

Lesson 8



UN Police Monitoring, Mentoring and Advising

Lesson at a Glance

Aim

To provide participants with a clear understanding of the basic concepts and strategies of UN Police Monitoring, Mentoring and Advising (MMA) for better support to law enforcement personnel and agencies in a post-conflict environment.

Relevance

Monitoring, Mentoring and Advising (MMA) are key methods in capacity-building and the wider police development process and are fundamental to the United Nations Police's ability to anchor police development truly within national ownership. Therefore, UN Police Officers must understand how MMA contributes to successful mandate implementation, which UN guidance and policies to refer to and how to manage challenges related to MMA.

Lesson Overview

- Introduction to Monitoring, Mentoring and Advising
- MMA in UN Peace Operations
- Challenges related to MMA
- MMA Reporting and Documentation

Learning Objectives

Learners will be able to:

- Define Monitoring, Mentoring, and Advising (MMA)
- Identify the UN guidance and policy framework of MMA in UN Peace Operations
- Explain the role of MMA in developing the capacities of national law enforcement agencies
- Explain the role of a mentor/adviser in Peace Operations
- Discuss the basic principles of MMA
- Outline the MMA process
- Identify challenges related to MMA
- Illustrate approaches to effectively apply MMA towards mandate implementation
- Identify the elements of MMA reporting and documentation

Lesson Map

Introduction to Monitoring, Mentoring and Advising	Slides 1-14
MMA in UN Peace Operations	Slides 15-25
Challenges Related to MMA	Slides 26-32
MMA Reporting and Documentation	Slides 33-37
Lesson Wrap-Up	Slide 38

The Lesson

Duration: 180 minutes total
90 minutes: learning activity
90 minutes: interactive presentation



Starting the Lesson

For an interactive start to Lesson 8, consider the following options:

- *Ask learners whether they are or were involved in Mentoring, Monitoring and Advising in their domestic police organisations or in a peacekeeping setting.*
- *Let learners describe one positive and one negative experience with MMA – in domestic or international settings.*
- *Ask if any learners have experience from an MMA recipient perspective (e.g., from countries which formerly hosted Peace Operations and are now police-contributors themselves)?*
- *Ask learners why they think MMA is of importance to the fulfilment of the UN Police mandate.*

Introduce the following (using slides 1-3):

- *Aim*
- *Relevance*
- *Lesson Overview*

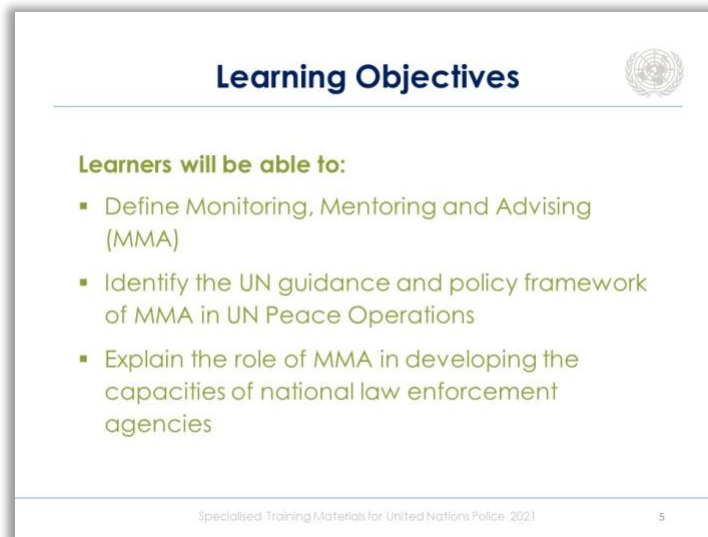
Explain that this lesson is divided into four sections:

- *Introduction to Monitoring, Mentoring and Advising*
- *MMA in UN Peace Operations*
- *Challenges related to MMA*
- *MMA Reporting and Documentation*

Note the particular language of the UN. Learning will involve some words, terms and phrases which may be unfamiliar and/or seem awkward. Note to the learner: “Do not let the language get in the way of learning.” As you move through the training, review the definitions of keywords and phrases.

