

Military Gender Advisor Training

Lesson 4



| Learning objectives | 2 |
|--|---|
| <p>Objective 1: Familiarise yourself with building trust to establish meaningful connections.</p> <p>Objective 2: Analyse the perspectives and agenda of collaborators focusing on context, culture and environment indicators.</p> <p>Objective 3: Develop tips for MGAs on creating a safe and collaborative environment.</p> <p>Objective 4: Design an engagement plan to optimise and identify talking points and topics to avoid.</p> <p>Objective 5: Demonstrate confidence in your interactions with the UN and other partners.</p> <p>Objective 6: Practice powerful questions to gather information in challenging contexts.</p> <p>Objective 7: Interpret non-verbal communication to understand better the meaning of what is said.</p> <p>Objective 8: Demonstrate skills using the BRAVING inventory and the trust model.</p> | |

8.00-8.10

Review the concept learned during Lesson 3.3 and answer participants' questions.

08.10-08.15

Explain the learning objectives of Lesson 3.4.

Collaboration: Minefields

3

- Each team has to get one person from their team through the minefield without detonating a mine.
- The person crossing the minefield is blindfolded.
- The team members can only guide the person through the minefield by voice. They can move along the minefield but cannot enter or touch the person in the minefield.
- As soon as the person in the minefield knocks over a glass, they are eliminated.
- The winning team will be the one that manages to get their team member the furthest across the minefield.



08.15-08.25

With tape, mark out a 4-metre by 4-metre square on the classroom floor. It will be the minefield.

Place empty glasses inside the square to simulate mines.

One member of each team must try to cross the minefield blindfolded. They can move along the minefield with the person blindfolded but cannot touch the person in the minefield. They can only guide them verbally.

Ask the person who walked through the minefield how they felt.

Ask the people guiding the person through the minefield how they felt.

What discussions took place before the game started?

If you could do it again, what would you do differently?

Trust and Meaningful Connection


4

- Ask the person who walked through the minefield how they felt.
- Ask the people guiding the person through the minefield how they felt.
- What discussions took place before the game started?
- If you could do it again, what would you do differently?



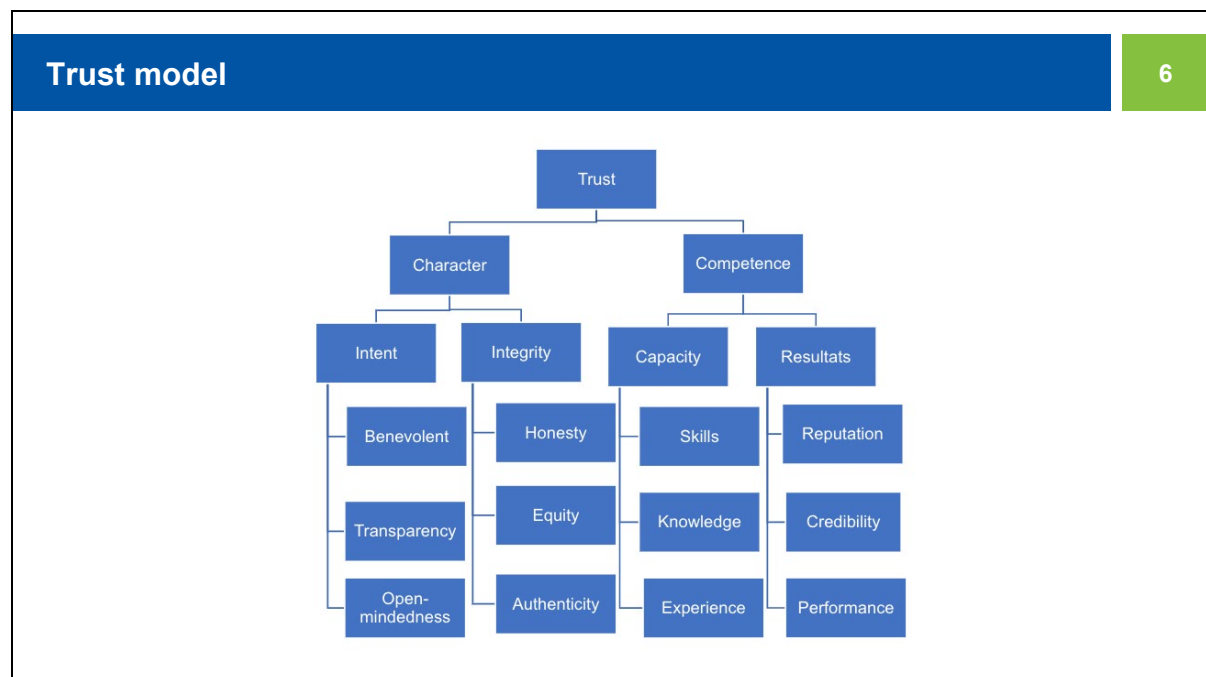
08.25-08.30

Explain how trust is built and essential for making a meaningful connection (BRAVING concept and Richard Barrett's trust model).

| | |
|--|--|
| Trust | 5 |
| <p>Definition</p> <p>Component: what is needed for trust to exist?</p> |  |

08.30-08.45

Following the minefield exercise and based on their life experience, ask each table to take 5 minutes to define what trust is and what components are needed for trust to exist. (5 minutes + 10 minutes discussion)



08.45-08.55

Introduce Richard Barrett's trust model and draw a parallel with the components of trust they have identified.

Ask the class how concretely they should consider this model in their work as an MGA.

Richard Barrett:

- Character reflects how you are on the inside, your intention and the level of integrity you show in your relationship with others. These depend primarily on the level of development of your emotional intelligence and social intelligence.
- Intentions are demonstrated by caring, transparency and openness.
- Integrity is demonstrated by honesty, fairness and authenticity.
- Competence reflects of how you are on the outside, your abilities and the results you achieve in your role. These depend mainly on the level of development of your mental intelligence, your education and what you have learned during your professional career.
- Capacity is demonstrated by skills, knowledge and experience.
- Results are demonstrated by reputation, credibility and performance.

The slide features a dark blue header with the text "Trust model" on the left and a green square with the number "7" on the right. The main content is a dark teal box containing a quote. The quote is centered and reads: "Trust: Choosing to risk making something you value vulnerable to another person's actions." followed by "Distrust: What is important to me is not safe with this person in this situation (or any situation)." Below the quote, it attributes the quote to "- CHARLES FELTMAN" and provides the source: "The Thin Book of Trust: An Essential Primer for Building Trust at Work, Second Edition".

08.55-09.00

To trust, one must accept being vulnerable. It means agreeing to trust the other person without knowing their intentions and creating an environment that makes others vulnerable. We will discuss this after the break – creating an environment that allows psychological safety.

First, let's look at how to become comfortable with vulnerability.

