Military Gender Advisor Training

Lesson 1

United Nations Peacekeeping

unitar
United Nations Institute for Training and Research

MILITARY GENDER ADVISOR

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.

1. Access to a computer

2. Preference between paper and electronic documents

3. Punctuality

4. Locations: toilet, break and smoking point

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

What guided your identification of the two truths and the lie?
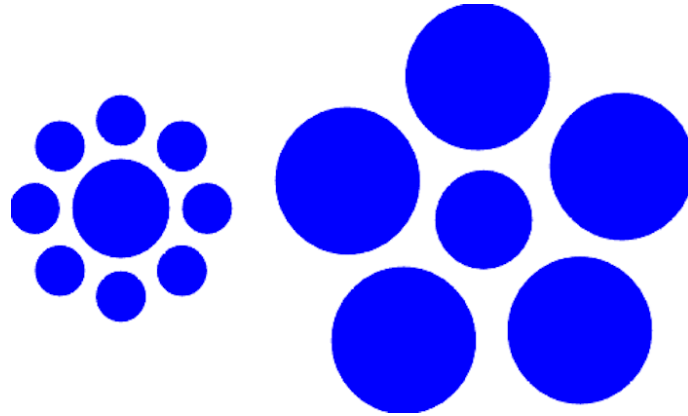
The two central circles are the same size

Break

Create your personalised business card on a flipchart:

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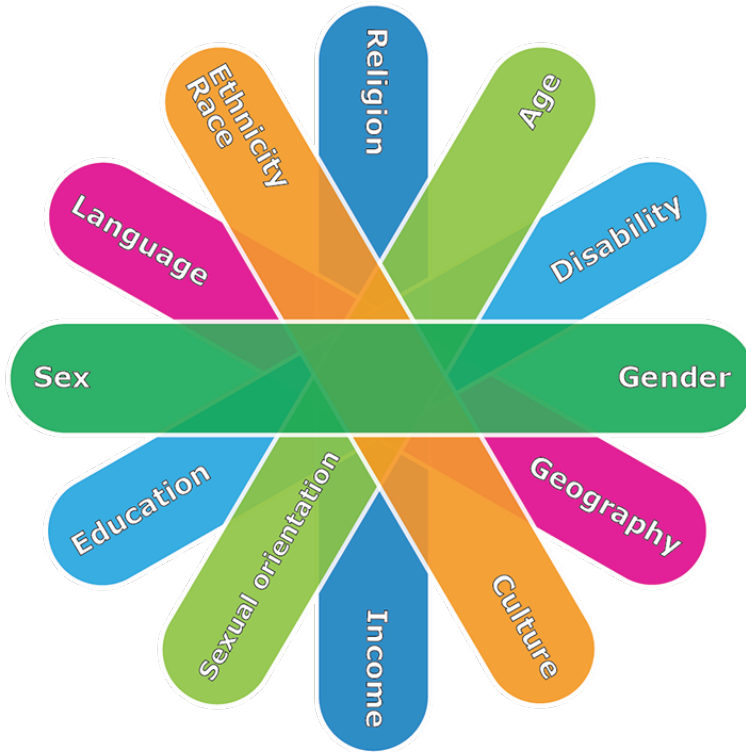- Title and current employment
- Two characteristics that make you UNIQUE

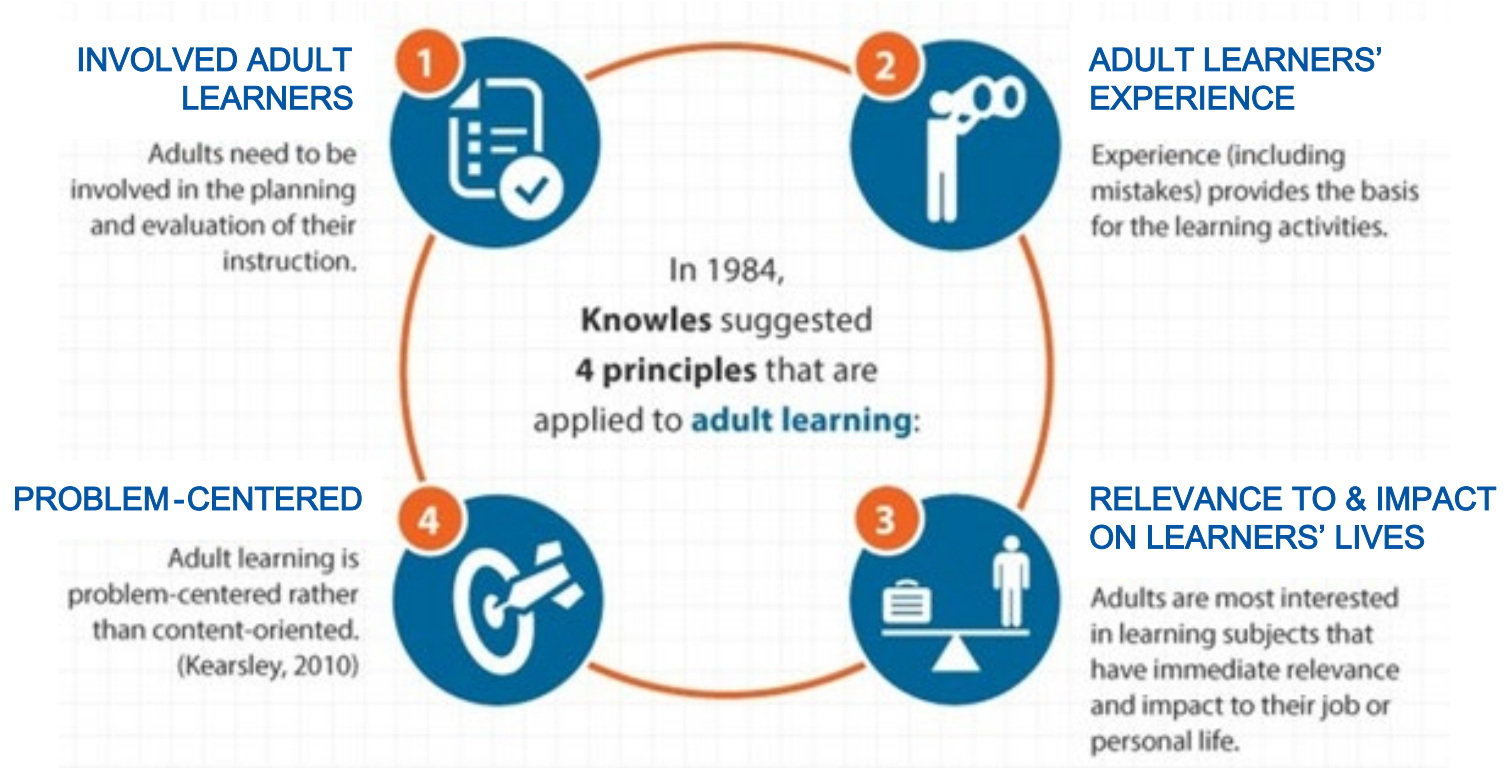You will have <u>two minutes</u> to present it

Be original ☺

Intersectionality:
What makes you unique and what makes them unique?

