and together,
- Learn different methods to have a critical mind,
- Apply your knowledge and way to reflect in your activities.



Florence LB explains the principles of Malcolm Knowles



Our vision for this training and in your work is to learn with agility - i.e. ...

Once the slide is explained

## Objectives of the training

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- 1. Put into practice the design of the following documents:**
  - Gender-sensitive conflict analysis;
  - Gender estimate;
  - Gender annexe for an operational plan;
  - Gender-based analysis;
  - Military gender strategy; and
  - Gender impact assessment.
- 2. Become an agent for change within the mission and during their interactions with local and international partners.**
- 3. Acquire through practice and application-specific behavioural and social skills that strengthen leadership, analytical skills and resilience, including, among others:**
  - Active listening;
  - Curiosity;
  - Discernment;
  - Awareness of cognitive dissonance and resistance to change; and
  - Self-confidence.

## Learning objectives

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**Objective 1:** Identify existing assumptions when developing an individual plan.

**Objective 2:** Develop a model to understand the characteristics of a MGA as an agent for change.

**Objective 3:** Demonstrate collaborative and facilitative skills by providing psychological safety for peers.

**Objective 4:** Identify how the application of irrational behaviour relates to the MGAs' tasks and activities.

**Objective 5:** Examine how to become an agent for change to support mindset change and influence their target audience to operationalise the WPS agenda.

**Objective 6:** Identify complex tasks from the terms of reference to encourage peer support mechanisms.

**Objective 7:** Demonstrate the ability to seek and adopt peer feedback.

**Objective 8:** Recognise the importance of keeping a journal for personal development.

<b>SMART skills</b>		16										
<ul style="list-style-type: none"><li>• Deepen your awareness, develop your proactive mindset and your strong collaborative thinking skills;</li><li>• Boost your self-confidence and willpower to amplify your impact;</li><li>• Change the way you think to create strategic solutions.</li></ul>	<table border="1"><thead><tr><th><b>SMART Skills</b></th></tr></thead><tbody><tr><td>Active listening</td></tr><tr><td>Powerful questions</td></tr><tr><td>Cognitive dissonance</td></tr><tr><td>Psychological safety</td></tr><tr><td>Storytelling</td></tr><tr><td>Worldviews</td></tr><tr><td>Facing resistance</td></tr><tr><td>Context, culture, diversity</td></tr><tr><td>Living in our values</td></tr></tbody></table>	<b>SMART Skills</b>	Active listening	Powerful questions	Cognitive dissonance	Psychological safety	Storytelling	Worldviews	Facing resistance	Context, culture, diversity	Living in our values	
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SMART SKILL: The basis of all our personal development



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## Concept of Inner Development Goals (IDGs)

A framework to grow yourself and your organisation

5 categories with 23 skills and abilities essential for achieving **sustainable transformations**.

We must develop **cognitive, emotional and relational skills** to complex challenges successfully.

○

**1 Being**  
Relationship to Self

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Inner Compass

Integrity and Authenticity

Openness and Learning Mindset

Self-awareness

Presence

⬠

**2 Thinking**  
Cognitive Skills

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Critical Thinking

Complexity Awareness

Perspective Skills

Sense-making

Long-term Orientation and Visioning

⬘

**3 Relating**  
Caring for Others and the World

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Appreciation

Connectedness

Humility

Empathy and Compassion

⬢

**4 Collaborating**  
Social Skills

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Communication Skills

Co-Creation Skills

Inclusive Mindset And Intercultural Competence

Trust

Mobilization Skills

▶

**5 Acting**  
Driving Change

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Courage

Creativity


Optimism

Perseverance

Provide participants with the Inner Development Goals Checklist (20 minutes)

**Assessments of your SMART skills and IDGs** 18

- **Self-evaluation.** During course activities, you will conduct SMART Skills and IDGs assessments to reflect on your ability and vision for using SMART Skills and IDGs competencies and create a personal development plan.
- **Peer feedback.** Participants will interact with each other during activities to provide feedback on what they observe of their colleagues' SMART and IDGs skills.
- Facilitators will meet one-on-one with participants to provide feedback starting on Day 4.



**Self-awareness**

- Know your own strengths and limitations
- Seek and act on feedback
- Admitting mistakes (and learning from them)
- Reflecting on and acknowledging own emotions and their impact

Explain that participants must complete self-assessment exercises throughout the course to identify their strengths and areas for development in SMART skills and IDGs. There will also be peer feedback, and facilitators will meet each participant individually starting on Day 4 to provide personalised feedback.

## Personal learning diary

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Regular use of a learning journal supports the individual learning process, maximises learning outcomes and strengthens the capacity for self-reflection, which is essential for skills development.

The learning journal helps to:

- Reflect on individual learning experiences and identify personal learning strategies;
- Identify personal strengths and areas of growth as well as individual preferences, values, biases and emotional reactions to learning activities;
- Evaluate the learning and development outcomes of training or courses;
- Discuss different perceptions of joint activities with peers;
- Adjust and improve course design by providing feedback to instructors;
- Facilitate the integration of theory and practical application in the workplace.

**Introduce the journal:** Ask participants to write in their journals about their personal course goals and goals as future MGA. (5 min)

- Go through the journal, page by page, with the participants. Explain in detail what needs to be done on each page. Ensure there is enough time for questions, especially if participants have yet to gain experience with self-directed learning.
- Daily use of the learning log (5 minutes to an hour, depending on participants' needs).
- Participants are advised to work with their books during their own time. Each participant can decide if he/she/they wants to focus on tracking progress toward defined learning objectives using the defined indicators or if they want to use their journal in a more open and exploratory way by writing down anything that comes to their mind.

## Training design

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Put concepts from the online course into practice.

Immerse you as the Military Gender Advisor of a United Nations mission.

Use actual case studies from UN missions in the Democratic Republic of the Congo (MONUSCO), South Sudan (UNMISS), Mali (MINUSMA), Central African Republic (MINUSCA) and Lebanon (UNIFIL).

Interact with actors from different UN missions, representatives of non-governmental organisations and the local community.

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**Week 1:** Participation in the military planning process and support in designing a gender-responsive plan.

**Week 2:** Aims to develop the production of a military gender strategy to make the women, peace and security agenda operational.

- During the second week, we will debrief the Force Commander each morning.