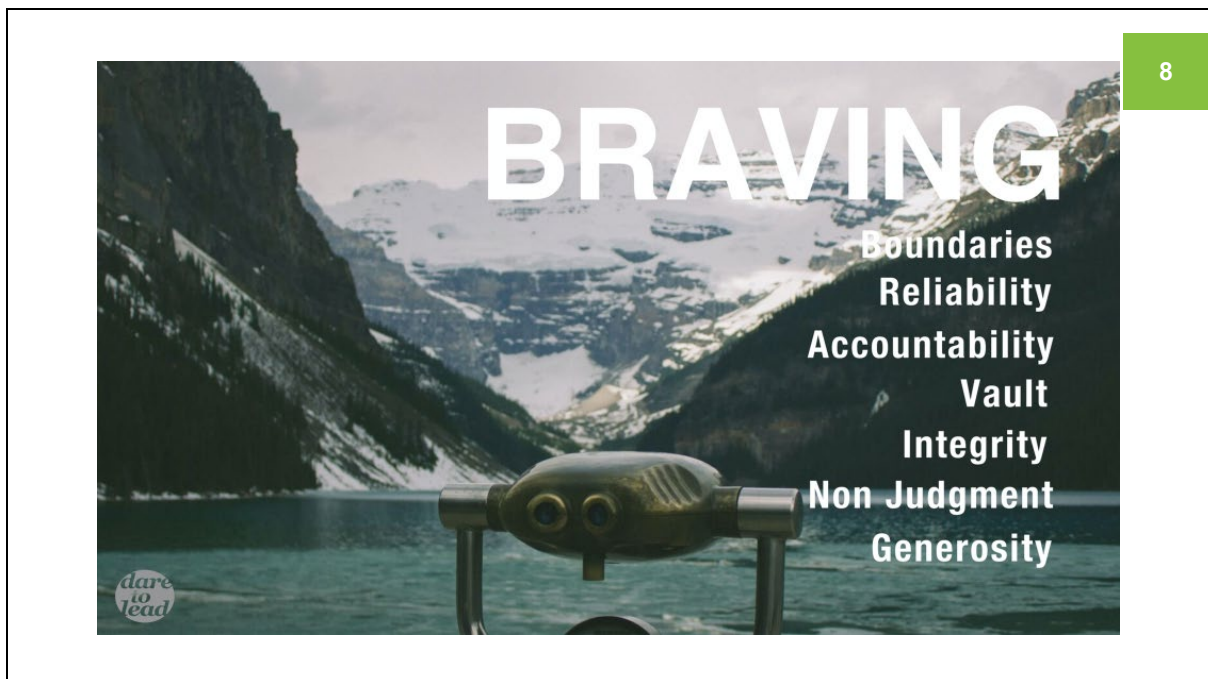
Let's look at the acronym BRAVING

What is trust? Firm belief in the reliability, truth, or ability of someone or something.

Explain how trust is essential to build meaningful connections.

A TED Talk released in 2010 on the Power of Vulnerability given by Professor Brené Brown +17 million views. His research shows that deep connection and trust between people is formed because we show our vulnerability. Ironically, this is the hardest thing for us to do since we often judge vulnerability as a weakness.

The willingness to own and embrace vulnerability determines the depth of courage and clarity of purpose. The degree to which one protects oneself from vulnerability is the measure of fear and indifference.



09.00-09.20

The acronym BRAVING was developed based on research by Dr B. Brown. It is an inventory used similarly to how we think about values. Here are the seven elements of the list.

Boundaries

Setting limits means specifying what is acceptable and what is not and why.

Reliability

You do what you say you will do. At work, this means being aware of your skills and limitations so that you do not over-promise and can keep your commitments and balance competing priorities.

Responsibility

You take responsibility for your mistakes, apologise and make amends.

Safeguarding

You do not share information or experiences that do not belong to you. I need to know that my confidences are safe and that you are not communicating with me information about others that should be confidential.

Integrity

Choosing courage over comfort, deciding what is right over what is fun, fast or easy, and practising your values rather than just professing them.

Non-judgement

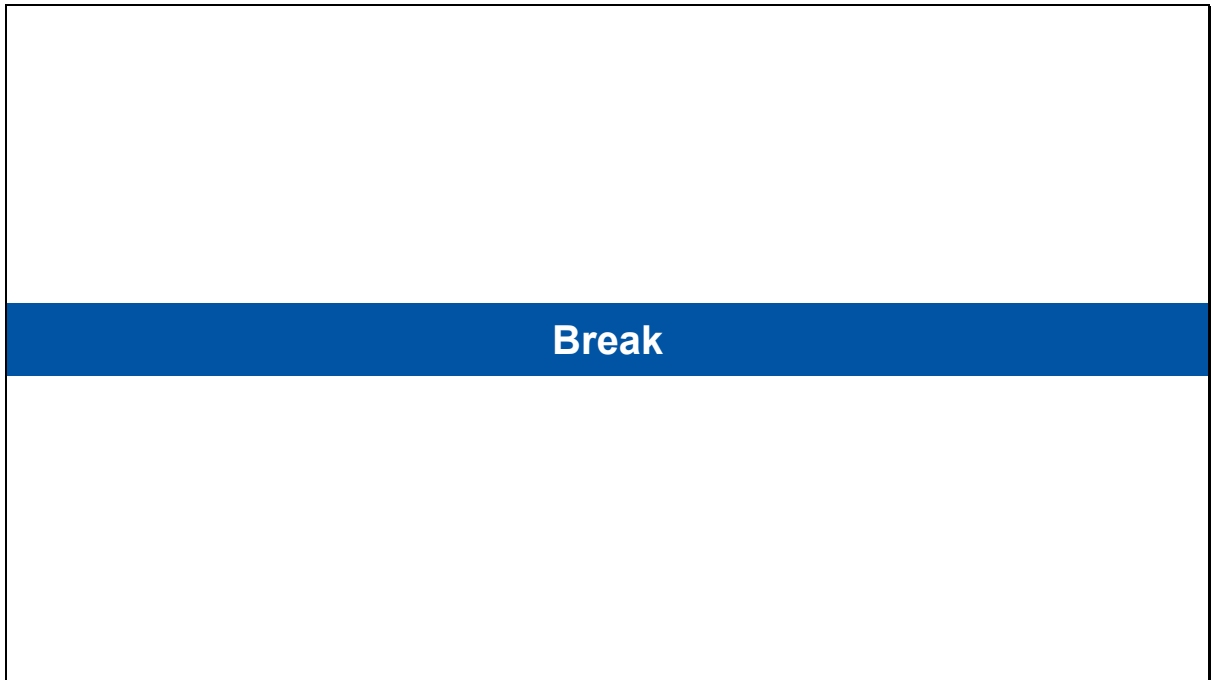
I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgement.

Generosity

The most generous interpretation of the intentions, words and actions of others.

Each person completes this questionnaire independently and then meets face-to-face to discuss where experiences align and where they differ. This is a relational process that, when done well and in a safe setting, transforms relationships.

Slide 9



09.20-09.30

BRAVING Inventory & Trust Model


10

Trust

(Authenticity + Vulnerability) x Credibility

- Honesty
- Experience
- Shared beliefs
- Predictability
- Similar motivations
- Reliability
- Caring
- Availability
- Communication

Environment conducive to vulnerability = psychological safety



09.30-09.35

Linking the concept of psychological safety to the trust model. (5 minutes)


Demonstrate the ability to adapt the BRAVING inventory and Richard Bennett's trust model.

Creating a favourable environment for trusting relationships with partners

11

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

1. When you make a mistake, is it often held against you?
2. Are team members able to raise difficult 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?

 27

Considering the 7 questions of Lesson 3.1 to create a level of psychological safety within a team, ask yourself how to create a safe space for discussions with our mission partners (mission components, NGOs and local population).

09.35-09.40

Ask them to draw a parallel between a team's 7 psychological level questions and the setting up of a favourable environment.

Ask for answers in plenary and write their answers on a flipchart. Brainstorm for 5 minutes.

Possible answers are as follows:

Before starting the meetings with our partners or joint planning, establish the following rules:

- Everyone has the right to make mistakes and will not be held against anyone.
- It is possible to discuss any topic during the meeting. The subject is discussed, not the person who brings it up.
- Allow each team member to highlight their experience and skills when introducing themselves.

Preserve the anonymity of what is said during the meetings.

- Discuss what is said but not who said it.
- The Rule reads as follows: When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s) nor the one of any other participant, may be revealed.

Case study 1 – United Nations Police Gender Advisor

12

- UNMISS UNPOL personnel plan to conduct a weapons search operation in a civilian protection site jointly with the UN Security Office (UNDSS) and the Mine Action Office (UNMAS).
- A UNMISS military battalion is envisaged to protect the search because UNPOL personnel fear reprisals.
- UNPOL operation will be commanded by female personnel.
- The fear is that the military battalion personnel will not accept the leadership and command of a female UNPOL personnel because the battalion does not have female personnel.

Produce a tip sheet for the MGA to establish trust and respect between the UNPOL personnel and the UNMISS battalion in support of the operation.