Break

INVOLVED ADULT LEARNERS

Adults need to be involved in the planning and evaluation of their instruction.

ADULT LEARNERS' EXPERIENCE

Experience (including mistakes) provides the basis for the learning activities.

In 1984, **Knowles** suggested **4 principles** that are applied to **adult learning**:

PROBLEM-CENTERED

Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

RELEVANCE TO & IMPACT ON LEARNERS' LIVES

Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

CHARACTERISTICS OF ADULT LEARNERS (ANDRAGOGY)

1 SELF-CONCEPT

As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being

5 MOTIVATION TO LEARN

As a person matures the motivation to learn is internal (**Knowles** 1984:12).

2 ADULT LEARNER EXPERIENCE

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3 READINESS TO LEARN

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4 ORIENTATION TO LEARNING

As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.

Pappas, 2013

Degree of self-knowledge, of one's true strengths and weaknesses.

Self-awareness

Ability to look at problems in unique and unusual ways.

Mental capacity

Get results in difficult situations for the first time.

Agility of results

Learning agility

Agility in the event of change

Human agility

Enjoys experimenting and comfortable with change.

Skilled communicator who can work with a variety of people.
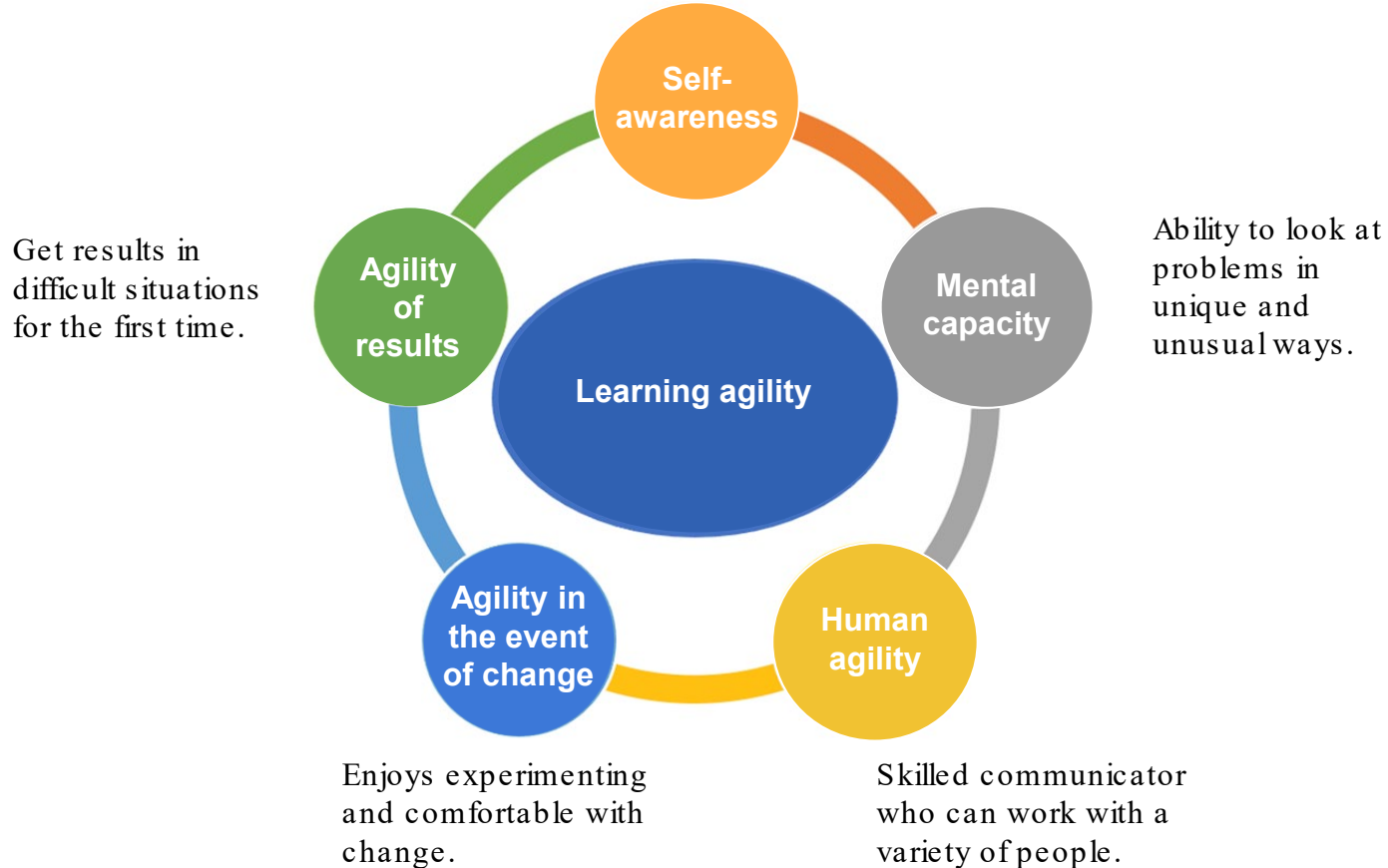
1. Put into practice the design of the following documents:
    *   Gender-sensitive conflict analysis;
    *   Gender estimate;
    *   Gender annexe for an operational plan;
    *   Gender-based analysis;
    *   Military gender strategy; and
    *   Gender impact assessment.

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.

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.