Introduction to Monitoring, Mentoring and Advising

Slides 4 and 5



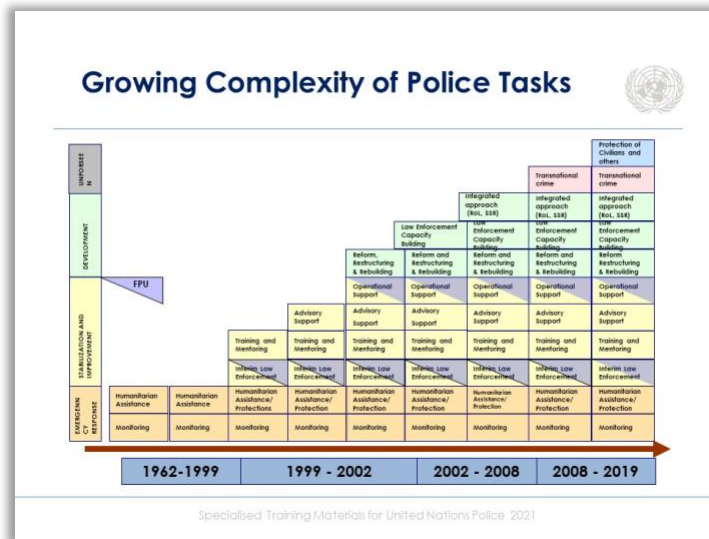
Key Message: Monitoring, Mentoring and Advising are key methods in capacity-building and the wider police development process and are fundamental to the United Nations Police's ability to anchor police development truly within national ownership.

Mentoring and advising are essential methods for consolidating training and are dependent, to a considerable degree, on the mentor or adviser's skills, experience and preparedness to engage in these tasks in a foreign and challenging environment.

This section introduces the topic of MMA in UN Peace Operations.

After having completed this introduction to MMA, participants will be able to define MMA, identify the UN guidance and policy framework underpinning MMA in UN Peace Operations and they will be able to explain the role of MMA in developing the capacities of law enforcement agencies.

Slide 6



Key Message: Peacekeeping has evolved from the more traditional Peacekeeping of the UN's earlier years to an increasingly complex, multi-dimensional model.



Use this slide to introduce the growing complexity of tasks mandated to UN Police in UN Peace Operations.

Between 1995 and 2017, the number of police in missions more than doubled to keep pace with the expansion of mission tasks, from 5,840 in 1995 to over 12,700 (over 3,253 IPOs) in 2021.

United Nations Police peacekeeping has moved swiftly from a relatively passive role of monitoring individual host-State police officers to supporting the reform and restructuring of whole police organisations.

As covered in STM Lesson 1, the mission of the UN Police is to enhance international peace and security by supporting Member States

- In conflict, post-conflict, and other crisis situations
- In their quest to realise effective, efficient, responsible, and accountable police service of the highest professional standard possible


To this end, the United Nations Police builds or, in Peacekeeping Operations with an executive mandate, substitutes for host-State police capacity to prevent and detect crime, protect life and property, and maintain public order and safety.




For more information on the evolution of Peacekeeping, peruse the links below to prepare the lesson. These can also be shared with training participants for further reading.

- <https://police.un.org/en/united-nations-police-timeline>
- <https://police.un.org/en/our-history>
- <https://peacekeeping.un.org/en/un-peacekeeping-70-years-of-service-sacrifice>
- <https://peacekeeping.un.org/en/our-history>

Slide 7

Purpose of Monitoring, Mentoring, and Advising (MMA) 

- Key methods in capacity-building and the wider police development process
- Fundamental to UNPOL's ability to anchor police development truly within national ownership



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Key Message: The purpose of MMA is to support host-State capacity-building and the wider police development process through a defined process of monitoring, mentoring and advising.

As covered in STM Lesson 1, the core tasks of UN Police are Operational Support and Capacity-Building and Development. Capacity-building and development refer to support for the reform, restructuring and rebuilding of host-State police, supporting the development of effective host-State police capacity to provide representative, responsive and accountable police service of the highest possible professional standard.

MMA are key methods in capacity-building and the wider police development process.

The MMA process includes monitoring to identify and assess capacity gaps and to make recommendations for mentoring and advising activities to support host-State capacity-building and the wider police development process.



Use the following slides (8-10) to provide learners with a definition of Monitoring, Mentoring and Advising. Pay special attention to how Monitoring has evolved with changes in the UNPOL mandate. Explain the difference between Mentoring and Advising but emphasize that these differences are not always as clear cut in the mission reality.

Slide 8

Different Contexts of Monitoring

Traditional Monitoring	Monitoring within MMA
<ul style="list-style-type: none"> Ensuring respect for human rights Historically a core task for UN Police Observing Reporting 	<ul style="list-style-type: none"> Observing performance and conduct to improve performance through mentoring and advising Continuing to ensure respect for human rights

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Key Message: Monitoring is a key tool in the delivery of the United Nations Police capacity-building and development mandate. The overall monitoring activity of United Nations Police must aim at capturing the host-State progress in representative, responsive and accountable policing.