09.40-10.05

- Divide the class into 4 groups.
- Provide each group with a case study showing the implication of the lack of collaboration and trust between UN missions and important actors in achieving the mission's mandate.
- Read the scenarios with the class and answer questions if there are doubts about understanding the scenarios. (5 minutes)
- Ask the teams to develop solutions and produce an advice sheet for the MGA working within this mission.
- They should consider Richard Barrett's model of trust, the concept of BRAVING and the concept of psychological safety.
- They have 10 minutes to develop their tip sheet and 2 minutes each to present it (20 minutes total)

Solutions

- Ask the battalion MGFP to participate in the joint planning session between UNPOL and UNMISS battalion.
- Ask the U3 to assign a section from an engagement platoon of another battalion to support this battalion.

- Organise an informal discussion session, such as a lunch, to break the ice between the UNMISS battalion command and the UNPOL command personnel assigned to the operation.

Case study 2 – Women's Protection Officer

13

- A MINUSMA contingent plans to conduct protection of civilians operation in the next month in an area that has seen numerous security incidents.
- The contingent will travel more than 1,000 km into areas usually difficult for MINUSMA civilian personnel to access.
- The MINUSMA Women's Protection Office would like to participate in this operation, but the contingent commander is reluctant. He/she has the following concerns:
 - Personnel from the women's protection office may compromise the security of the operation by divulging tactical details.
 - Women's protection office personnel may compromise the operation because they must be trained for this terrain.

Produce a tip sheet for the MGA to remedy this situation and build trust between the contingent commander and the Women's Protection Office.

09:40-10:05

- Divide the class into 4 groups.
- Provide each group with a case study showing the implication of the lack of collaboration and trust between UN missions and important actors in achieving the mission's mandate.
- Read the scenarios with the class and answer questions if there are doubts about the scenarios. (5 minutes)
- Ask the teams to develop solutions and produce an advice sheet for the MGA working within this mission.
- They should consider Richard Barrett's model of trust, the concept of BRAVING and the concept of psychological safety.
- They have 10 minutes to develop their tip sheet and 2 minutes each to present it. (20 min in total)

Possible solutions:

- Provide the contingent commander with details of the protection of civilian staff, showing that they already have a lot of experience in the field.
- Organise a meeting between the contingent commander and the Women's Protection Office.

Case study 3 – UN Civil Affairs Office

14

- Civil Affairs currently manages 174 CLAs (Community Liaison Assistants) within MONUSCO. Of these, only 15 are female personnel.
- CLAs assist MONUSCO in fulfilling the protection of civilians' mandate through active community liaison, information gathering, identification of risks to civilians, and development of community protection plans.
- Civil Affairs personnel would very much like to increase the number of female CLA personnel, but they have the following concerns:
 - They believe that some troops will not agree to work with female CLAs.
 - There are fears on the part of female CLA personnel that they will become targets of harassment by military troops and male CLAs.
 - The Civil Affairs Office noted that several MONUSCO military bases do not have sanitary facilities for female personnel.
- Civilian versus Military - length of deployment

Produce a tip sheet for the MGA to remedy this situation and support the civil affairs office plan to improve women CLAs' work environment.

09:40-10:05

- Divide the class into 4 groups.
- Provide each group with a case study showing the implication of the lack of collaboration and trust between UN missions and important actors in achieving the mission's mandate.
- Read the scenarios with the class and answer questions if there are doubts about understanding the scenarios. (5 minutes)
- Ask the teams to develop solutions and produce an advice sheet for the MGA working within this mission.
- They should consider Richard Barrett's model of trust, the concept of BRAVING and the concept of psychological safety.
- They have 10 minutes to develop their tip sheet and 2 minutes each to present it. (20min total)

Possible solutions:

- Confirm with MONUSCO bases the accessibility of female personnel for health services.
- Provide training to MONUSCO troops with the civil affairs office on the importance of having diverse staff in CLAs.

- Pair the work of CLAs with the engagement platoon and civil-military cooperation elements.
- Assign tasks to the MGFP to follow up regularly with female CLA personnel to identify challenges they have with military personnel or needs so they can do their work safely.

Case study 4 – Civilian population

15

- The population of Bangui in the Central African Republic doubts the UN engagement platoon. The population believes that:
 - The primary purpose of the platoon is to gather information, and people are afraid of becoming a target of armed groups if they interact with the platoon.
 - The platoon can bring diseases such as COVID-19, cholera or Ebola.
 - The platoon cannot protect them because of the high presence of female personnel in the platoon.
- These beliefs are initiated and maintained by armed groups against the UN presence.

Produce a tip sheet for the MGA to address this situation and support the engagement platoon in building or restoring trust with the local population.

09:40-10:05

- Divide the class into 4 groups.
- Provide each group with a case study showing the implication of the lack of collaboration and trust between UN missions and important actors in achieving the mission's mandate.
- Read the scenarios with the class and answer questions if there are doubts about understanding the scenarios.
(5 minutes)
- Ask the teams to develop solutions and produce a tip sheet for the MGA working within this mission.
- They should consider Richard Barrett's trust model, BRAVING, and psychological safety.
- They have 10 minutes to develop their tip sheet and 2 minutes each to present it (20 minutes total)

Possible solutions

- Work with the Information Operations Office to promote the capability of the engagement platoon to ensure public safety and promote all operations that the platoon performs.
- Discuss with the engagement platoon possible courses of action to avoid the civilian population being perceived as informants by armed groups.

Reference documents to be considered 16

United Nations
Engagement Platoon
Handbook

First Edition
2022

United Nations

From Female Engagement Teams to
Engagement Platoons: The Evolution
of Gendered Community Engagement
in UN Peace Operations

United Nations Engagement Platoon Reinforcement Training Packages

GETTING BALDWIN

IPI
INTERNATIONAL
PEACE
INSTITUTE

After receiving presentations from the teams, give them these documents as references for their future MGA work.

- UN Engagement Platoon Handbook: <https://pcrs.un.org/Lists/Resources/07-%20UN%20Military%20Units%20Manuals/United%20Nations%20Military%20Engagement%20Platoon%20Handbook/2022.11%20UN%20Engagement%20Platoon%20Handbook%20Oct%202022.pdf>
- Training hub pour le peloton d'engagement : <https://peacekeepingresourcehub.un.org/en/training/rtp/unep>
- <https://www.ipinst.org/wp-content/uploads/2021/11/Female-Engagement-Teams-PDF.pdf>