SMART skills

- Deepen your awareness, develop your proactive mindset and your strong collaborative thinking skills;

- Boost your self-confidence and willpower to amplify your impact;

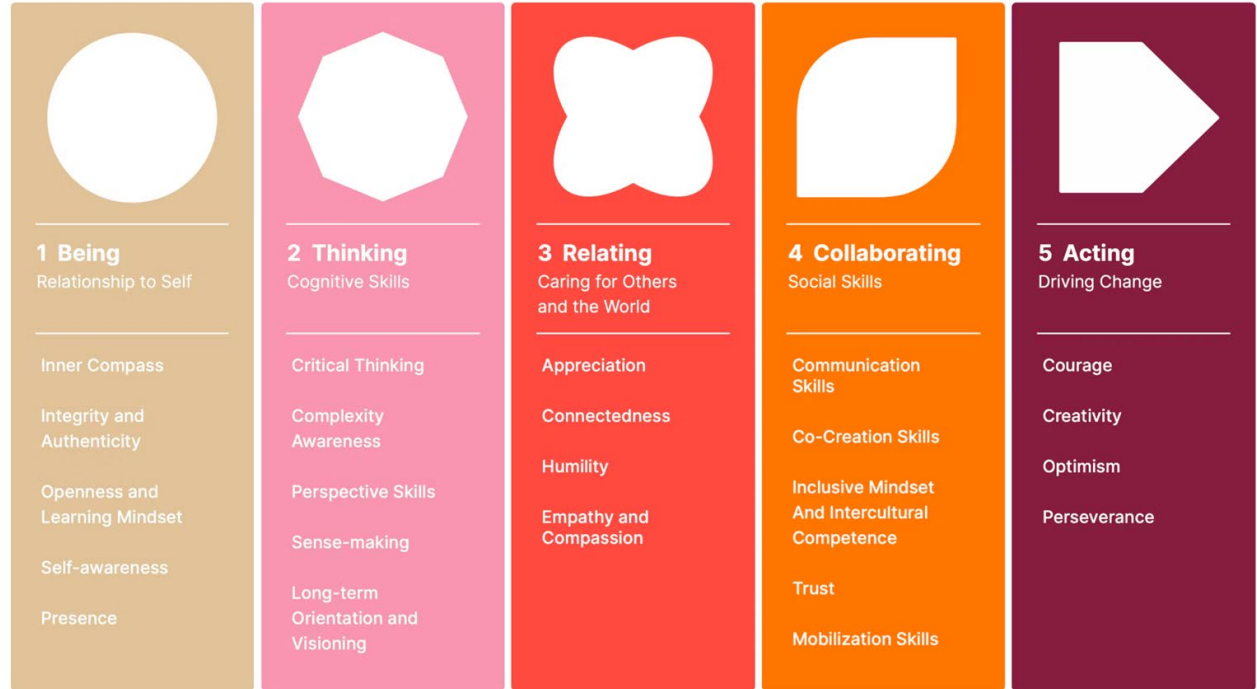- Change the way you think to create strategic solutions.

SMART Skills
Active listening
Powerful questions
Cognitive dissonance
Psychological safety
Storytelling
Worldviews
Facing resistance
Context, culture, diversity
Living in our values

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

Inner Compass

Integrity and Authenticity

Openness and Learning Mindset

Self-awareness

Presence

2 Thinking
Cognitive Skills

Critical Thinking

Complexity Awareness

Perspective Skills

Sense-making

Long-term Orientation and Visioning

3 Relating
Caring for Others and the World

Appreciation

Connectedness

Humility

Empathy and Compassion

4 Collaborating
Social Skills

Communication Skills

Co-Creation Skills

Inclusive Mindset And Intercultural Competence

Trust

Mobilization Skills

5 Acting
Driving Change

Courage

Creativity

Optimism

Perseverance

- **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

Personal learning diary

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.

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.

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.

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.

Rules of Engagement to Work Well Together

Rules of Engagement to Work Well Together

- 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!
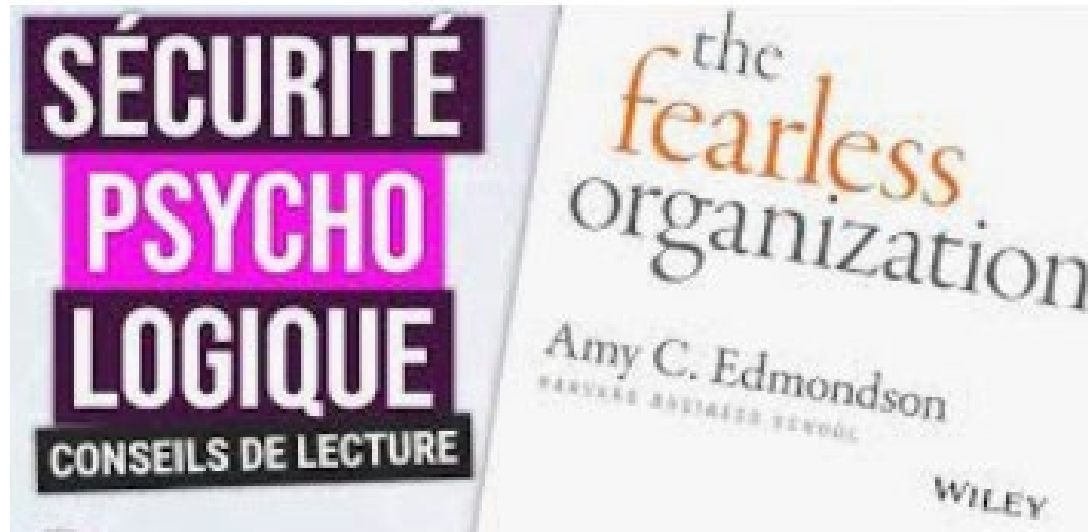
1. When you make a mistake, is it often held against you?

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?
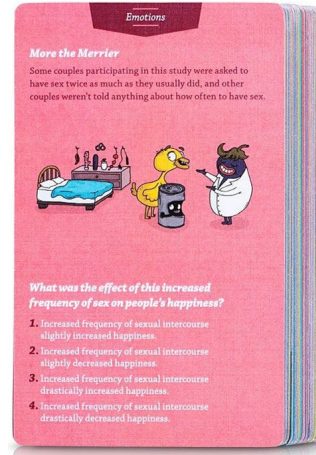
Politics
Signing statements on a form
- Many motor insurance companies require insurers to report the mileage on their cars once a year. Lower mileage usually results in lower premiums, so customers are incentivised to lie.
- The researchers tested whether a simple change in the form could influence 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.

1. Herd mentality
2. Reliability and honesty
3. "Do no harm" and social norms
4. Always look for a second opinion
5. Importance of compliments
6. Offenders feel powerful
7. Building trust for cooperation
8. Tendency to aim for the least effort
9. Scary stories have no impact on future behaviour
10. 'Aversion to last place'
11. Gratitude has real and measurable effects on overall well-being
12. Importance of rituals to regain control

13. Happiness is about where we could have been (compared to a worse or better situation)
14. Giving meaning through ritual
15. Gender equality is not a zero-sum game
16. Adjusting attitudes by observing extremist attitudes
17. People must be actively involved in creating solutions (meaningful participation)
18. People are looking for short-term results
19. The surrounding space has an impact on the decisions people make
20. An orderly environment has a positive impact on behaviour and motivation
21. Opt-in vs opt-out

- Anything a person does that can be observed in a certain way (seen or heard).