Traditional monitoring – ensuring respect for human rights – has historically been a core task for UN Police. Increasingly, missions are mandated to do a different type of monitoring which essentially supports police capacity-building and development activities. This type of monitoring focuses on observing the performance and conduct of the host-State institutions and individual officers with the aim of assisting them in improving their performance through mentoring and advising, while continuing to monitor respect for human rights.

The shift to monitoring within the MMA context reflects a change towards the added tasks of improving police performance through mentoring and advising. Observing performance is necessary to accomplish this. This is not to say that ensuring respect for human rights is no longer a priority – it is still an important component of performance monitoring and remains the same.

Performance monitoring focuses on observing, assessing and reporting on:

- the host-State institutions (e.g., internal processes, budgeting, policies, standing orders, training facilities);
- operating environment (political, economic, social and other opportunities and constraints impacting police reform and development); and
- personnel skills and conduct, including skills acquired through mentoring.

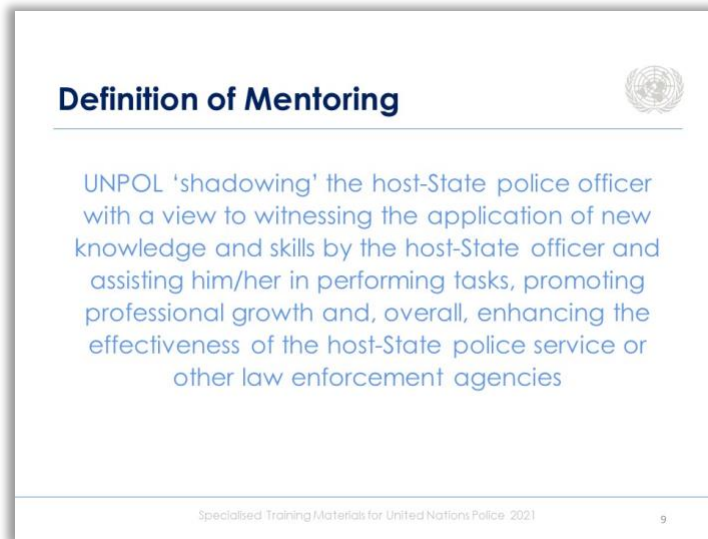
The end goal of such monitoring is to arrive at recommendations to the host-State authorities on how to build on achievements and address shortcomings in their police and other law enforcement agencies and to feed these recommendations into planned or ongoing United Nations assistance.

As such, this type of monitoring is a key tool in the delivery of the United Nations Police capacity-building and development mandate (capacity-building and development will be covered in detail in Lesson 8). For example, monitoring and mentoring are at times used as the basic supporting reference for certification of the interim, newly vetted police. The overall monitoring activity of United Nations Police must aim at capturing the host-State progress in **representative**, **responsive** and **accountable** policing.

Monitoring is also relevant during transition if the UN must hand over mandated tasks to the host authority. A good example is the United Nations Mission in East Timor (UNMIT), where monitoring was a joint exercise to ascertain the level of local police capabilities before handing over.

Monitoring is a whole-of-mission activity. From the Head of the Police Component (HoPC) to an Individual Police Officer (IPO) or member of a Formed Police Unit in a remote region, all United Nations Police Officers need to collect, verify, analyse and transmit information which may help the mission fulfil its mandate and hand security responsibilities over to the host-State. The function of the Capacity-Building and Development Pillar within the Police Component is to collate and analyse this information and present options for decision-making to the HoPC and the mission leadership.

Slide 9



Key Message: Mentoring is a collaborative partnership in which an experienced and competent professional from a police-contributing country supports his/her host-State counterpart(s) ('mentees') in their professional and personal development.

Mentoring is a process of 'shadowing' of a host-State police officer by an UNPOL mentor with a view to witnessing the application of new knowledge and skills by the host-State officer and assisting him/her in performing tasks, promoting professional growth and, overall, enhancing the effectiveness of the host-State police service or other law enforcement agencies.