Preparing Engagement Plan
17

| 4 Phase 4: Préparer | 5 Phase 5: Exécuter | 6 Phase 6: Débriefez/Rapport | 7 Phase 7: Ré-engager |
|---|---|--|---|
| <ul style="list-style-type: none"> • Avec les interlocuteurs marginalisés, encouragez-les à identifier le moment et le lieu où la rencontre aura lieu. • Lorsque vous travaillez avec un interprète, pensez à quelqu'un avec qui votre interlocuteur aura confiance (comme quelqu'un de sa propre faction politique, un centre communautaire, un camp de réfugiés). • Déterminer qui prend l'initiative (en fonction des rôles sociaux de la RDC). • Pratiquer les nuances sociales. Apprenez les attentes en matière d'échange de cadeaux. • Essayez d'apprendre au moins quelques mots du dialecte local. • Mettre votre histoire au clair. Discutez des effets souhaités et des termes courants avec le/la conseiller(e) culturel(le) et l'interprète. • Faites preuve de respect envers les forces de sécurité locales (FSL) tout au long de la planification et de l'exécution de l'ERDC (faites participer les FSL au processus ainsi qu'à l'exécution). • Effectuer une planification standard de la mission (sécurité, manœuvre, logistique, communications, contingences, etc.) • Identifier les rôles : désignez un enregistreur, un preneur de notes et une photographe (à l'ERDC, présentez tout le monde au/à la dirigeant(e) clé). | <ul style="list-style-type: none"> • Tout est question de respect mutuel. • Respecter l'étiquette des réunions de la RDC. • Être patient et savoir écouter. • Sachez quand prendre la parole. • Regarder l'hôte, et non l'interprète. • Appliquez d'autres catalyseurs, si appropriés. • Concentrez-vous sur l'objectif. • Ne promettez que ce que vous pouvez fournir. • Favoriser l'appropriation locale des solutions. • Concluez la réunion en clarifiant/répétant les accords. | <ul style="list-style-type: none"> • Effectuez un débriefing/revue après action post-ERDC incluant les éléments suivants : <ul style="list-style-type: none"> - Expériences du comportement / contexte culturel du sujet de l'ERDC - Préférences du sujet de l'ERDC en matière de sujets de conversation • Soumettre le rapport post-ERDC conformément à la procédure opérationnelle standard de l'unité. • Saisir les informations pertinentes sur le/la dirigeant(e) clé dans les bases de données désignées pour une utilisation ultérieure. • Mise à jour de la carte ERDC de cette personne afin d'optimiser le suivi lors des ERDC ultérieures. | <ul style="list-style-type: none"> • Le réengagement est synonyme d'un ERDC efficace. • Maintenir/entretenir la relation. • Fournir une méthode pour que le/la dirigeant(e) clé puisse vous contacter entre les ERDC. • Utiliser au maximum les ressources de la MONUSCO, y compris la coopération civilo-militaire (CIMIC) et les autres piliers civils pour respecter les engagements pris. • Suivre le développement et la protection le/la dirigeant(e) clé. |
| Post rapport d'ERDC - Format doit au moins inclure... | | | Pochette tactique Référence |
| | <ol style="list-style-type: none"> (1) Date et heure de la réunion (2) Lieu de la réunion (3) Participant(e)s <ol style="list-style-type: none"> (1) Rapport C/S (2) Unité de soutien (1) Responsable de l'engagement (2) Établissement de rapport avec le/la dirigeant(e) clé (3) Autres personnes présentes (4) Assistant linguistique utilisé (4) Raison de la rencontre (pourquoi était-il important de rencontrer cette personne ?) | <ol style="list-style-type: none"> (5) Sujet de la réunion (votre ordre du jour ou les effets souhaités) <ol style="list-style-type: none"> a) Sujets discutés b) Détails de la discussion (6) Actions à entreprendre <ol style="list-style-type: none"> a) Les vôtres b) Celles des autres (7) Réunion de suivi (si convenu) <ol style="list-style-type: none"> a) Date, heure ; et lieu (8) Évaluation globale (9) Remarques, observations et recommandations | <p style="font-weight: bold; margin: 0;">Document d'information sur l'établissement de rapport avec les dirigeant(e)s clés (ERDC) en RDC</p> |


10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

18

Preparing engagements with civil organisations



Pour répondre aux exigences des conflits contemporains complexes, les acteurs civils et militaires doivent travailler ensemble. Atteindre la population et obtenir son soutien est souvent vital pour le succès de la mission.

Objectifs de la carte


Développer une stratégie avant de conduire une réunion avec des partenaires locaux pour optimiser l'interaction et être sensible aux enjeux de genre.

Évaluer l'impact d'événements spécifiques (tels que les catastrophes naturelles, les épidémies et les changements politiques dans le pays) sur différents segments de la population (facteurs d'intersectionnalité) et comment cet impact sera ou pourrait être atténué.

Évaluez les récits qui façonnent le soutien à la gouvernance du pays, l'appel à l'utilisation de la violence ou la fragmentation au sein de la population en identifiant à qui ces récits s'adressent sur la base des facteurs multi-identitaires.

1 Phase 1 : Identifier le/la dirigeant(e) clé.

- Identifier la/les personnes ou l'entité d'influence
- Déterminer le potentiel d'influence à long terme
- Évaluer le réseau des dirigeant(e)s clés



ERDC est un processus cyclique

3 Phase 3: Identifier les effets souhaités

- Identifier ce que vous voulez atteindre
- Identifier les objectifs de soutien
- Identifier les conditions préliminaires requises pour obtenir le ou les effets désirés
- Prédéterminer ce que vous pouvez offrir afin d'obtenir ce que vous voulez
- Identifier la probabilité d'une réponse favorable à la demande/l'effet souhaité
- Développer la meilleure alternative à un accord négocié (BATNA)
- Envisager l'utilisation d'autres facilitateurs

2 Phase 2: Qu'est-ce que la cartographie de l'intersectionnalité ?

- L'intersectionnalité est un cadre analytique permettant de comprendre comment les aspects des identités sociales et politiques d'une personne se combinent pour créer différents modes de discrimination et de privilèges. Elle façonne également sa vision et sa compréhension d'une situation et le récit qu'elle croira et dont elle se fera l'écho.

2 Phase 2 : Préparation de l'environnement par les services de renseignement

- Confirmer/infirmer la capacité du/de la dirigeant(e) clé par rapport aux effets souhaités (est-ce la bonne personne à engager ?)
- Ethnicité (langue/dialecte)
- Origine et perspective tribales (code tribal)
- Origine religieuse
- Affiliation politique
- Associations
- Alliances (personnelles/tribales)
- Ressources
- Réseau social

- Discerner l'agenda, la motivation et les intérêts du/de la dirigeant(e) clé.
- Évaluation des vulnérabilités des opérations d'information (questions brûlantes).
- Élaborer des plans d'urgence et des solutions pour contrer les réponses défavorables.
- Examiner les rapports de post-engagement précédents, s'ils sont disponibles.
- Utiliser des options avant-gardistes pour tirer parti des engagements antérieurs et recueillir des informations essentielles auprès des principaux acteurs dirigeant(e)s afin d'accroître les avantages opérationnels, et tirer parti des autres moyens de collecte.

10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation in order to optimise the meeting and identify talking points and topics to avoid.

Preparing engagements with civil organisations
19

To meet the demands of complex contemporary conflicts, civilian and military actors must work together. Reaching the population and acquiring their support is often vital to mission success.

Objectives of the card

Develop a strategy before conducting a meeting with local partners to optimise interaction and be gender-responsive.

Assess the impact of specific events (like natural disasters, epidemics, and change in the policy/politics in the country on different segments of the population (intersectionality factors) and how this impact will or could be mitigated.

Assess the narratives that shape the support for the country's governance, the call for the use of violence or the fragmentation within the population by identifying to whom these narratives are talking based on their multi-identity factors.

MONUSCO

10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

Preparing engagements with civil organisations

20

**1 Phase 1 :
Identify Key Leader**

- Identify the person(s) or entity of influence.
- Determine the potential for long-term influence.
- Evaluate the key leader network.

**2 Phase 2:
What is intersectionality mapping ?**

Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. It also shapes their view and understanding of a situation and the narrative it will believe and echo.

**Phase 2 :
Intelligence Preparation of the Environment.**

- Confirm/deny key leader's capability in relation to desired effects (is this the right person to engage?).
- Ethnicity (language/dialect).
- Tribal background and perspective (tribal code, religious background).
- Political affiliation.
- Associations.
- Alliances (personal/tribal).
- Resources.
- Social network.
- Discern key leader's agenda, motivation, and interests.
- Information operations vulnerabilities assessment (hot-button issues).
- Develop contingencies and counters to unfavourable responses.
- Review previous post-engagement reports, if available.
- Use forward-thinking options to build on prior engagements, gather critical information from key leaders for increased operational benefit, and leverage other collection assets.

10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

23

Preparing engagements with civil organisations
21

**3 Phase 3:
Identify Desired Effects.**

- Identify what you want to achieve.
- Identify supporting objectives.
- Identify initial conditions required to achieve the desired effect(s).
- Predetermine what you can offer to get what you want.
- Identify the probability of a favourable response to the request/desired effect.
- Develop the best alternative to a negotiated agreement (BATNA).
- Consider utilising other enablers.

**4 Phase 4:
Prepare**

- With a marginalised interlocutor, encourage them to identify the time and place where the meeting will occur.
- When working with an interpreter, consider someone they will trust (like someone from their own political faction, community centre, or refugee camp).
- Determine who takes the lead (depending on DRC Societal Roles).
- Practice social nuances. Learn gift-exchange expectations.
- Attempt to learn at least a few words of the local dialect.
- Get your story straight. Discussed desired effects and common terms with a cultural advisor and interpreter.
- Show respect to the local security forces (LSF) throughout the planning and KLE execution (get the LSF involved in the process and execution).
- Conduct standard mission planning (security, manoeuvre, logistics, communications, contingencies, etc.).
- Identify roles: designate a recorder, note taker, and photographer (at the KLE, and introduce everyone to the key leader).