- Includes everything we do (our physical acts), everything we say (verbal behaviour) and our facial expression and body gestures (nonverbal communication).

- The purpose is to perform a task or transmit a message.

Human Response to External or Internal Stimulus Situation

- **Social norms:** Norms are the social rules on what should or should not be done (Egmond & 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).

- **Agent for change:** A person from inside or outside an organisation who helps an organisation, or part of an organisation, to transform how it operates.

- **Gatekeepers** : A persons able to arbitrate access to a social role, field setting or structure.

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)
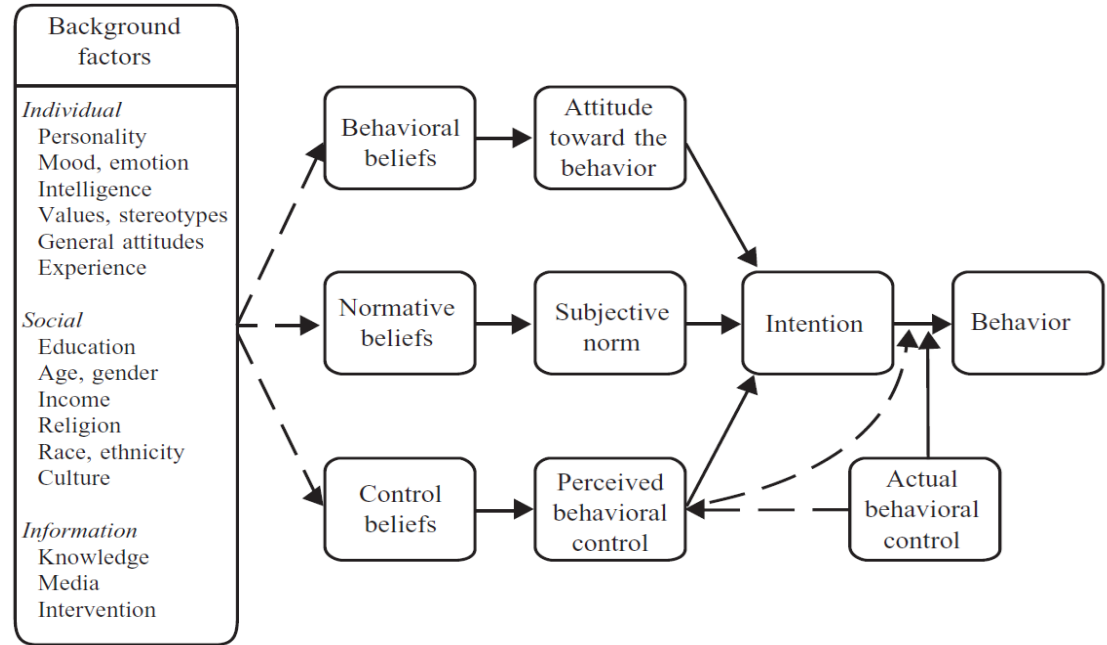
- Behaviours are not always rational.

- Behaviour in any situation is a function
  - **partly of the intention**,
  - **partly of the habitual responses**, and
  - **partly of the situational constraints and conditions.**

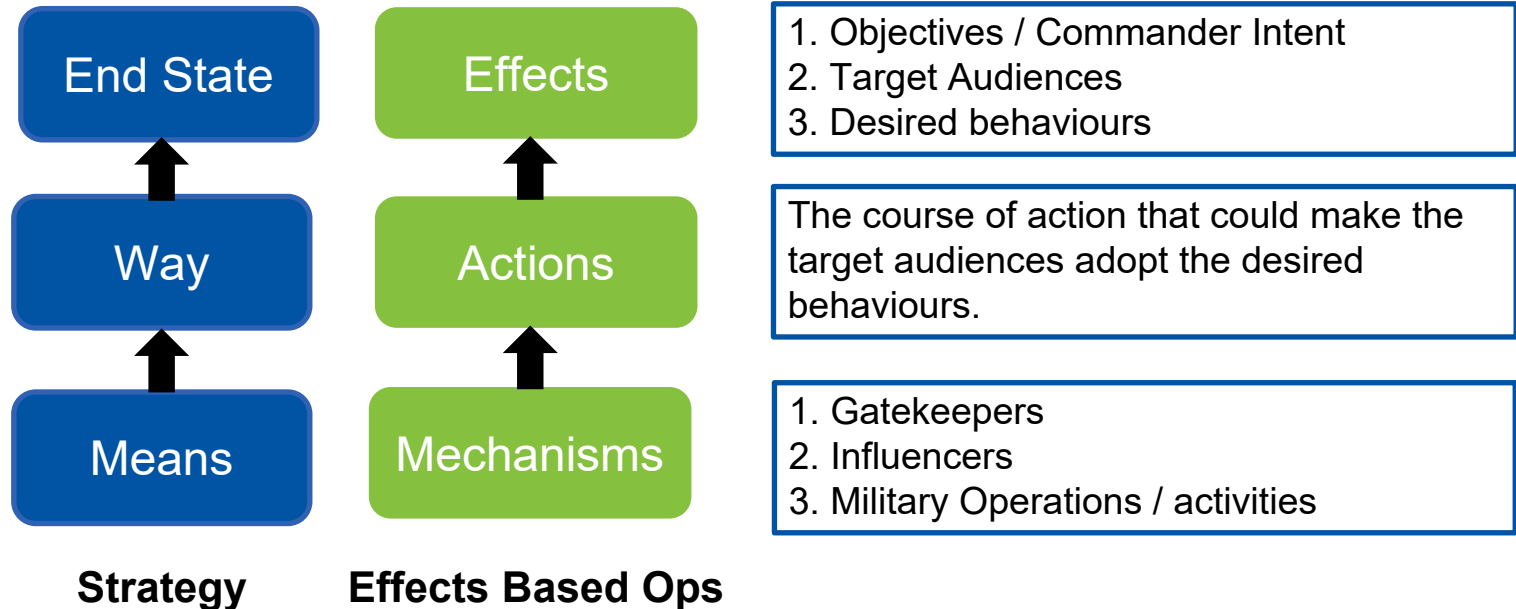- The intention is influenced by social and affective factors and by rational deliberations.
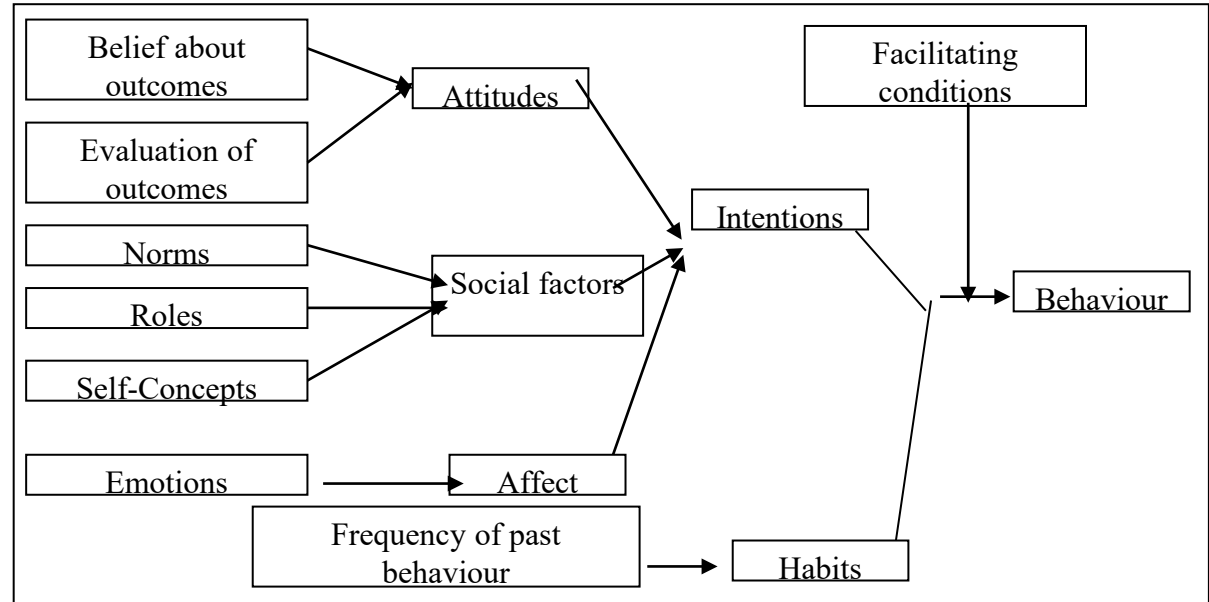
Organisational behaviour is the: "study of human behaviour in organisational settings, the interface between human behaviour and the organisation, and the organisation itself".