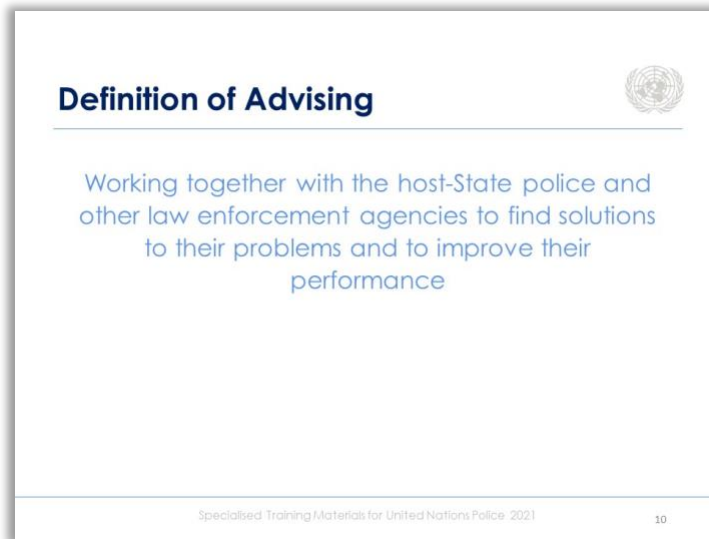
Usually, UNPOL mentors are co-located with their mentees and accompany them on missions and operations.

The goals of UNPOL mentoring are:

- a) to promote professional growth through the development of individual skills and competences;
- b) to inspire personal motivation; and
- c) to enhance the effectiveness of the host-State police service or other law enforcement agencies.

An UNPOL mentor is an agent of change. The mentor's role in the host-State police reform process is critical as he/she is the frontline agent of change in the reform process of the host-State police or other law enforcement agency. This role is not simply a technical skills transfer. More broadly, the mentor is a primary and valuable channel of information to the Police Component leadership on the progress of the police reform and development.

Slide 10



Key Message: Advising is the process of working together with the host-State police and other law enforcement agencies to find solutions to their problems and to improve their performance.

As opposed to mentors, advisers work on a strategic, mid- to senior-management level and advise an organisation, rather than individuals. An adviser works with his/her counterpart(s) to build or strengthen the institution, either by helping solve a particular problem or accompanying the entire reform process, while a mentor guides another person in developing his/her own ideas, learning and personal and professional competences.

Any advisory role requires, on the one hand, a level of technical expertise in the subject matter and, on the other hand, the personal and organisational soft skills for the process of knowledge transfer and/or persuasion and influencing others.

The differences between being a Mentor or an Adviser in the mission is not always clear cut. Most of the MMA tools can be applied for mentoring and advising.

Learning Activity

8.1

Analysis of Mandate Language

INSTRUCTIONS:

- Participants work in small groups. If possible mix experienced and inexperienced participants.
- Ask participants to read the assigned mission mandate in Handouts 8.1 (handouts and facilitator guidance can be found in the annex to this section 8.1).
- Ask groups to identify and mark the police-related mandates that can be achieved through MMA.
- Ask groups to mark the tasks where IPOs could be involved as a Monitor, Mentor or Advisor either directly or indirectly.
- Actively coach the groups.
- Groups present and explain their findings.

TIME: 20 minutes

- Group work: 10 minutes
- Discussion: 10 minutes

RESOURCES

- Handouts 8.1: Mission mandates for MINUSMA, UNSMIL, UNSOM

Learning Activity 8.1:

Identifying MMA Mandates



Instructions

- Work in small groups
- Read the assigned mission mandate and identify the police-related mandates that can be achieved through MMA
- Mark the tasks where IPOs could be involved as Monitor, Mentor or Advisor (directly or indirectly)
- Give examples how these tasks are practically fulfilled by an IPO
- Present your findings in plenary

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See the instructions above. **Supplement the plenary discussion with the Facilitator Guidance notes in Annex 8.1 at the end of this section of the lesson.** Use this learning activity as a transition into the following presentation of the MMA guidance and policy framework. Emphasize that it is important for participants to be able to refer to UN guidance, policies and mandates.

Slide 12

MMA Guidance and Policy Framework

- Police Monitoring, Mentoring and Advising in Peace Operations Manual 2017 (MMA Manual)
- Policy for United Nations Police in Peacekeeping Operations and Special Political Missions 2014 (UN Police Policy)
- Human Rights Due Diligence Policy on United Nations Support to non-UN Security Forces 2013 (HRDDP Policy)
- Mission Concept/ UN Police Concept of Operations
- UN Security Council Resolutions/Mission Mandates

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Key Message: MMA is underpinned by a United Nations guidance and policy framework. It is important for UNPOL to be able to refer to UN guidance, policies and mandates.

The following references are applicable when conducting MMA activities:

Police Monitoring, Mentoring and Advising in Peace Operations Manual 2017 (MMA Manual)

This manual provides practical advice for UN Police on what to monitor in the host-State police, what areas of police activity to pay special attention to, and how to effectively turn monitoring results into programmatic activities and targeted United Nations responses and interventions. The manual is the backbone of this STM.