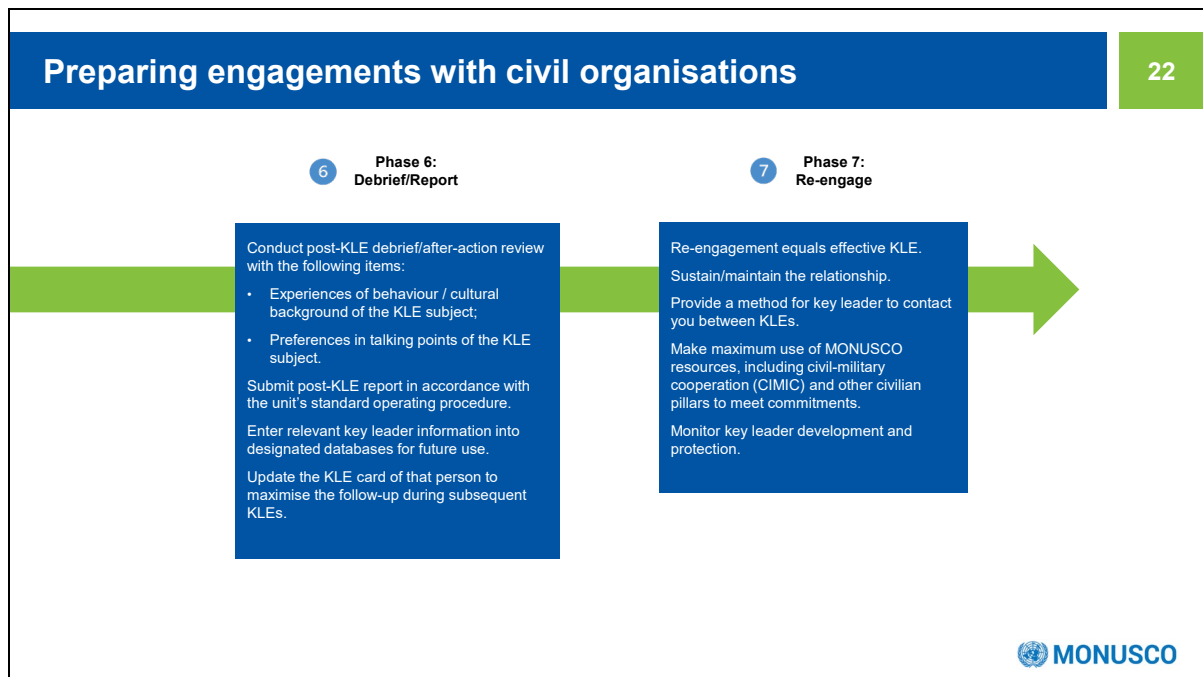
**5 Phase 5:
Execute**

- It's all about mutual respect.
- Follow DRC meeting etiquette.
- Be patient and a good listener.
- Know when to speak.
- Look at the host, not at the interpreter.
- Apply other enablers as appropriate.
- Focus on the objective.
- Only promise what you can deliver.
- Install local ownership in solutions.
- Conclude the meeting by clarifying/repeating agreements.

10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.



10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)


Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

Preparing engagements with civil organisations 23

Post KLE-report format should at least include...

| | |
|--|--|
| 1. DTG of meeting | 5. Topic of Meeting (your agenda or desired effects) |
| 2. Location of meeting | • Topic Discussed |
| 3. Attendees | • Details of Discussion |
| • Reporting C/S | 6. Actions Items |
| • Supported Unit | • Own |
| • Engagement Lead | • Others |
| • Key Leader Engaged | 7. Follow-up Meeting (if agreed to) |
| • Other Persons Present | • DTG; and Location |
| • Language Assistant Used | 8. Overall Assessment |
| 4. Reason for the meeting: why was it important to | 9. Remarks, Observations and Recommendations |

Tactical Pocket Reference
DRC Key Leader Engagement (KLE) Hand Out



10;05-10;10

Explain how to prepare for engagement with a UN partner or civil organisation as an MGA. (10 minutes)

Objective: Sketch an engagement plan before meeting a representative or organisation to optimise the meeting and identify talking points and topics to avoid.

24

Preparing engagements with civil organisations


UN CLASSIFICATION

KLE/SLE Engagement Card

UNITED NATIONS ORGANIZATION STABILIZATION MISSION IN THE CONGO

| | | | |
|--|---|---|--------------|
| <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> </div> <p style="font-size: x-small; margin: 0;"> KEY LEADER BACKGROUND INFORMATION Rank : Full Name: Position: DOB: Education: Political affiliation: </p> <p style="font-size: x-small; margin: 0;">CAREER HIGHLIGHTS</p> | <p style="font-size: x-small; margin: 0;">DESIRED OUTCOME</p> <p style="font-size: x-small; margin: 0;">Primary:</p> <p style="font-size: x-small; margin: 0;">Secondary:</p> <p style="font-size: x-small; margin: 0;">Tertiary:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: x-small; margin: 0;">MONUSCO KEY MESSAGES</p> | <p style="font-size: x-small; margin: 0;">MONUSCO KEY QUESTIONS TO BE DISCUSSED:</p> | |
| PREPARED BY: | UN CLASSIFICATION | OPI: | LAST UPDATE: |

Powerful questions 25

An illustration featuring several colorful speech bubbles and thought bubbles of various shapes and sizes. The colors include red, yellow, green, and dark blue. Each bubble contains a question mark, either in black or white. The background is a light, textured beige color.

1010-1015

Image source : <https://saviezvous.fr/quel-est-lorigine-du-point-dinterrogation/>
Source : soulgames.fr

Preparing for the meeting: hard-hitting questions, active listening, collaboration, and using ideas.

Powerful questions 26

“Questions open the door to dialogue and discovery. They are an invitation to creativity and breakthrough thinking. Questions can lead to movement and action on key issues; by generating creative insights, they can ignite change.”

— Vogt, Brown, & Isaacs, 2003, p. 1

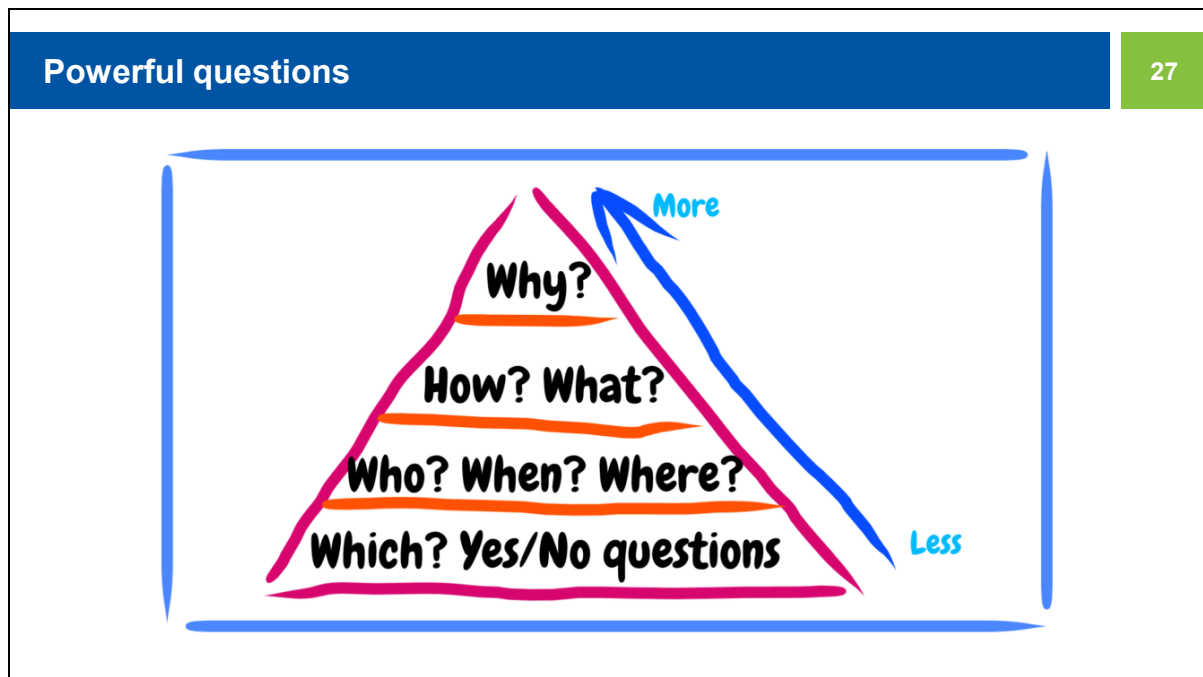
10.10-10.15

In 'The Art of Powerful Questions,' Eric E. Vogt, Juanita Brown and David Isaacs (2003) discuss three dimensions of powerful question formulation.