## Work to be done to confirm practical learning objectives

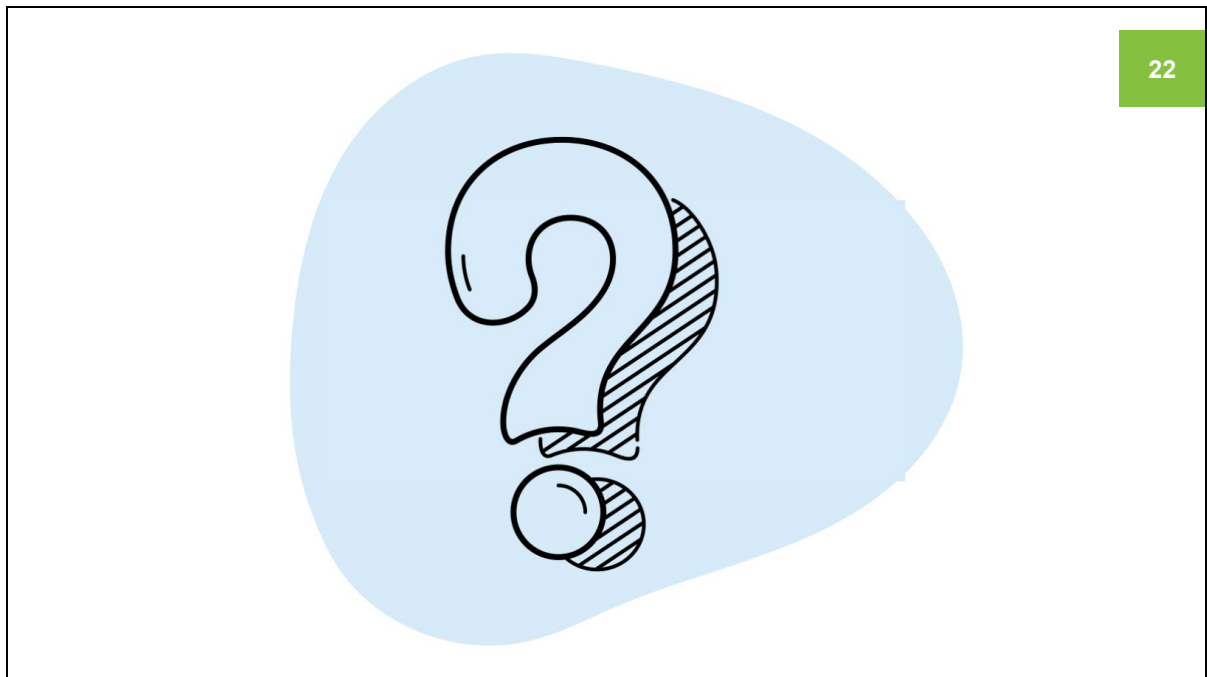
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### **Week 1:** Team presentation on day 5

- Gender-sensitive conflict analysis;
- Gender estimate in support of a military operational planning process;
- Gender annexe for an operational plan.

### **Week 2:** Team presentation on day 9


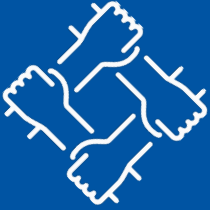
- Gender-based analysis;
- Military gender strategy;
- Gender impact assessment.



- Expectations / Your Expectations
- What do you need to succeed in the course?

On a flipchart, write down the expectations on one page and the needs on another (keep both posters up for the course duration). (5 minutes)

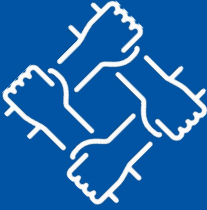
**Rules of  
Engagement  
to Work Well  
Together**



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Explain the rules of engagement during the course (5 min)

## Rules of Engagement to Work Well Together



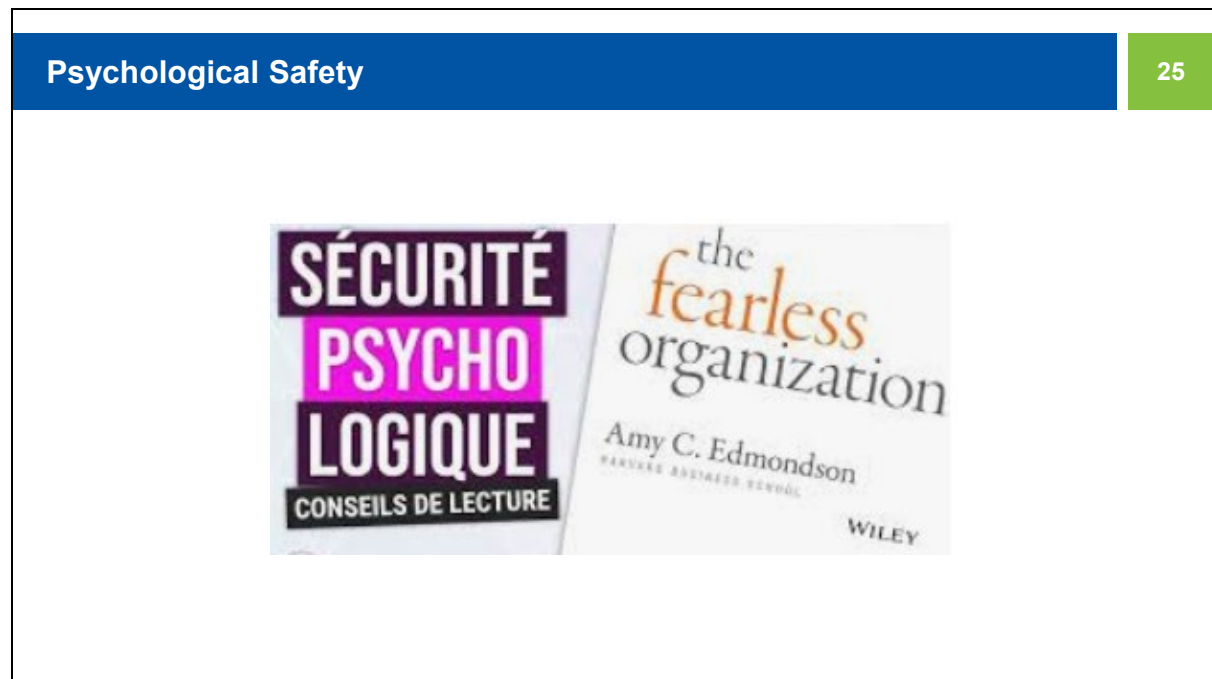
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- Participate
- Only have one conversation at a time
- Ask questions
- Speak briefly
- You have the right to disagree but not to be rude
- Be tough on the stakes but gentle on the people
- Allow others to learn from your successes and failures
- Respect everyone's privacy
- Accept being uncomfortable

Have fun!

- Mention the different types of personalities in the room, acknowledge the extroverts and introverts, and let them know that we need to hear all the voices in the room.
- Our learning often happens when we are unsure and feel vulnerable to a new concept; this is when we can either shut down or open up.
- Pay close attention to what is happening inside you; learning can be challenging as it can test our limits and our way of seeing the world.
- As facilitators, we aim to support and challenge you in this learning process.





14,00-14.20 SMART SKILL SAFETY PSYCHOLOGY- a total of 20 mins

### What is psychological safety?

Strategic management expert Rita McGrath explains it this way: "It is a belief shared by team members that their team is a safe place for interpersonal risk-taking."

Practically, this means that people working together are fearless in expressing their ideas, concerns, questions or possible mistakes. In other words, they are not afraid to speak up.

We always calculate, often unconsciously, the benefit/cost ratio of speaking up. The benefit of not speaking up is to stay safe and feel protected. Speaking up can have a cost. You risk being shouted at, seen as stupid, intrusive or useless, a penalty you pay personally. This brings us to the great dilemma of psychological safety that the benefits are often to the collective community and deferred in time. At the same time, the costs to an individual are suffered at the personal level and are often immediate. We have little calculators in our heads that constantly perform these cost/benefit calculations.

The problem is that when things go wrong. Eventually, they will go wrong; the disasters that could have been avoided happen because someone saw the danger but perhaps didn't feel safe enough to speak up, their boss didn't want to listen, or they weren't in the right position in the organisation.

We need to encourage radical openness in our teams so that we can say what needs to be told without making those around us defensive or uncomfortable.

In a study by Amy Edmondson, author of *The Fearless Organisation*, she discovered that the most successful medical teams made fewer mistakes. The exciting thing is not that they make

fewer mistakes; they are more willing to talk about them and figure out how to fix them together.