Organisation behaviour shapes the mobilisations, decision - making, and leadership of its members.
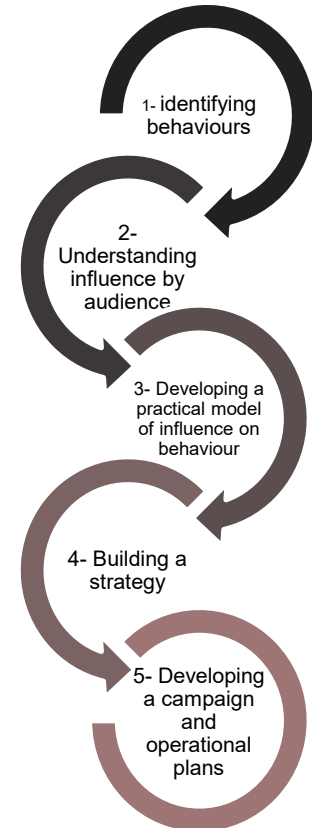
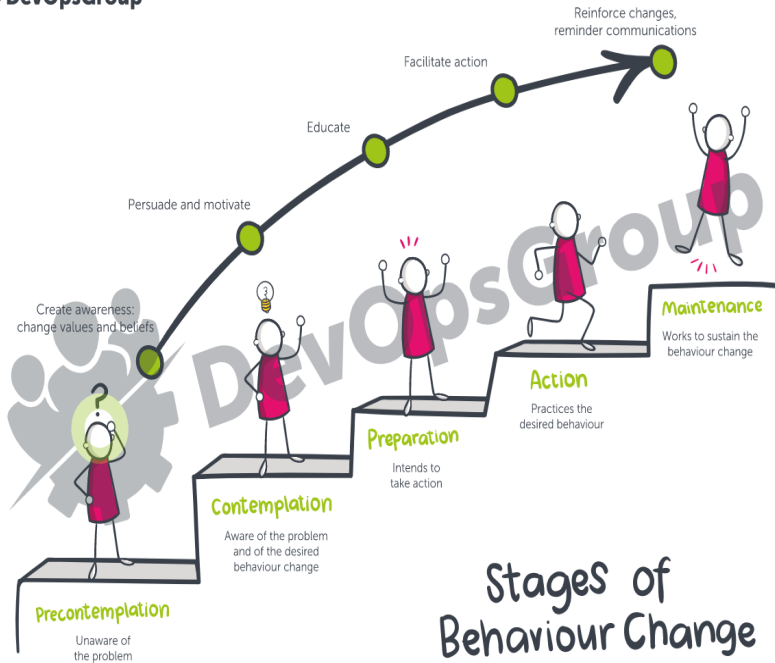| Organisation model	Autocratic	Custodial	Supportive	Collegial	System
Basis of model	Power	Resources (as food, water. Money, shelter)	Leadership	Partnership	Trust, community, meaning
Managerial orientation	Authority	Resources dependency	Support	Teamwork	Caring, compassion
Agent orientation	Obedience	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

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	Effects
↑	↑
Way	Actions
↑	↑
Means	Mechanisms
Strategy	**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

- 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

1- identifying behaviours

2- Understanding influence by audience

3- Developing a practical model of influence on behaviour

4- Building a strategy

5- Developing a campaign and operational plans

Stages of Behaviour Change

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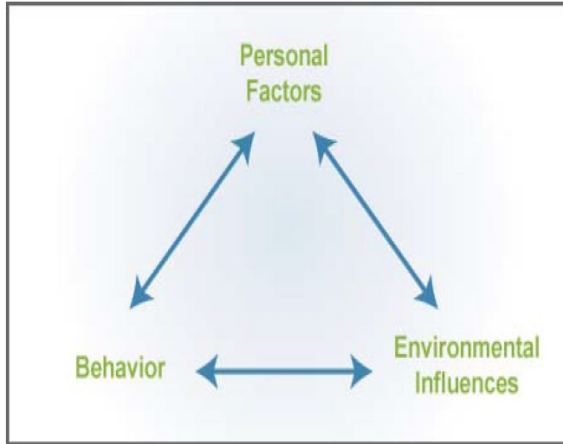
Bandura, A., (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall. P. 24.