Question construction: assumptions in questions.

The scope

- Often we are confronted with questions that may elicit a defensive response, that are too broad in scope, or that assumed assumptions about a challenge.
- "When constructing powerful questions, queries should be thought-provoking to generate a deeper conversation" (Vogt et al. 2003, p. 4).
- Isaacs: While it is helpful to acknowledge the pain, it is also important to shift the question from a problem focus perspective to a focus on possibilities. There is always a subtle disempowerment in a problem, a sense that all doors are closed." We have a problem... Oh no! Not another problem!" There is weariness and a blockage about this. Simply asking, "What is the possibility we see in this situation?" can make a big difference.



10.10-10.15

Image source: <https://agilejar.com/>

Formulate probing questions to identify the more obvious ideas, assumptions, and hypotheses.

A source of innovation, insight and action comes from the power of our questions.

Handouts: Active Listening & Powerful Questions

CONSTRUCTION: The linguistic structure of a question can make a critical difference in opening our minds or narrowing the possibilities we can consider.

- Is it a yes/no question?
- Is it one or the other?
- Does it start with an interrogative, such as Who, What or How? WHO, WHAT, WHEN, WHERE, WHY, HOW?

For fun, try placing these words in a lower-to-higher power pyramid. Don't overthink it; use your intuition. When asked, most people rank these words from most powerful to least powerful as follows: By using the words towards the top of the pyramid, we can make many questions more robust.

From the beginning of the "why" question to the end, you will notice that the queries tend to stimulate more thoughtful reflection and a deeper level of conversation. This is what we mean by a powerful question which provokes thoughtful exploration and evokes creative thinking.

- When were you most satisfied with our working relationship?
- What do you find most satisfying about our working relationship?

- Why did our working relationship have ups and downs?

Source The Art of Powerful Questions: Catalyzing Insight, Innovation and Action by Eric E.Vogt, Juanita Brown and David Isaacs; illustrations by Nancy Margulies Copyright © 2003 by Eric E.Vogt, Juanita Brown and David Isaacs All rights reserved.



10.15-10.20
Carl Rogers

Talking points:


Preconceived ideas are to be excluded - assumptions! As soon as you start to tell a story by listening to the other person, you are on the wrong track!

- Be available and let the other person express themselves – give them visual and verbal signs of interest.
- Ask questions to encourage them to clarify what they are saying.
- Reformulate their proposals.
- Practice silences.
- Show empathy: explain the difference between empathy and sympathy.
 - Oh, poor you = sympathy = disconnection
 - I understand you; how can I help you = empathy
- Remain neutral and caring.

Powerful questions 29

You are listening

- Level One: Internal Listening**
- Level Two: Focused Listening**
- Level Three: Global Listening**

A line-art icon depicting a human ear on the left and a speech bubble on the right, symbolizing listening and communication.

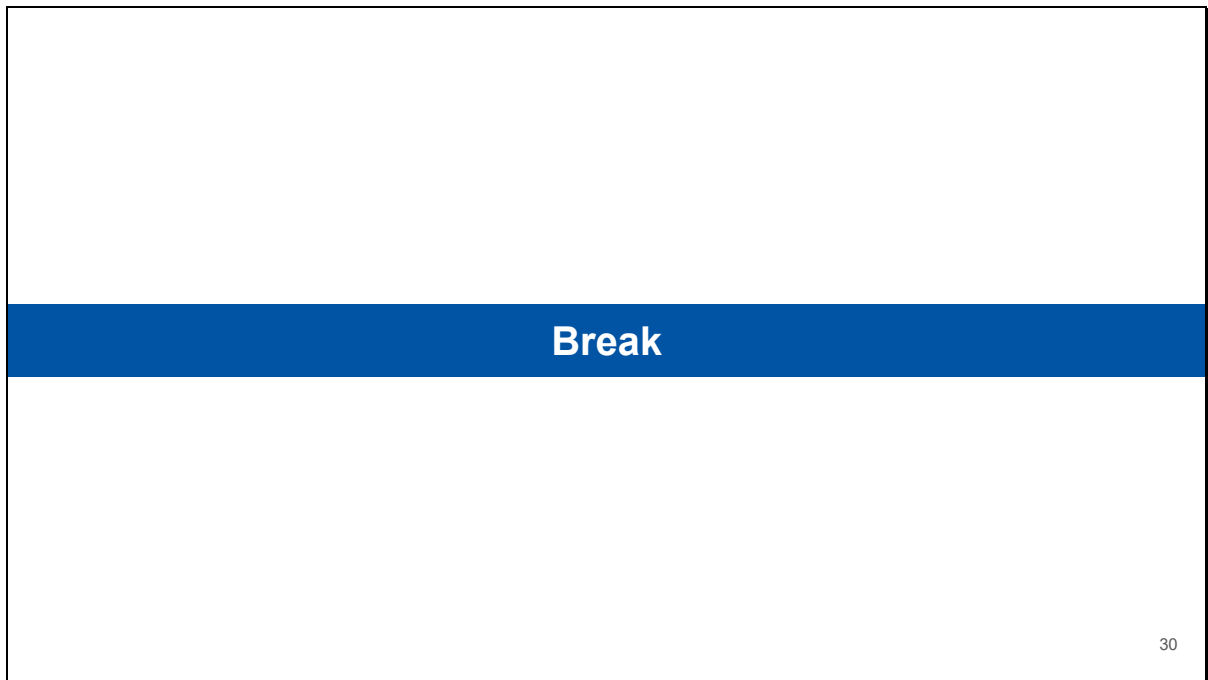
10.15-10.20

"Listening is an often overlooked skill. But when used well, it can create a climate of security. Melissa Daimler, Harvard Business Review.

Daimler defines three types of listening.

- The first, internal listening, refers to the leader's awareness of their own thoughts.
- The second, focused listening, incorporates the ideas and concerns of others and the ability to anticipate innovations.
- The third, 360° listening, combines the two previous forms of listening and includes the influence of non-verbal factors such as tone of voice, mood, body expression, and atmosphere. This third form of listening is the most effective and ensures the long-term success of the visionary, according to Daimler.

Slide 30



10.20-10.30

MGA meeting with partners 31

Considering this morning's first case study:

The participation of a military contingent in support of a UNPOL operation to search for weapons in a civilian protection site.

A meeting is arranged by the UNMISS MGA with the UNPOL gender advisor to identify likely tasks for the engagement platoon supporting the operation and to assess the level of UNPOL distrust.

Case Study 1 - United Nations Police Gender Advisor



- UNMISS UNPOL personnel are planning to conduct a weapons search operation in a civilian protection site jointly with the UN Security Office (UNDSS) and the Mine Action Office (UNMAS).
- The presence of a UNMISS military battalion is envisaged to provide protection during the search because UNPOL personnel fear reprisals.
- The UNPOL operation will be commanded by female personnel.
- The fear is that the military battalion personnel will not accept the leadership and command of female UNPOL personnel because the battalion does not have female personnel.
- Produce a tip sheet for the MGA to establish a sense of trust and respect between the UNPOL personnel and the UNMISS battalion in support of the operation.