If you have created a psychologically safe environment, you can share your fears, clarify how your assumptions shape your thinking and ask new questions to your colleagues. This type of collaborative exchange has been incorporated into IDEO's design thinking process and has been used for a decade in groups because it creates better solutions.

Personal reflection and integration of learning. Review the day's activities and create a list of questions for self-evaluation and discussion. Some examples:

- What would it take to get started doing this?
- How would you get started?
- What do I need to improve?
- What would be the benefits?
- Who can help me?

Ask a few people to share their questions and record the wording of the questions.

Four specific elements define psychological safety:

- Being able to ask questions and learn by listening to the answers;
- Being able to have your voice heard;
- Being able to express your opinion on an issue; and
- Being able to feel valued.

## 7 questions to measure the level of psychological safety in a team

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1. When you make a mistake, is it often held against you?
2. Are team members able to raise complex issues and questions?
3. Do team members sometimes blame others because they are different?
4. Is it permissible to take risks?
5. Is it difficult to ask others for help?
6. Would someone on the team deliberately act in a way that jeopardises my efforts?
7. By working with this team, are my skills and talents valued and used?

Multiple response options from "Strongly Agree" to "Strongly Disagree".

"For psychological safety to develop favourably, it is essential to understand its prerequisites.

- First of all: **openness**. The work environment must foster this spirit of transparency, innovation, and teamwork. What if this is missing? I suggest an initial step with the head of the entity to explain what is possible.
- During the time we will spend together, we will strive to practice it together so that you can implement it afterwards.


Irrational Behaviour Game
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**Politics**  
**Signing statements on a form**

- Many motor insurance companies require insurers to report the mileage on their cars once a year. Lower mileage usually results in lower premiums, so customers are incentivised to lie.
- The researchers tested whether a simple change in the form could influence the insurer's honesty.
- People were asked to sign at the bottom in one form: I promise that the information I provided is accurate. In a modified version, people marked the same statement but at the top of the form before reporting the mileage on their car

**How did the signature at the top of the form change the mileage reports compared to the signature at the bottom?**

- 1- People reported 10% higher mileage (more honest)
- 2- People reported 50% higher mileage (more honest)
- 3- People reported mileage 10% lower (less honest)
- 4- People reported mileage 50% lower (less honest)



**Politics**

**Response**  
People reported 10% higher mileage (more honest)

**To remember**

- The legal framework is about verification rather than encouraging honesty, so most forms ask us to promise that we are honest at the end of the document.
- But, if we have already answered dishonestly, we can justify our answers instead of going back and changing them.
- These results suggest that we remind people to be honest BEFORE filling out important forms.
- The focus should be more on awareness and less on verification.

Category	Experimentation	What motivates the behaviour	Considerations for the MGA
Politics	Signature Forms: Are people more honest when they sign a statement at the top of a form or the bottom?	Honesty check: People are more honest when they have to sign a promise, to be honest at the beginning of a form rather than at the end.	Honesty check : When we want people to be honest in filing a declaration form, we should ask them to sign their willingness at the top of the form, to be honest in their declaration.

Experimentation/Exploration of Irrational behaviour - Daniel Ariely's Irrational Game Playing Card (10 minutes) - 5 cards/group

- Provide each table with a category of playing cards.
- Have participants play the game by trying to guess the answer on the card, then discuss the answers. (5 minutes)
- Have each table make a poster identifying what drives people's decision and behaviour and how they will consider it as a MGA when planning operations, activities, mobilise the population or military contingent for gender integration and conduct an awareness campaign. (5 minutes)
- Ask each participant to choose a card to tutor the rest of the course. During the remainder of the course, when asked to provide feedback, they will be asked to identify whether the card concept was considered during the teams' proposed solutions. (20 minutes)
- The appendix provides a list of behaviours to consider and how they might apply to MGAs' work.
- Provide a handout with a summary of the examples provided to explain each irrational behaviour.
- After each team's presentation, introduce the GBA + document and the social norm and integrated behaviour model. Make the connection to irrational behaviour and what form and influence the target audience's behaviour. (15 minutes)
- Make the connection to the UN's effects-based operations approach (5 minutes)

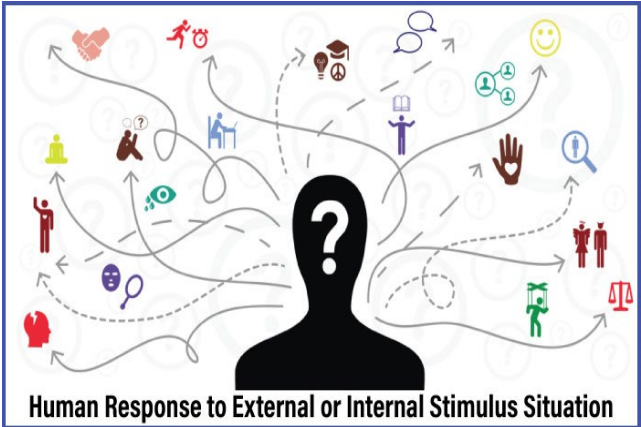
**Irrational Behaviour: Considerations for the MGA** 28

<ol style="list-style-type: none"><li>1. Herd mentality</li><li>2. Reliability and honesty</li><li>3. "Do no harm" and social norms</li><li>4. Always look for a second opinion</li><li>5. Importance of compliments</li><li>6. Offenders feel powerful</li><li>7. Building trust for cooperation</li><li>8. Tendency to aim for the least effort</li><li>9. Scary stories have no impact on future behaviour</li><li>10. 'Aversion to last place'</li><li>11. Gratitude has real and measurable effects on overall well-being</li><li>12. Importance of rituals to regain control</li></ol>	<ol style="list-style-type: none"><li>13. Happiness is about where we could have been (compared to a worse or better situation)</li><li>14. Giving meaning through ritual</li><li>15. Gender equality is not a zero-sum game</li><li>16. Adjusting attitudes by observing extremist attitudes</li><li>17. People must be actively involved in creating solutions (meaningful participation)</li><li>18. People are looking for short-term results</li><li>19. The surrounding space has an impact on the decisions people make</li><li>20. An orderly environment has a positive impact on behaviour and motivation</li><li>21. Opt-in vs opt-out</li></ol>
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Ask the participants about the exercise and how it will apply to their MGA work.

At the end of the exercise, give them the irrational behaviour checklist.

(20 minutes)

<b>Human Behaviour</b>	29
<ul style="list-style-type: none"><li>• Anything a person does that can be observed in a certain way (seen or heard).</li><li>• Includes everything we do (our physical acts), everything we say (verbal behaviour) and our facial expression and body gestures (nonverbal communication).</li><li>• The purpose is to perform a task or transmit a message.</li></ul>	 <p><b>Human Response to External or Internal Stimulus Situation</b></p>

After each team's presentation, introduce the GBA+ document, the social norm, and the integrated behaviour model. Make the connection to irrational behaviour and how it shapes and influences the target audience's behaviour. (15 minutes)

Human Behaviour: Important related concepts	30
<ul style="list-style-type: none"> <li>• <b>Social norms:</b> Norms are the social rules on what should or should not be done (Egmond &amp; Bruel, 2007). The “beliefs that certain behaviours are correct, appropriate, or desirable and other behaviours are incorrect, inappropriate, immoral or undesirable” (Triandis, 1977, p.8).</li>   <li>• <b>Agent for change:</b> A person from inside or outside an organisation who helps an organisation, or part of an organisation, to transform how it operates.</li>   <li>• <b>Gatekeepers:</b> A persons able to arbitrate access to a social role, field setting or structure.</li> </ul>	

- **Social norms**
  - Norms are defined as the “beliefs that certain behaviours are correct, appropriate, or desirable and other behaviours are incorrect, inappropriate, immoral or undesirable” (Triandis, 1977, p.8).
  - Norms are the social rules on what should or should not be done (Egmond & Bruel, 2007).
  - Particular norms an individual holds are predominately a function of the societal group to which the individual belongs.
  - As a result, some norms are weak, whilst others are powerful; some norms apply to all people, while others only apply to certain people in particular situations.
  - Breaking a norm can result in inevitable consequences; however, these consequences are diverse and vary between groups and individuals (Triandis, 1977).
  