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.
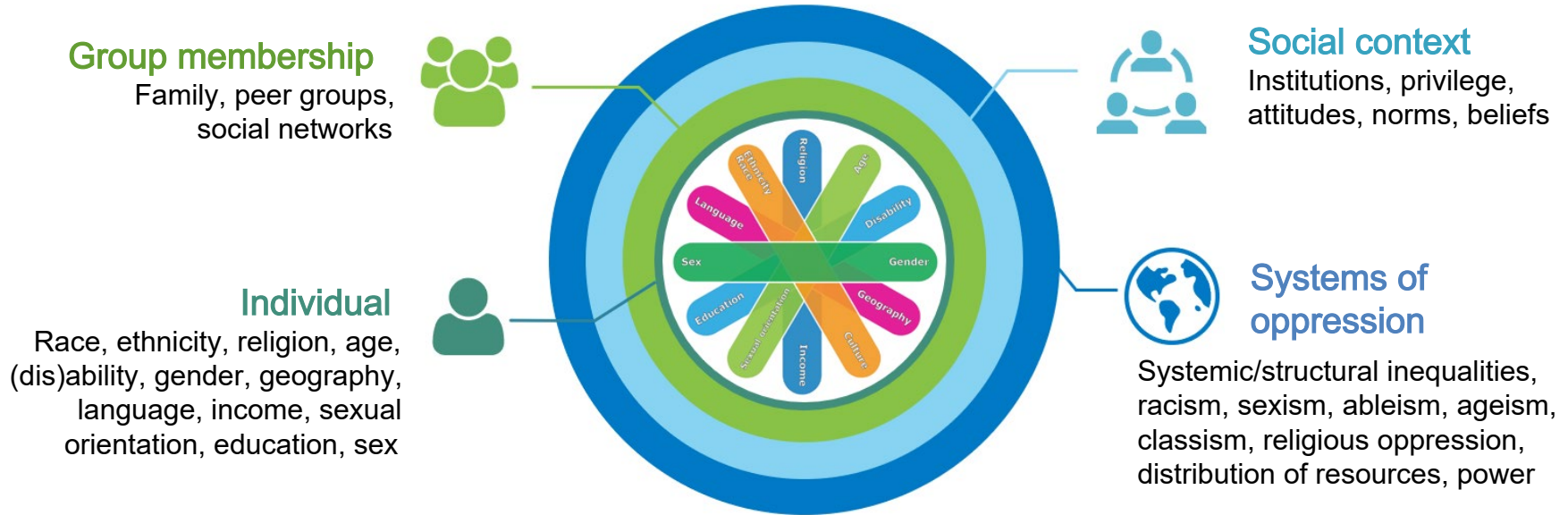
Limitations of the Social Ecological Model include:

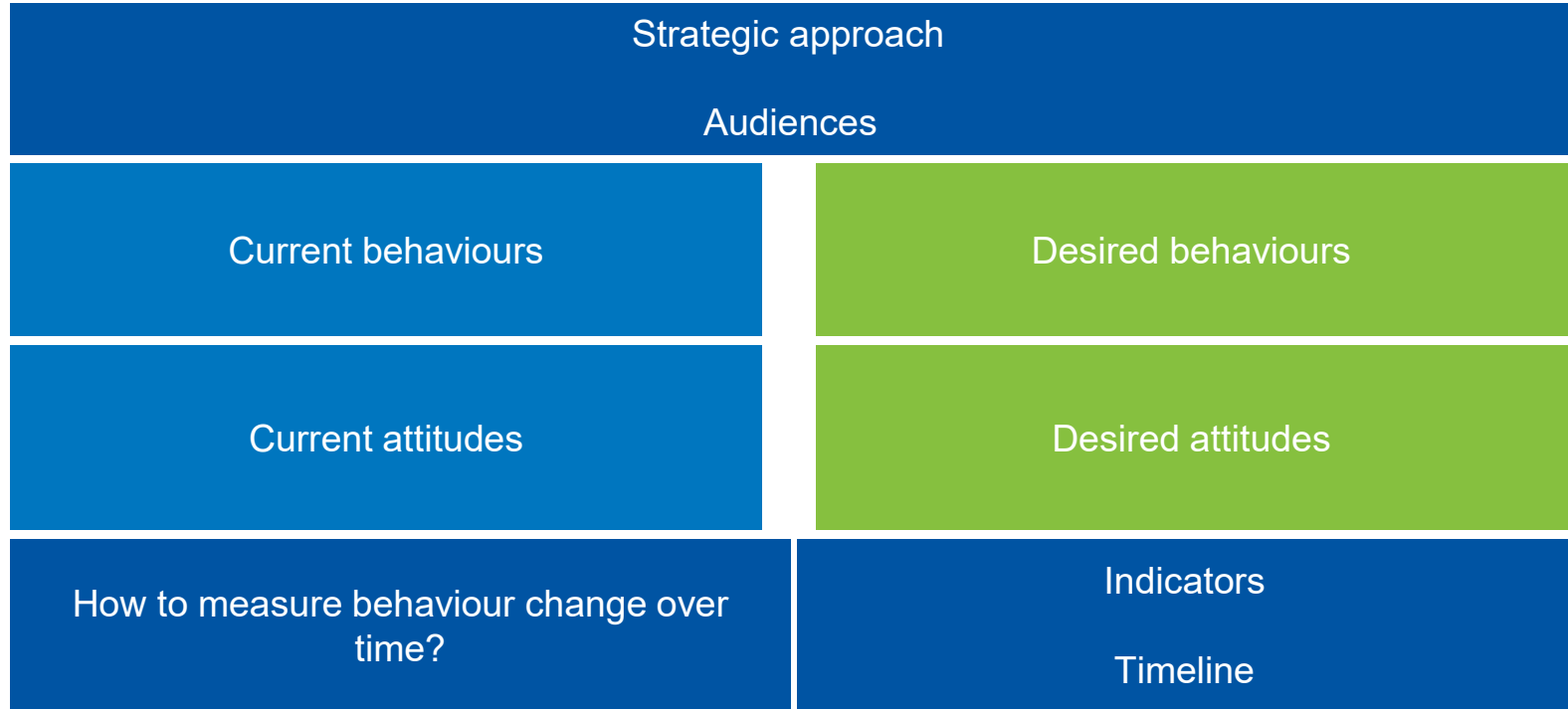- Lack of motivation for change in the environment.

- 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.