10.30-10:40 - explain the exercise slide 29-31

Meeting of MGA and UNPOL Gender Advisor

32

The meeting will last 25 minutes.

The MGA has been with UNMISS for 6 months. The contingent participating in the operation comes from the same country as her. Her mother is a police officer in her country, and she has a lot of respect for the work of the police.

The UNPOL gender advisor is new to UNMISS but was previously deployed to Haiti. She has participated in many joint operations with the military in Haiti, some of which went well and others not. She had already participated in patrols in the protection of civilian sites. She had noted that armed groups sexually abused several civilian women in those sites before they arrived at the sites.

10.30-10.40 - explain the exercise slide 29-31

| Meeting between the MGA and UNPOL Gender Advisor | | 33 |
|--|--|----|
| Team 1: UNMISS MGA | <ul style="list-style-type: none"> • One person plays the role, 2-3 people can be in support. | |
| Team 2: UNPOL Gender Advisor | <ul style="list-style-type: none"> • In team complete the Engagement Document. | |
| Team 3 and 4: Observers | <ul style="list-style-type: none"> • Give feedback to teams 1 and 2 on the following points: <ul style="list-style-type: none"> - Type and relevance of the questions asked - Active listening - Non-verbal communication • Develop an observation tool. • Identify the approach you would have taken if you were the MGA in this simulation. | |

10.30-10.40 - explain the exercise slide 29-31

- **Team 1:** Represents UNMISS Military Gender Advisor. One person plays the role, 2-3 people can be in support. The whole team helps with the preparation by completing the Engagement Preparation Document to be given to the facilitators at the end of the simulation.
- **Team 2:** Represents the UNPOL Gender Advisor. One person plays the role, 2-3 people can be in support. The whole team helps with the preparation by completing the Engagement Preparation Document to be handed to the facilitators at the end of the simulation.
- **Team 3 and 4:** You are observers and will have to give feedback to teams 1 and 2 on the following points:
 - Type and relevance of the questions asked
 - Observation of active listening
 - Non-verbal communication
- **Teams 3 and 4:** Develop an observation tool to give to the facilitators at the end of the simulation. You must also identify your approach if you were the MGA in this simulation.

| Conduct of the simulation | 34 |
|---|----|
| <div data-bbox="416 539 1177 862" style="border: 1px solid black; padding: 10px;"><p>25 minutes: Prepare the engagement.</p><p>25 minutes: Do the role-play.</p><p>30 minutes: Debrief (5 minutes feedback from each team, 10 minutes feedback from facilitators).</p><p>10 minutes: Zoom call with the UNPOL gender advisor.</p></div> | |

10.40-12.20

Divide the class into 4 groups: 1) MGA 2) UNPOL gender advisor, 2 other groups as observers.

- 1) 10 minutes to prepare participants for the situation/context of the role-play – give specific roles
- 2) 25 minutes for participants to prepare for the role-play (the observer group prepares as if they were MGAs, and during the debriefing, they will explain what they would have done differently)
- 3) 25 minutes for the role-play
- 4) 30 minutes to debrief (5 minutes feedback from each team, 10 minutes feedback from facilitators)
- 5) 10 minutes Zoom call with the UNPOL gender advisor or watch a video of someone from the UNPOL gender advisor explaining their role

Note to facilitator:

- Make sure that the team is well balanced in terms of strong vs shy/discreet personalities
- Can bring props to help with the role-play

Work of the UNPOL 35



Brigadier General Roland Zamora
Head of the Police Component Minusca

French: <https://www.youtube.com/watch?v=HU5AUIQGUzk>

English alternative:

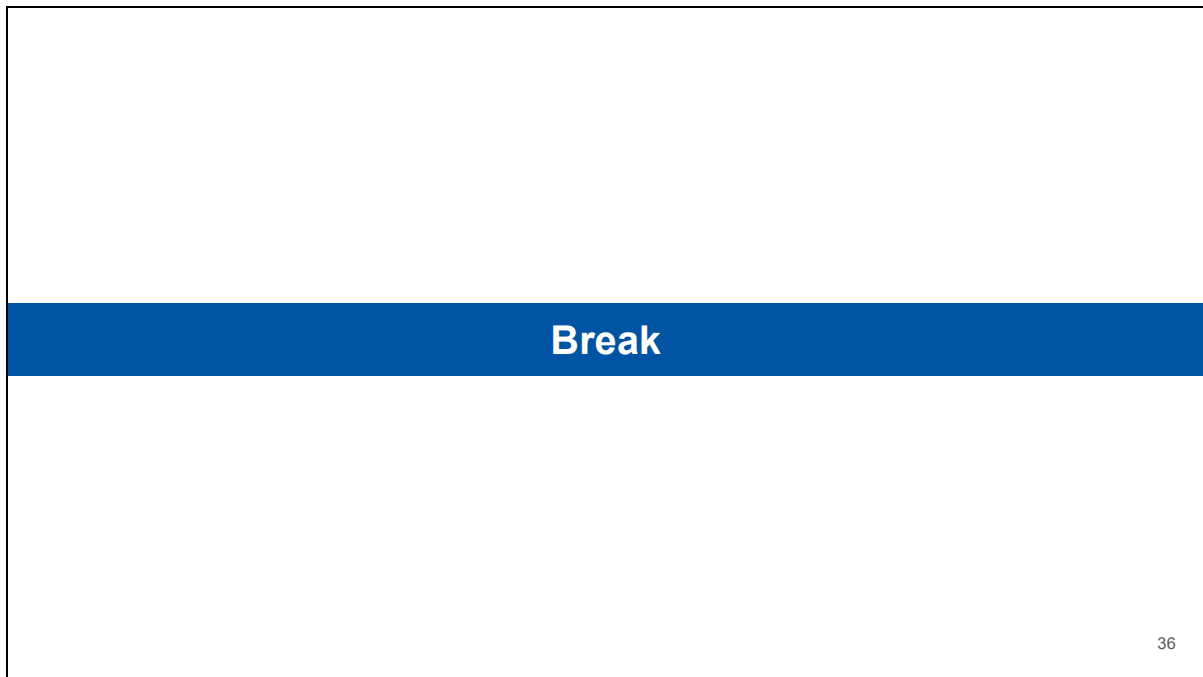
[UNCOPS 2018, Luis Carrilho talks to UN media](#)

[MINUSCA - UN police in UN Mission in Central African Republic](#)

[UNCOPS 2018, Luis Carrilho talks to UN media](#)

To be used if we do not have UNPOL staff available to discuss with the participants.

Slide 36



12.10-13.10

MGA meeting with partners

37


Considering this morning's second case study:

The participation of the women's protection office representatives in a protection of civilians operation conducted by the MINUSMA military contingent.

A meeting is arranged by MINUSMA MGA with the head of the women's protection office to identify the possible contribution of the office's representatives to the military operation and to discuss the military contingent mistrust towards them.

Case Study 2 - Women's Protection Office

- A MINUSMA contingent is planning to conduct a civilian protection mission in the next month in an area that has seen numerous security incidents.
- The contingent will travel more than 1,000 km into areas that are normally difficult for MINUSMA civilian personnel to access.
- The MINUSMA Women's Protection Office would like to participate in this mission but the contingent commander is reluctant. He/she has the following concerns:
 - Personnel from the women's protection office may compromise the security of the operation by divulging tactical details.
 - Women's protection office personnel may compromise the operation because they are not trained for this type of terrain.
- **Produce a tip sheet for the MGA to remedy this situation and build trust between the contingent commander and the Women's Protection Office.**


15

13.10-13.20 - explain the exercise slide 35-38

Objectives :

- Interpret non-verbal communication to understand better the meaning of what is actually being said.
- Analyse the perspectives and agenda of UN and NGO partners, paying attention to context, culture and environment indicators.
- Demonstrate confidence when interacting with UN partners.

MGA Meeting with Women's Protection Office

38

The meeting will last 25 minutes.

The MGA has been with MINUSMA for 6 months. The contingent participating in the operation has an engagement platoon supporting the operation.