- **Agent for change**
  - An agent for change is a person from inside or outside an organisation who helps or is part of an organisation to transform how it operates.
  - They can be considered a catalyst for change, a person who can make changes happen by inspiring and influencing others.
  - An agent for change will promote, champion, enable, and support changes in an organisation.
  - They focus on people and the interactions between them.
  - An agent for change inspires and influences key individuals to make the changes necessary for the transformation, including changes to their desires, attitudes and behaviours.
  
- **Gatekeepers**

- Gatekeeper is a term used in social analysis to refer to persons who can arbitrate access to a social role, field setting or structure.
- Gatekeepers are people or policies acting as a go-between, controlling access from one point to another. They may refuse, prevent or delay access to services.



Behaviour as planned and reasoned action
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**Theory of reasoned action :**  
 The behaviour of individuals depends on beliefs about social norms and beliefs (attitude towards behaviour).  
 (Fishbein & Ajzen, 1977)

**Theory of planned behaviour :**  
 Consider individual's beliefs in their ability to succeed (feeling of self-efficacy).  
 (Ajzen, 1991; Fishbein & Ajzen, 2011)

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graph LR
    subgraph BackgroundFactors [Background factors]
        Individual[Individual: Personality, Mood, emotion, Intelligence, Values, stereotypes, General attitudes, Experience]
        Social[Social: Education, Age, gender, Income, Religion, Race, ethnicity, Culture]
        Information[Information: Knowledge, Media, Intervention]
    end

    Behavioral[Behavioral beliefs]
    Normative[Normative beliefs]
    Control[Control beliefs]

    Attitude[Attitude toward the behavior]
    Subjective[Subjective norm]
    Perceived[Perceived behavioral control]

    Intention[Intention]
    Behavior[Behavior]
    Actual[Actual behavioral control]

    BackgroundFactors -.-> Behavioral
    BackgroundFactors -.-> Normative
    BackgroundFactors -.-> Control

    Behavioral --> Attitude
    Normative --> Subjective
    Control --> Perceived

    Attitude --> Intention
    Subjective --> Intention
    Perceived --> Intention

    Intention --> Behavior
    Actual --> Behavior

    Actual -.-> Perceived
        
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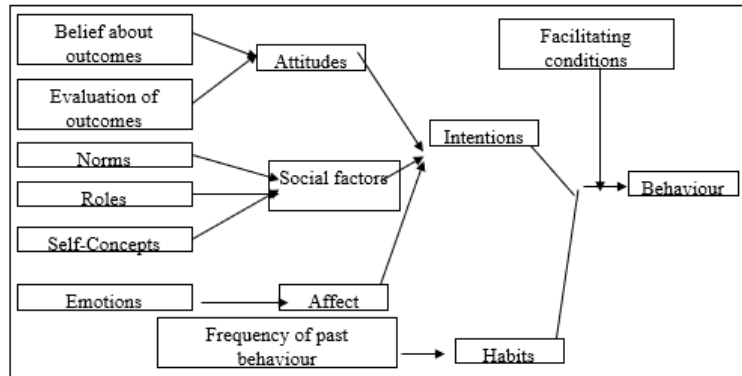
**Theory of reasoned action** (Fishbein & Ajzen, 1977). According to this theory, the behaviour of individuals depends on beliefs about social norms and beliefs about behaviour and its evaluation (attitude towards behaviour).

**Theory of planned behaviour** (Ajzen, 1991; Fishbein & Ajzen, 2011). Factors identified in the Theory of Reasoned Action; Ajzen also proposes to consider the individual's beliefs in his ability to succeed (feeling of self-efficacy). This feeling is related to the perception that a subject may have of personal mastery, especially if in similar situations, he has successful experiences, is socially encouraged or has been able to observe the success of others in this context.

## Triandis' Theory of Interpersonal Behaviour (TIB) (1977)

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- Behaviours are not always rational.
- Behaviour in any situation is a function
  - partly of the intention,
  - partly of the habitual responses, and
  - partly of the situational constraints and conditions.
- The intention is influenced by social and affective factors and by rational deliberations.



**Type of social organisations and proposed related model behaviour related (John W. Newstrom)**

Organisational behaviour is the: "study of human behaviour in organisational settings, the interface between human behaviour and the organisation, and the organisation itself".

Organisation behaviour shapes the mobilisations, decision-making, and leadership of its members.

Organisation model	Autocratic	Custodial	Supportive	Collegial	System
Basis of model	Power	Resources (as food, water. Money, shelter)	Leadership	Partnership	Trust, community, meaning
Managerial orientation	Authority	Resources dependency	Support	Teamwork	Caring, compassion
Agent orientation	Obedience	Security and benefits	Task performance	Responsible behaviour	Psychological ownership
Agent psychological result	Dependence on the leader	Dependence on organisation	Participation	Self-discipline	Self-motivation
Agent needs to be met	Subsistence	Security	Status and recognition	Self-actualisation	Wide range
Suggested behaviour models	Norms and identity models	Model of Pro-environmental behaviour	Values, beliefs and attitudes models	Values, beliefs and attitudes models	Self-regulation models

**Effect-based Operations**

34

An effects-based approach is “an approach in which operations are planned, executed, assessed, and adapted **to influence or change systems or capabilities** to achieve desired outcomes”.

End State

↑

Way

↑

Means

**Strategy**

Effects

↑

Actions

↑

Mechanisms

**Effects Based Ops**

1. Objectives / Commander Intent
2. Target Audiences
3. Desired behaviours

The course of action that could make the target audiences adopt the desired behaviours.

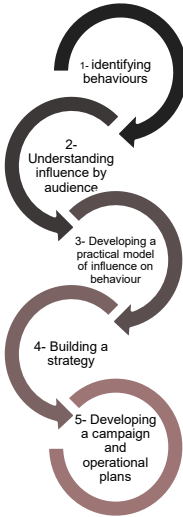
1. Gatekeepers
2. Influencers
3. Military Operations / activities

**Strategy – Theory of Change**

**35**

- Vision:
  - Your core goal is the end state you want to reach.
  - Your vision aims to inspire others to achieve a shared goal.
  
- Strategy:
  - **How do you plan to achieve your vision to reach your end state?**
  - It gives your vision a direction and how you plan to reach your end state.
  
- The strategy needs to consider how to shape and change the behaviour of your target audiences to reach the end state you want.

**5 steps to behaviour change**



<https://obssr.od.nih.gov/sites/obssr/files/Social-and-Behavioral-Theories.pdf>

- Vision and Strategy:
  - Vision is your core goal, the end state you want to reach.
  - The vision aims to inspire others to achieve the shared goal.
  - **The strategy describes how you plan to achieve your vision to reach your end state.**
  - It gives your vision a direction and how you plan to reach your end state.
  