Group membership
Family, peer groups, social networks

Individual
Race, ethnicity, religion, age, (dis)ability, gender, geography, language, income, sexual orientation, education, sex

Social context
Institutions, privilege, attitudes, norms, beliefs

Systems of oppression
Systemic/structural inequalities, racism, sexism, ableism, ageism, classism, religious oppression, distribution of resources, power

Strategic approach

Audiences

Current behaviours	Desired behaviours
Current attitudes	Desired attitudes

| How to measure behaviour change over time? | Indicators

Timeline |

Lunch

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

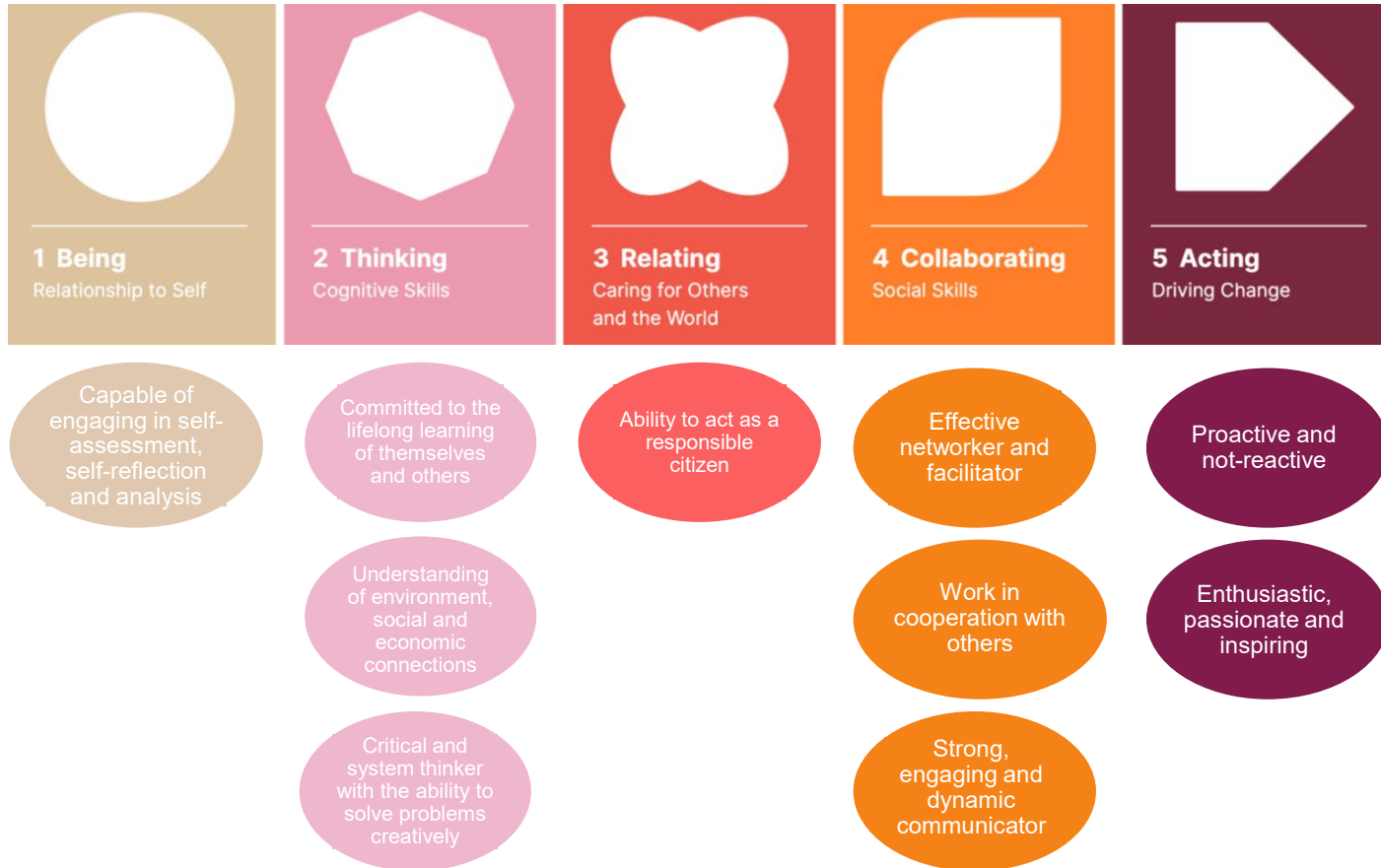Individually, identify 3-4 characteristics.

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.

1 Being
Relationship to Self

2 Thinking
Cognitive Skills

3 Relating
Caring for Others and the World

4 Collaborating
Social Skills

5 Acting
Driving Change

Capable of engaging in self-assessment, self-reflection and analysis

Committed to the lifelong learning of themselves and others

Ability to act as a responsible citizen

Effective networker and facilitator

Proactive and not-reactive

Understanding of environment, social and economic connections

Work in cooperation with others

Enthusiastic, passionate and inspiring

Critical and system thinker with the ability to solve problems creatively

Strong, engaging and dynamic communicator

1 Being Relationship to Self	2 Thinking Cognitive Skills	3 Relating Caring for Others and the World	4 Collaborating Social Skills	5 Acting Driving Change
Inner Compass	Critical Thinking	Appreciation	Communication Skills	Courage
Integrity and Authenticity	Complexity Awareness	Connectedness	Co-Creation Skills	Creativity
Openness and Learning Mindset	Perspective Skills	Humility	Inclusive Mindset And Intercultural Competence	Optimism
Self-awareness	Sense-making	Empathy and Compassion	Trust	Perseverance
Presence	Long-term Orientation and Visioning		Mobilization Skills	