The representative of the women's protection office has been in Mali for 4 years. She has already participated in numerous military operations here in Mali, but also Yemen, and the Democratic Republic of the Congo. She would like to personally participate in the operation, accompanied by a national office member.

13.10-13.20 – explain the exercise slide 35-38

| MGA Meeting with Women's Protection Office | | 39 |
|--|--|----|
| Team 1: MGA | <ul style="list-style-type: none"> • One person plays the role, 2-3 people can be in support. | |
| Team 2: Women's Protection office | <ul style="list-style-type: none"> • In team complete the Engagement Document. | |
| Team 3 and 4: Observers | <ul style="list-style-type: none"> • Give feedback to teams 1 and 2 on the following points: <ul style="list-style-type: none"> - Type and relevance of the questions asked - Active listening - Non-verbal communication • Develop an observation tool. • Identify the approach you would have taken if you were the MGA in this simulation. | |

13.10-13.20 – explain the exercise slide 35-38

- **Team 1:** Represents the MGA. One person plays the role, 2-3 people can be in support. The whole team helps with the preparation by completing the Engagement Preparation Document to be handed to the facilitators at the end of the simulation.
- **Team 2:** Represent the Women's Protection office. One person plays the role, 2-3 people can be in support. The whole team helps with the preparation by completing the Engagement Preparation Document to be handed to the facilitators at the end of the simulation.
- **Team 3 and 4:** You are observers and will have to give feedback to teams 1 and 2 on the following points:
 - Type and relevance of the questions asked
 - Observation of active listening
 - Non-verbal communication
- **Teams 3 and 4:** Develop an observation tool to give to the facilitators at the end of the simulation. You must also identify the approach you would have taken if you were the MGA in this simulation.

| Conduct of the simulation | 40 |
|--|----|
| <div data-bbox="416 539 1177 862" style="border: 1px solid black; padding: 10px;"><p>25 minutes: Prepare the engagement.</p><p>25 minutes: Do the role-play.</p><p>30 minutes: Debrief (5 minutes feedback from each team, 10 minutes feedback from facilitators).</p><p>10 minutes: Zoom call with the Women's Protection Office.</p></div> | |

13.20-14.50

Divide the class into 4 groups: 1) MGA 2) Representative of the Women's Protection Office, 2 other groups as observers.

1) 10 minutes to prepare participants for the situation/context of the role-play – give specific roles

2) 25 minutes for participants to prepare for the role-play (the observer group prepares as if they were MGAs, and during the debriefing, they will explain what they would have done differently)

3) 25 minutes for the role-play

4) 30 minutes to debrief (5 minutes feedback from each team, 10 minutes feedback from facilitators)

5) 10 minutes Zoom call with the Women's Protection Office or watch a video of someone from the Women's Protection Office explaining their role

Note to facilitator:

- Make sure that the team is well balanced in terms of strong vs shy/discreet personalities
- Can bring props to help with the role-play

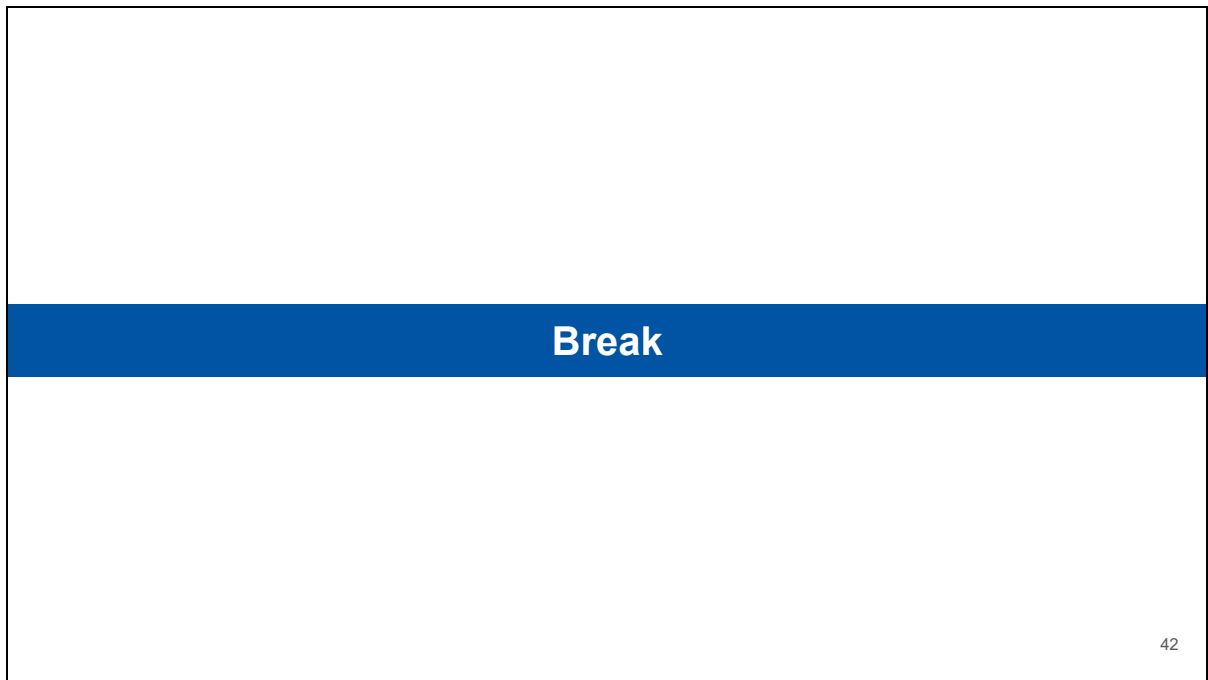
Gender Affairs Office – MINUSCA

41



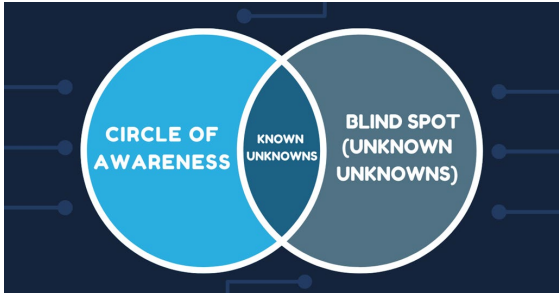
<https://www.youtube.com/watch?v=KKCEBK8BHdw>

Slide 42



14.50-15.05

Blind spots, risk analysis and prejudices 43



Our beliefs, experiences and education

The culture of the country where we operate
(Intelligence)

The United Nations code of conduct
(Policies and regulations)

15.05-15.30

Introduce the concepts of Resilience, BRAVING and blind spot

Blind spots, risk analysis and prejudices

44

What are blind spots?

Blind spots, risk analysis and prejudices

45

- Create psychological safety
- Be a catalyst, motivator
- Be innovative and creative (advertising campaign, TED talk)
- Balance enthusiasm and risk
- Unlock your unknowns to make better decisions
- Break the illusion of transparency
- Do unto others as you would have them do unto you

Summarise the Conclusion of your Meeting

46

What information have you obtained that could impact the stability and security of the region?

What should the military contingent do to gain the confidence of the military component and the Women's Protection Office?

What are your recommendations for future engagements and support of the military component to the organisation?



15.30-16.00

→ Summarise the conclusions of the meeting in a concise and timely report to the FC and military staff.

Ask Groups 1 and 2 to summarise the meeting with the UNPOL Gender Advisor and Groups 3 and 4 with the meeting with the Women's Protection Office.

Each group should summarise the main points of their meeting on a PowerPoint slide for the Force Commander.

(10 minutes preparation, 5 minutes presentation for each team (20 minutes))

Review the concept of a meeting report adapted to the target audience (5 minutes)

What will you do differently next time? 47

- Preparation tool: how will you adapt them?
- Prepare your team before the event
- Pre-meeting / contact with the organisation (email, phone)
- Welcome / introduce the organisation's representatives
- Topic of discussion
- Monopolising the conversation
- Use humour
- ...



16.00-1610

Ask in plenary what they will do differently the next time they meet with an NGO. (10 minutes)

16.10-16.30

Prepare participants for the Lesson 3.5 activities.