- The strategy needs to consider how to shape and change the behaviour of your target audiences to reach the end state you want.
  
- You need to consider behaviour models to understand what shapes the behaviour you want to influence, and you need to consider the different theories of change.

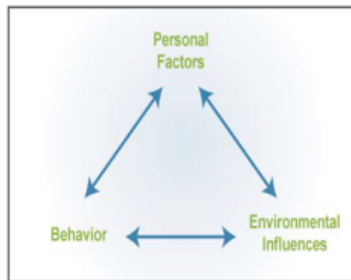
36
Theory of Change: Models of influence on behaviour

- **The stages of change model** (aka, transtheoretical)
- **Limitation of the model:**
  - It assumes that the person can make rational, logical decisions and actions.
  - It does not consider contextual factors such as income, class, occupation, etc.
  - No defined start/end points or durations delineate each stage or the overall process.

- <https://obssr.od.nih.gov/sites/obssr/files/Social-and-Behavioral-Theories.pdf>
- **The stages of change model** (aka, transtheoretical) were introduced in the late 1970s by researchers James Prochaska and Carlo DiClemente.

## Theory of Change: Models of influence on behaviour

37



Bandura, A., (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall. P. 24.

Dynamic and reciprocal interaction of person (individual with a set of learned experiences), environment (external social context), and behaviour (responses to stimuli to achieve goals).

Limitations of the model include the following:

- Assumes that changes in the environment will automatically lead to changes in the person.
- Loosely organised, based solely on the dynamic interplay between person, behaviour, and environment.
- Heavily focuses on processes of learning and, in doing so, disregards biological and hormonal predispositions that may influence behaviours, regardless of experience and expectations.
- Does not focus on emotion or motivation other than through reference to experience.

<https://obssr.od.nih.gov/sites/obssr/files/Social-and-Behavioral-Theories.pdf>

Limitations of the model include the following:

- Assumes that changes in the environment will automatically lead to changes in the person, when this may not always be true.
- Loosely organised, based solely on the dynamic interplay between person, behaviour, and environment. The extent to which these factors move into actual behaviour is still being determined, and if one is more influential than another.
- Heavily focuses on learning processes and disregards biological and hormonal predispositions that may influence behaviours, regardless of past experience and expectations.
- Does not focus on emotion or motivation, other than through reference to past experience.

## Theory of Change: Models of influence on behaviour

38

### Limitations of the Social Ecological Model include:

- Lack of motivation for change in the environment.
- Changing lifestyles can be complicated.
- Many people are in denial and do not believe they should change.

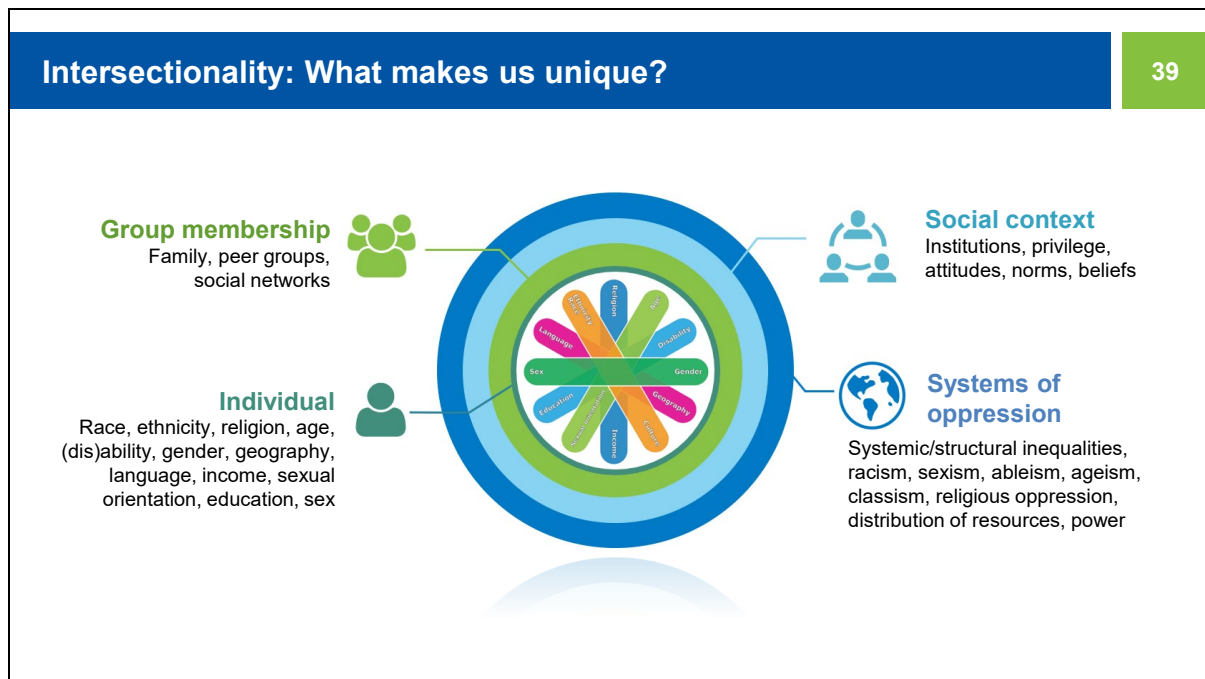


### Social Ecological Model

This model considers the complex interplay between individual, relationship, community, and societal factors. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

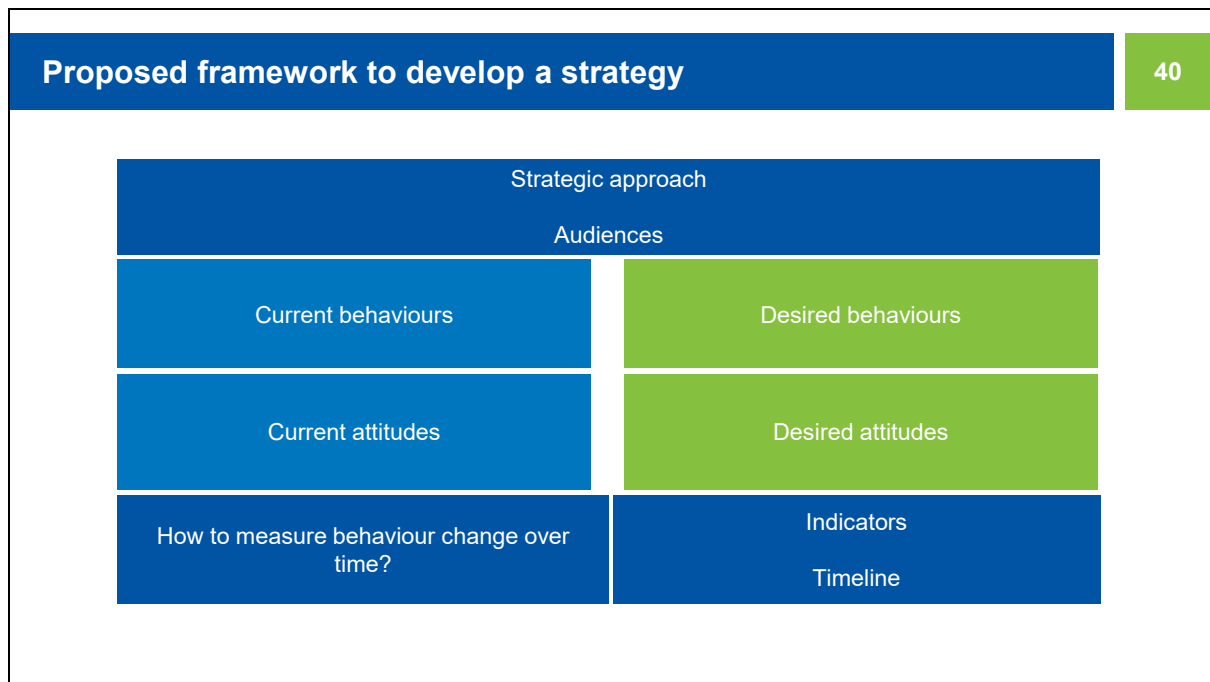
- <https://obssr.od.nih.gov/sites/obssr/files/Social-and-Behavioral-Theories.pdf>
- <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>





**MUST READ/SAY: GBA+ Context**

GBA+ highlights various factors that work together to shape these experiences and outcomes. However, GBA+ considers more than just these factors that make up who we are. It also considers the context within which people live, including systems and structures of power. When we consider how these factors work together, we recognise that there are as many differences between groups of people as between groups. This recognition is important for GBA+.