| 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.
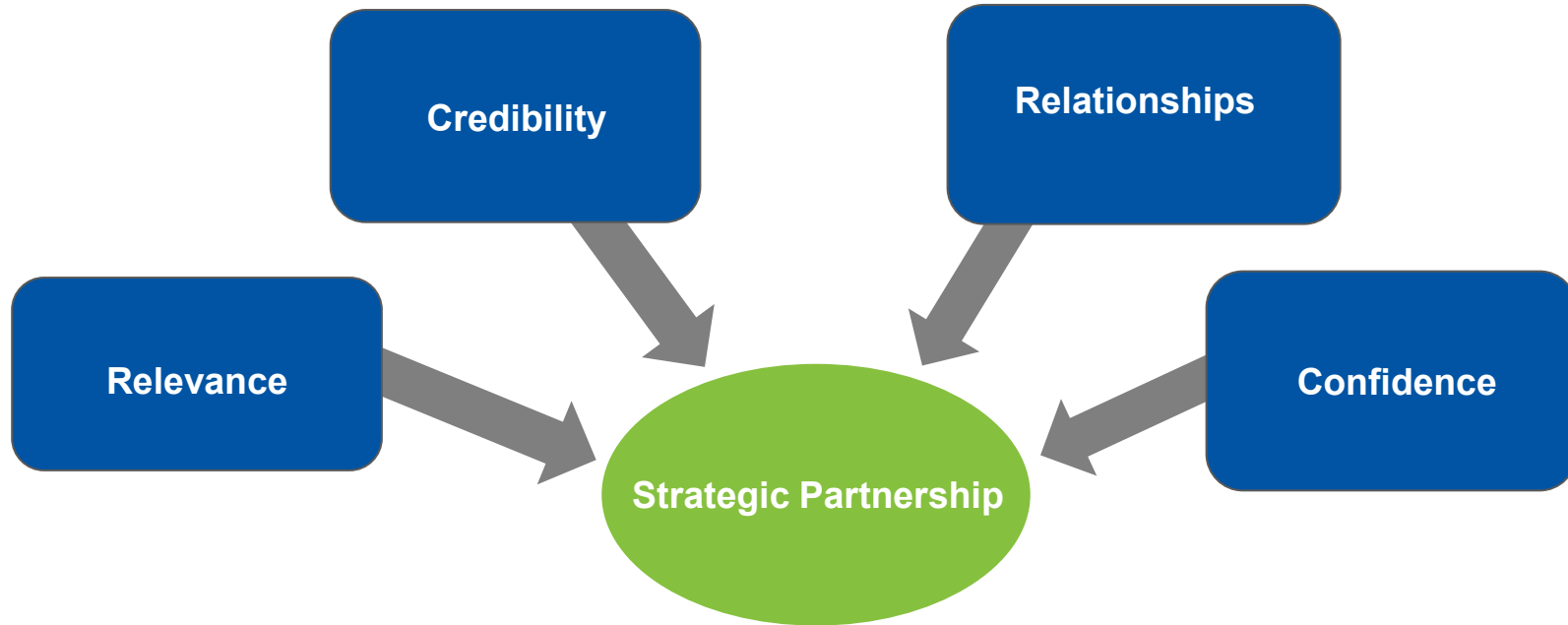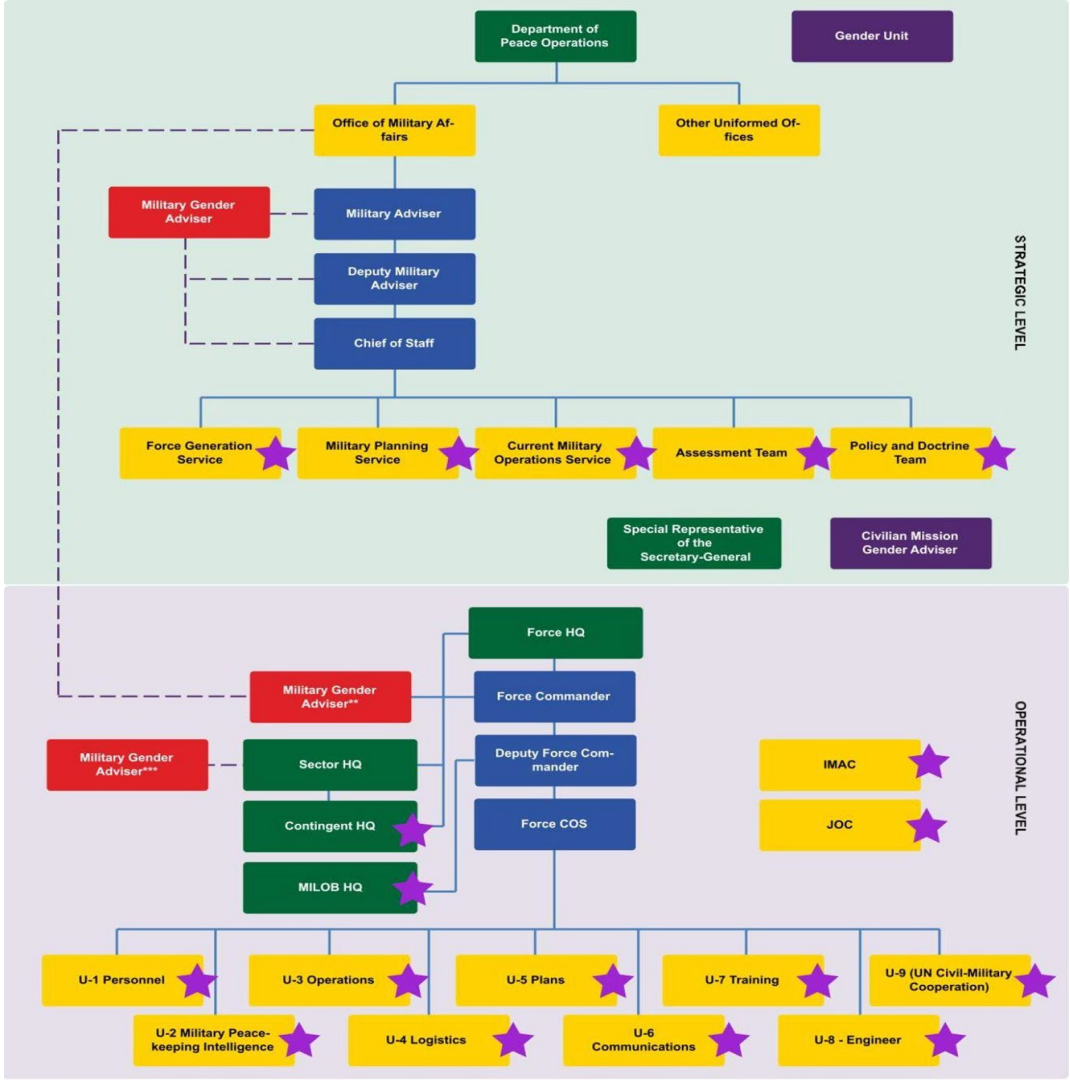
- Advisory responsibilities: advise Force Commander, Staff Officers, Military Gender Focal Points and Joint Engagement Teams

- 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

MGA	MGFP

Break

- 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)

SMART skills and IDGs

SMART Skills
Active listening
Powerful questions
Cognitive dissonance
Psychological safety
Storytelling
Worldviews
Facing resistance
Context, culture, diversity
Living in our values

Inner Development Goals
Being, Collaborating, Connecting, Acting
Collaborating, Connecting
Being, Thinking
Collaborating, Being
Relating, Collaborating
Being, Thinking
Being, Thinking, Connecting
Thinking, Relating, Acting
Being, Relating, Collaborating, Acting

What are the:

➜ Tasks
➜ Skills
➜ Behaviours
➜ Attitudes

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

By using the Google form link provided by the facilitators:

- Identify the most important thing you learned today.

- Identify something you would like to learn more about.

Homework: Read the 'Blind Spot' article and answer the questions for tomorrow morning.

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.

- 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/

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?