Policy for United Nations Police in Peacekeeping Operations and Special Political Missions 2014 (UN Police Policy)

This document spells out the core functions of UN Police peacekeeping and the fundamental principles guiding its activities. By defining core functions and fundamental principles, the Policy serves to guide assessment and planning processes. The Policy contains a listing of generic capacity-building and development tasks on the last two pages of the document that are useful when planning mentoring and advising activities.

Human Rights Due Diligence Policy on United Nations Support to non-UN Security Forces 2013 (HRDDP)

Under the HRDDP, UN actors (such as UN Police Officers) cannot provide support to non-UN security forces (host-State entities) when there is a real risk that the supported entity may commit grave human rights violations. If supported entities commit such

grave violations, the UN actors who are providing the support must intercede to bring the violations to an end. The HRDDP is covered in STM Lesson 4.

Mission Concept/Police Concept of Operations


The Mission Concept translates the political intent of the mandate into strategy, plans and guidance for all components. The Mission Concept brings clarity, coherence and synergy, including in the use of mission resources. It is a management tool for senior mission leadership. The Mission Concept informs “component-level” planning – for military, civilian and police components.

Mission Mandates

Mission mandates are contained in Security Council resolutions and identify what UN forces are directed and authorised to accomplish. They are adapted to the particular conflict situation and existing peace agreement. They may reflect other Security Council resolutions related to the protection of women, children, and civilians in armed conflict.

Slide 13

MMA Cross-Cutting Topics



Relevant across the sectors of rule of law and security institutions

- Human Rights
- Women, Peace and Security (SC 1325)
- Gender Equality
- Conflict-related sexual violence (CRSV)
- Protection of Civilians
- Child Protection

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Key message: UN Police mentors and advisers need to mainstream cross-cutting topics into their work and address them with their host-State counterparts.


Since these topics cross all justice and police systems sectors, addressing them helps to ensure a comprehensive approach to police reform and institution-building. Addressing these topics also supports the overall goals of representative, responsive, and accountable policing.

Topic	Importance
Human rights	<i>The term “human rights” was mentioned seven times in the UN’s founding Charter, making the promotion and protection of human rights a key purpose and guiding principle of the Organisation. In 1948, the Universal Declaration of Human Rights brought human rights into the realm of international law. Since then, the Organisation has diligently protected human rights through legal instruments and on-the-ground activities. The UN approach to policing emphasizes the obligation of police and law enforcement officials to respect and protect human rights, including the right to life, liberty and security of the person, as reaffirmed in the International Covenant on Civil and Political Rights and other relevant documents</i>

Topic	Importance
<p>Women, Peace and Security (SC 1325)</p>	<p>In 2000, Security Council resolution 1325 was the ground-breaking resolution on Women Peace and Security (WPS). The Security Council has adopted additional resolutions to guide the international community's commitments to women's rights in conflicts. These resolutions reflect the disproportionate and unique impact of armed conflict on women and girls. Together, the resolutions are the Security Council's "Women Peace and Security (WPS) agenda". The WPS agenda emphasizes:</p> <ul style="list-style-type: none"> ▪ Women's empowerment ▪ Women's participation ▪ Women's protection ▪ Gender equality
<p>Gender equality</p>	<p>Gender equality implies that the interests, needs, and priorities of both men and women are taken into consideration, recognizing the diversity of different groups of men and women.</p> <p>Gender Equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human right's issue, and as a precondition for, and indicator of, sustainable people-centred development.</p> <p>Source: http://repository.un.org/handle/11176/387374</p>
<p>Conflict-related Sexual Violence (CRSV)</p>	<p>The Security Council has stressed, in a series of resolutions on women, peace and security that sexual violence, when used or commissioned as a tactic of war or terrorism or as part of a widespread or systematic attack against civilians, significantly exacerbates situations of armed conflict and impedes the restoration of international peace and security.</p> <p>The United Nations agreed definition on CRSV refers to incidents or patterns of sexual violence that occur in conflict or post-conflict settings or other situations of concern (e.g., political strife). CRSV includes rape, sexual slavery, forced prostitution, forced pregnancy, enforced sterilisation, or any other form of sexual violence of comparable gravity, against women, men, girls or boys. CRSV has a direct or indirect nexus with the conflict or political strife itself, i.e., temporal, geographical and/or causal link. This link may be evident in the profile of the perpetrator (often affiliated with a State or non-State armed group, including a terrorist entity or network), the profile of the victim (who is frequently an actual or perceived member of a persecuted political, ethnic or religious minority, or is targeted on the basis of actual or perceived sexual orientation or gender identity), the climate of impunity (which is generally associated with State collapse), cross-border consequences (such as displacement or trafficking in persons) and/or violations of the provisions of a ceasefire agreement.</p>