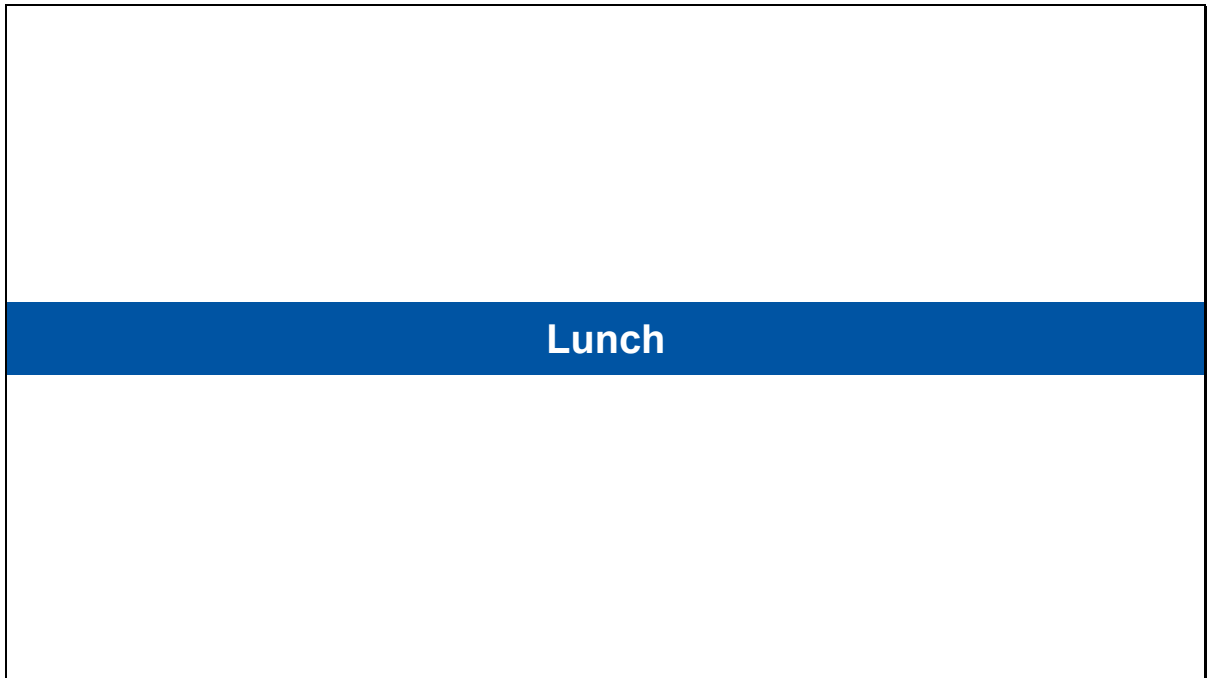


- <https://obssr.od.nih.gov/sites/obssr/files/Social-and-Behavioral-Theories.pdf>

## Examples of social campaigns aimed at changing behaviour

41





**The grandmother project in Senegal** 43



For more information : <https://grandmotherproject.org/>

The illustration shows a group of seven people standing on a light blue background. On the left, a woman in a green top and yellow skirt stands next to a woman in a red top and red skirt. In the center, a woman in a blue hijab and blue dress stands next to a woman in a red top and black patterned skirt. On the right, a woman in a light blue top and light blue skirt stands next to a woman in a purple top and purple skirt. A young girl in a yellow top and yellow skirt stands in the middle of the group. The people are smiling and appear to be engaged in a conversation.

Video of an agent for change (that works with existing social norms and brings gender equity).  
(5 minutes)

### Facilitation

To introduce this:

- Tell 1-2 real stories about behaviour changes seen in a mission;
- Ask them in groups to share another tale amongst themselves;
- Ask 1 or 2 groups to share in the plenary session; and
- Then introduce the model and make all the theoretical connections.


**Characteristics of an agent for change**

44

Individually, identify 3-4 characteristics.

Write each characteristic on a Post-it note (1 characteristic per Post-it).

Using your Post-it notes, each table should produce a poster illustrating what defines an agent for change.



Ask participants to write on post-its how this agent for change inspires them and what approaches they used to talk to them. (5 min)

- Based on the Grandmother Project in Senegal, write down the important characteristics of an agent for change.
- Individually, identify 3-4 characteristics.
- Each Post-it note should contain only one characteristic.
- Once you have identified the characteristics, using your Post-it notes, each table should produce a poster illustrating what defines an agent for change.

Ask participants to regroup the post-its by the same characteristic that defines an agent for change. (10 min)



Ask the participants to consider (1) the IDGs, (2) the characteristics of an agent for change they identified following the video and (3) the 6 types of agents for change. Ask them to develop a poster showing the MGA as an agent for change. (20 minutes)

Each team presents for 5 minutes (20 minutes). Facilitators link their models with the model of change presented in the morning.



Give participants the aide memoire on inner development goals. (20 min)



**Inner Development Goals (IDGs) and characteristics of an agent for change**
47

○

**1 Being**  
Relationship to Self

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Inner Compass  
Integrity and Authenticity  
Openness and Learning Mindset  
Self-awareness  
Presence

⬠

**2 Thinking**  
Cognitive Skills

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Critical Thinking  
Complexity Awareness  
Perspective Skills  
Sense-making  
Long-term Orientation and Visioning

⋈

**3 Relating**  
Caring for Others and the World

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Appreciation  
Connectedness  
Humility  
Empathy and Compassion

◩

**4 Collaborating**  
Social Skills

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Communication Skills  
Co-Creation Skills  
Inclusive Mindset And Intercultural Competence  
Trust  
Mobilization Skills

▶

**5 Acting**  
Driving Change

---

Courage  
Creativity  
Optimism  
Perseverance

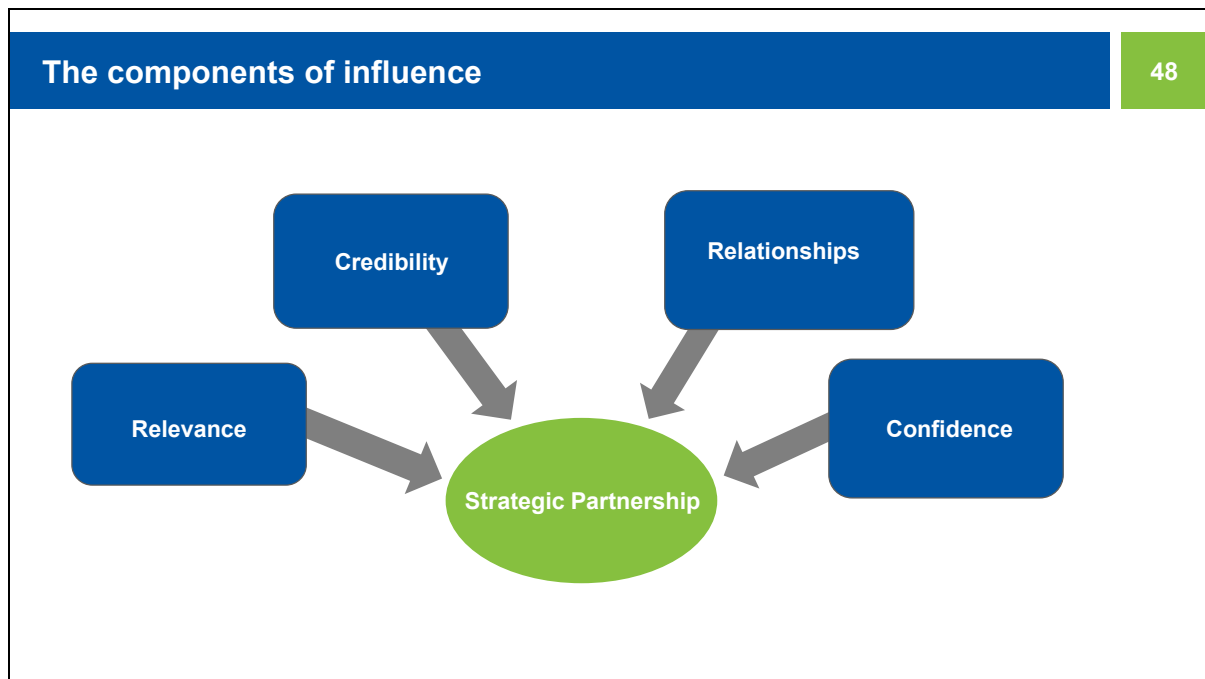
SMART Skills
Active listening
Powerful questions
Cognitive dissonance
Psychological safety
Story-telling
World vision
Facing resistance
Context, culture, diversity
Living in our values

As a team, you have 20 minutes to develop a poster describing the characteristics of a MGA as an agent for change.

For each characteristic, indicate which Inner Development Goals and Smart Skills will enable the MGA to develop that characteristic.

You will have 5 minutes to present your poster.

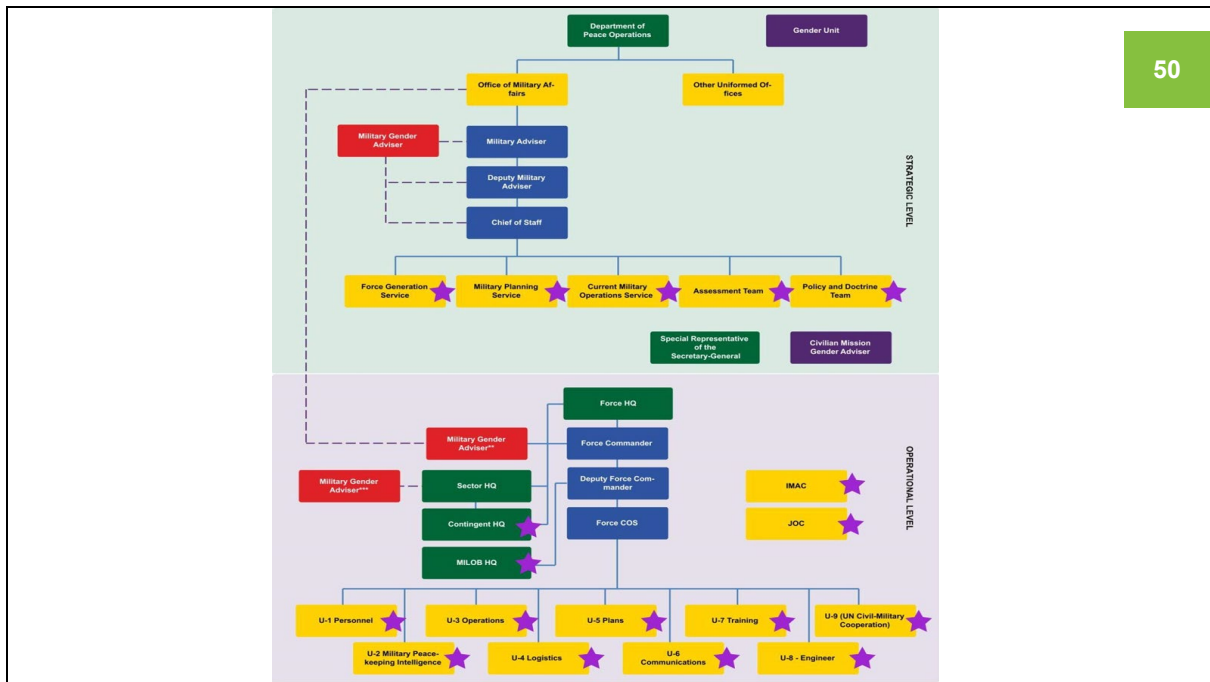
Show the participants 6 types of agent for change. (5 minutes)



The work of the Military Gender Advisor

49





Review with participants where MGA and MGFP work.

## The work of a Military Gender Advisor

51

- Advisory responsibilities: advise Force Commander, Staff Officers, Military Gender Focal Points and Joint Engagement Teams
- Conduct gender analysis and provide recommendations
- Monitoring and reporting responsibilities
- Collaborate with various stakeholders
- Create or support the creation of strategic documents

Be an agent for change

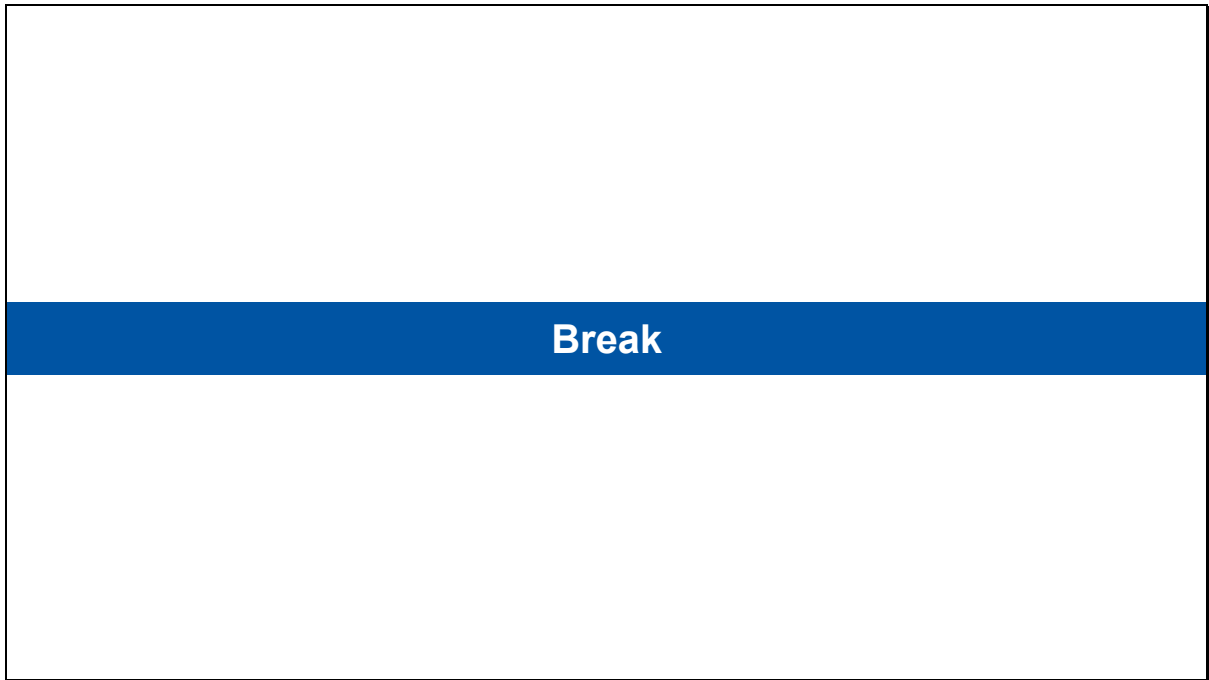
5 MGA and MGFP tasks requiring to be an agent for change		52				
<table border="1"><thead><tr><th>MGA</th></tr></thead><tbody><tr><td> </td></tr></tbody></table>	MGA		<table border="1"><thead><tr><th>MGFP</th></tr></thead><tbody><tr><td> </td></tr></tbody></table>	MGFP		
MGA						
MGFP						