Topic	Importance
Protection of civilians	<p>Police components are often called upon to support mission mandates that include provisions on protecting civilians. Protection of civilians is a mandated task that requires concerted action from all mission components. While protection is a core element of the concept of international policing, in a mission context it requires the police component to closely align its efforts with the mission's overall protection of civilians strategy. This includes operational support to the protection of civilians under imminent threat of violence provided by host-State police, such as advice on planning and conducting operations and investigations into incidents, training host-State police to perform protection functions, and focusing on preventative measures such as strengthening relations between communities and the host-State police.</p>
Child protection	<p>Since 1999, the systematic engagement of the UN Security Council has firmly placed the situation of children affected by armed conflict as an issue affecting peace and security. The Security Council has created a strong framework and provided the Office of the Special Representative of the Secretary-General for Children and Armed Conflict (SRSG CAAC) with tools to respond to violations against children. The Security Council has adopted resolutions to request the UN:</p> <ul style="list-style-type: none"> • To gather and verify information detailing where and how children are affected by armed conflict, • To use this information in the annual report of the Secretary-General on children and armed conflict presented to the Security Council, • To name parties to conflict who commit violations that are triggers for listing, • To engage in dialogue with listed Governments and armed groups to develop Action Plans to halt and prevent violations against children.

Slide 14

Summary of Key Messages 

MMA are key methods in capacity-building and the police development process.

To be a successful monitor, mentor and advisor you need to be familiar with the guidance documents, the MMA Manual and the mission mandate.

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Summarise, or ask participants to summarise, this section of the lesson.

Summary of Key Messages

Evolving Roles for UN Police

- Peacekeeping has evolved from the more traditional Peacekeeping of the UN's earlier years to an increasingly complex, multi-dimensional model.
- The increasing emphasis on the protection of civilians and capacity-building of police has shifted the emphasis of UN activities from traditional monitoring and reporting to performance monitoring.

Background of mission mandates and tasks

- Through UN Security Council Resolutions, the United Nations expresses mission mandates, which provide authorisation and direct Peacekeeping personnel to take specific action.
- UN Police mentors and advisers need to mainstream cross-cutting topics into their work and address them with their host-State counterparts.

MMA and UN guidelines

- MMA are key methods in capacity-building and the wider police development process. They are fundamental to UNPOL's ability to anchor police development truly within national ownership.
- To be a successful at monitoring, mentoring, and advising, UNPOL need to read the guidance documents, the MMA Manual, and the mission mandate.

Annex 8.1

Learning Activity Handout 1: MINUSMA

8.1

United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA)

Instructions:

- Work in small groups.
- Read the mission mandate below and identify the police-related mandates that can be achieved through MMA.
- Mark the tasks where IPOs could be involved as Monitor, Mentor or Adviser (directly or indirectly).
- Give examples of how an IPO practically fulfils these tasks.
- Are there any tasks mentioned that still apply to the IPO deployed as MMA even if it is not included in his/her MMA role?
- Present your findings in the plenary.

Resolution 2100 (2013)

Adopted by the Security Council at its 6952nd meeting, on 25 April 2013

The Security Council, (...)

16. *Decides that the mandate of MINUSMA shall be the following:*

(a) Stabilization of key population centres and support for the reestablishment of State authority throughout the country

(i) In support of the transitional authorities of Mali, to stabilize the key population centres, especially in the north of Mali and, in this context, to deter threats and take active steps to prevent the return of armed elements to those areas;

(ii) To support the transitional authorities of Mali to extend and re-establish State administration throughout the country;

(iii) To support national and international efforts towards rebuilding the Malian security sector, especially the police and gendarmerie through technical assistance, capacity-building, co-location and mentoring programmes, as well as the rule of law and justice sectors, within its capacities and in close coordination with other bilateral partners, donors and international organisations engaged in these fields, including the EU;

(iv) To assist the transitional authorities of Mali, through training and other support, in mine action and weapons and ammunition management;

ANNEX 8.1: Introduction to Monitoring, Mentoring and Advising

(v) To assist the transitional authorities of Mali in developing and implementing programmes for the disarmament, demobilization and reintegration of former combatants and the dismantling of militias and self-defence groups, consistent with the objectives of reconciliation and taking into account the specific needs of demobilized children;

(b) Support for the implementation of the transitional road map, including the national political dialogue and the electoral process

(i) To assist the transitional authorities of Mali to implement swiftly the transitional road map towards the full restoration of constitutional order, democratic governance and national unity in Mali;

(ii) To exercise good offices, confidence-building and facilitation at the national and local levels, including through local partners as appropriate, in order to anticipate, prevent, mitigate and resolve conflict;

(iii) To assist the transitional authorities of Mali and communities in the north of Mali to facilitate progress towards an inclusive national dialogue and reconciliation process, notably the negotiation process referred to in paragraph 4 above, including by enhancing negotiation capacity and promoting the participation of civil society, including women's organisations;

(iv) To support the organisation and conduct of inclusive, free, fair and transparent presidential and legislative elections, including through the provision of appropriate logistical and technical assistance and effective security arrangements;

(c) Protection of civilians and United Nations personnel

(i) To protect, without prejudice to the responsibility of the transitional authorities of Mali, civilians under imminent threat of physical violence, within its capacities and areas of deployment;

(ii) To provide specific protection for women and children affected by armed conflict, including through the deployment of Child Protection Advisers and Women Protection Advisers, and address the needs of victims of sexual and gender-based violence in armed conflict;

(iii) To protect the United Nations personnel, installations and equipment and ensure the security and freedom of movement of United Nations and associated personnel;

(d) Promotion and protection of human rights

(i) To monitor, help investigate and report to the Council on any abuses or violations of human rights or violations of international humanitarian law

committed throughout Mali and to contribute to efforts to prevent such violations and abuses;

(ii) To support, in particular, the full deployment of MINUSMA human rights observers throughout the country;

(iii) To monitor, help investigate and report to the Council specifically on violations and abuses committed against children as well as violations committed against women including all forms of sexual violence in armed conflict;

(iv) To assist the transitional authorities of Mali in their efforts to promote and protect human rights;

(e) *Support for humanitarian assistance*

In support of the transitional authorities of Mali, to contribute to the creation of a secure environment for the safe, civilian-led delivery of humanitarian assistance, in accordance with humanitarian principles, and the voluntary return of internally displaced persons and refugees in close coordination with humanitarian actors;

(f) *Support for cultural preservation*

To assist the transitional authorities of Mali, as necessary and feasible, in protecting from attack the cultural and historical sites in Mali, in collaboration with UNESCO;

(g) *Support for national and international justice*

To support, as feasible and appropriate, the efforts of the transitional authorities of Mali, without prejudice to their responsibilities, to bring to justice those responsible for war crimes and crimes against humanity in Mali, taking into account the referral by the transitional authorities of Mali of the situation in their country since January 2012 to the International Criminal Court;

Learning Activity Handout 1: MINUSMA Facilitator Guidance **8.1**

United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA)

The most obvious answer is found under 16.a)iii) "...especially the police and gendarmerie through technical assistance, capacity-building, co-location and mentoring programmes...".

- Note the use of wording like "support" and "assist" in combination with "transitional authorities of Mali", reminding participants of the principles of national ownership, impartiality and the strategic view towards a sustainable solution.
- Note that depending on the development of the peace process, IPOs could be involved in most of the other tasks also in a Monitoring, Mentoring or Advising role where the national security forces (Police/Gendarmerie) are included and need to take over the knowledge, responsibilities and duties.
- 16.c) "The protection of civilians, specifically the women and children, and United Nations personnel" and 16.d) "Promotion and protection of human rights, by monitor, help investigate and report" are generic responsibilities that apply to all UN personnel, thus not only exclusively to IPOs in an MMA position.
- 16.c)ii) "the deployment of Child Protection Advisers and Women Protection Advisers": Think about fields of expertise like domestic violence, child abuse, human trafficking, refugee- or IDP camps where IPOs could be involved as MMA.



The mandate in this exercise is from the initial MINUSMA deployment. Encourage participants to look at later resolutions to compare and see the development of the mission and achievements from the field. Consult the MINUSMA website for more information and examples:

<https://minusma.unmissions.org/en/police>

Learning Activity Handout 2: UNSMIL

8.1

United Nations Multidimensional Integrated Stabilization Mission in Libya (UNSMIL)

Instructions:

- Work in small groups.
- Read the mission mandate below and identify the police-related mandates that can be achieved through MMA.
- Highlight the specific language that is relevant to the application of MMA.
- Which method (Monitoring, Mentoring and/or Advising) will fit the mandate implementation?
- At which level will MMA be applied (strategic level / technical level) and why?
- Present your findings in the plenary.