For each task, ask each group to identify how the MGA should act as an agent for change and to what extent it can influence change. (10 minutes)

Each group has 1 minute to present their findings. (30 minutes)

Provide 3 'dots' to each participant to vote and ask them to identify the 3 tasks where the MGA and MGFP must be an agent for change. (10 minutes)

Establish a leading 5 for the MGA and a leading 5 for the MGFP. Explain the requirement to identify gatekeepers and the agent for change during the GBA+. (5 minutes)



## Collaboration – Personal Growth Plan

54

- Personal reflection: take 10 minutes to identify one or two elements in terms of references that resonate with you, where you will need to build/adapt your perspective and/or behaviour.
- As a team, share your support needs. Make a plan for peer-to-peer support to help each other acquire the skills identified as a MGA task(s) that require you to change. (20 minutes)

- Personal reflection: each participant takes 10 minutes to identify one or two elements in terms of reference that challenge them, where they need to build/adapt their perspective and/or behaviour, where they need support, and where they could get it. (10 minutes)
- Ask participants to discuss their needs for support and make a plan on how they can support each other during the course (20 minutes)
- Ask a team to share their plan (5 minutes)



SMART skills and IDGs		55
<b>SMART Skills</b>	<b>Inner Development Goals</b>	
Active listening	Being, Collaborating, Connecting, Acting	
Powerful questions	Collaborating, Connecting	
Cognitive dissonance	Being, Thinking	
Psychological safety	Collaborating, Being	
Storytelling	Relating, Collaborating	
Worldviews	Being, Thinking	
Facing resistance	Being, Thinking, Connecting	
Context, culture, diversity	Thinking, Relating, Acting	
Living in our values	Being, Relating, Collaborating, Acting	


Introduce the IDGs pillars and how they evolve and link them to specific SMART SKILLS. (5 minutes)

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**What are the:**

- Tasks
- Skills
- Behaviours
- Attitudes

**What do you need to acquire, practice, learn as an agent for change?**



Ask them their key conclusions regarding skills and knowledge for an MGA to be an agent for change. (10 minutes)

Source: [dynamique-mag.com](http://dynamique-mag.com)

1 flip chart divided into 4 - add post-its based on the answers for each of the following sections:

- Tasks
- Attitudes: agile, forward-thinking, open-minded, flexible.
- Skills: influence, confidence, ability to defend ideas, strategies.
- Behaviours: perseverance, active listening, commitment, forward-thinking.

What did you learn?	57
<p>By using the Google form link provided by the facilitators:</p> <ul style="list-style-type: none"><li>• Identify the most important thing you learned today.</li><li>• Identify something you would like to learn more about.</li></ul> <p><b>Homework:</b> Read the 'Blind Spot' article and answer the questions for tomorrow morning.</p>	

- Ask participants to write down one element they learned and something still unclear, which will be discussed the next day. (5 minutes)
- Have them complete the “Blind Spot Exercise” in preparation for Day 2: read the article and answer the questions.

## Your homework for the 4<sup>th</sup> day of training

58

Abundance, **Acceptance**, Accountability, Achievement, Adventure, Advocacy, Aesthetics, Ambition, Appreciation, Attractiveness, Autonomy, Balance, Being the Best, Benevolence, Boldness, Brilliance, Calmness, **Caring**, Challenge, Charity, Cheerfulness, Cleverness, Community, Commitment, Compassion, **Cooperation**, Collaboration, Comfort, Consistency, Contribution, Creativity, Credibility, Curiosity, Daring, Decisiveness, Dedication, Dependability, Diversity, Empathy, Encouragement, Enthusiasm, Equality, Ethics, Excellence, Expressiveness, Fairness, Family, Friendships, Flexibility, **Freedom**, Fun, Generosity, Grace, **Growth**, Flexibility, Happiness, Health, **Honesty**, Humility, Humor, Inclusiveness, Independence, Individuality, Innovation, Inspiration, Intelligence, Intuition, Joy, Kindness, Knowledge, **Leadership**, Learning, Love, Loyalty, Making a Difference, Mindfulness, **Motivation**, Optimism, Open-Mindedness, Originality, Passion, Performance, Personal Development, Proactive, Professionalism, Quality, Recognition, Risk Taking, Safety, Security, Service, Spirituality, Stability, **Peace**, Perfection, Perseverance, Playfulness, Popularity, Power, Preparedness, Proactivity, Professionalism, Punctuality, Relationships, **Reliability**, Resilience, Resourcefulness, **Responsibility**, Responsiveness, **Security**, Self-Control, Selflessness, Simplicity, Stability, Success, Teamwork, Thankfulness, Thoughtfulness, Traditionalism, Trustworthiness, Understanding, Uniqueness, **Unity**, Usefulness, Versatility, Vision, Warmth, Wealth, Well-Being, Wisdom, Zeal.

### Handout - preparation lesson 4

Finding your list of values is important; here is the reason:

- Knowing the inventory of your values is a crucial step towards boosting your self-knowledge: Your values are the motivations that guide your actions, your "internal compass". Identifying them means knowing what underlies all your thoughts and actions.
- It is also a prerequisite for leading a life in alignment: The list of your values will allow you to know what is important to you and what, on the contrary, is unbearable for you. And therefore make your choices accordingly.

Helping you understand who you are, where you want to go and how you want to get there is where the power of understanding "what my values are" lies!

## Additional references

59

- Documentary on Netflix: 100 humans, life's questions. Answered.
- Documentary on YouTube: Human by Yann Arthus-Bertrand (free to rent).
- Book: Alexander Kott (Editor), Gary Citrenbaum (Editor) (2010) Estimating Impact: A Handbook of Computational Methods and Models for Anticipating Economic, Social, Political and Security Effects in International Interventions.
- ISCRAM is a society of thinkers and researchers for people interested in information systems for crisis response and management.  
<https://iscram.org/about-iscram/>

## Personal reflection and integration of learning – Personal Journal

60

Review the day's activities and create a list of questions for self-reflection and discussion. Some examples:

- What would it take to start doing this?
- How would you get started?
- What do I need to improve?
- What would be the benefits?
- Who can help me?