Resolution 2040 (2012)

Adopted by the Security Council at its 6733rd meeting, on 12 March 2012

The Security Council, (...)

6. Decides to extend the mandate of the United Nations Support Mission in Libya (UNSMIL) for a further period of 12 months, subject to review within 6 months, under the leadership of a Special Representative of the Secretary-General, and decides further that the modified mandate of UNSMIL, in full accordance with the principles of national ownership, shall be to assist the Libyan authorities to define national needs and priorities throughout Libya, and to match these with offers of strategic and technical advice where appropriate, and support Libyan efforts to:

(a) manage the process of democratic transition, including through technical advice and assistance to the Libyan electoral process and the process of preparing and establishing a new Libyan constitution, as set out in the National Transitional Council's Constitutional Roadmap, and assistance that improves institutional capacity, transparency and accountability, promotes the empowerment and political participation of women and minorities and supports the further development of Libyan civil society;

(b) promote the rule of law and monitor and protect human rights, in accordance with Libya's international legal obligations, particularly those of women and people belonging to vulnerable groups, such as children, minorities and migrants, including through assisting the Libyan authorities to reform and build transparent

and accountable justice and correctional systems, supporting the development and implementation of a comprehensive transitional justice strategy, and providing assistance towards national reconciliation, support to ensure the proper treatment of detainees and the demobilization of any children remaining associated with revolutionary brigades;

(c) restore public security, including through the provision of appropriate strategic and technical advice and assistance to the Libyan government to develop capable institutions and implement a coherent national approach to the integration of ex-combatants into Libyan national security forces or their demobilization and reintegration into civilian life, including education and employment opportunities, and to develop police and security institutions that are capable, accountable, respectful of human rights and accessible and responsive to women and vulnerable groups;

(d) counter illicit proliferation of all arms and related materiel of all types, in particular man-portable surface-to-air missiles, clear explosive remnants of war, conduct demining programmes, secure and manage Libya's borders, and implement international conventions on chemical, biological and nuclear weapons and materials, in coordination with the relevant United Nations agencies, the Organisation for the Prohibition of Chemical Weapons, and international and regional partners;

(e) coordinate international assistance and build government capacity across all relevant sectors set out in relation to paragraphs 6 (a) to (d), including by supporting the coordination mechanism within the Libyan government announced on 31 January 2012, advice to the Libyan government to help identify priority needs for international support, engaging international partners in the process wherever appropriate, facilitation of international assistance to the Libyan government, and establishing a clear division of labour and regular and frequent communication between all those providing assistance to Libya;

7. Encourages UNSMIL to continue to support efforts to promote national reconciliation, inclusive political dialogue and political processes aimed at promoting free, fair and credible elections, transitional justice and respect for human rights throughout Libya.

Learning Activity Handout 2: UNSMIL Facilitator Guidance **8.1**

United Nations Multidimensional Integrated Stabilization Mission in Libya (UNSMIL)

Based on the findings of the different working groups, the facilitator should highlight the possible support through MMA that the following paragraphs are highlighting:

- a) “manage the process of democratic transition, including through technical advice and assistance to the Libyan electoral process and the process of preparing and establishing a new Libyan constitution, ... “

This language shows clearly the need to provide technical advice to the national counterparts at the strategic and operational level related to election security which falls under the full responsibility of the Libyan Ministry of the Interior (MOI) with the support of other national and international stakeholders. This technical advice may be provided to the national counterparts from MOI or from the High Commission of elections. Further, regarding the establishment of the new Libyan Constitution, technical advice might be required regarding the articles related to Policing. This technical advice might be provided either to the national counterparts within the Libyan MOI or the High Commission responsible for drafting the National Constitution through the Leadership of the Libyan MOI.

- b) “promote the rule of law and monitor and protect human rights, in accordance with Libya’s international legal obligations, particularly those of women and people belonging to vulnerable groups, such as children, minorities and migrants, including through assisting the Libyan authorities to reform and build transparent and accountable justice and correctional systems, supporting the development and implementation of a comprehensive transitional justice strategy, and providing assistance towards national reconciliation, support to ensure the proper treatment of detainees and the demobilization of any children remaining associated with revolutionary brigades”

This language shows the possibility for support in the form of providing strategic and technical advice to the Libyan MOI on how to promote the role of police as part of the Libyan Justice Chain as well as promoting the principles of Human rights within the MOI. Additionally, the UNPOL adviser might help play a coordination role in between all the Libyan ROL institutions to ensure proper treatment to the detainees.

- c) “restore public security, including through the provision of appropriate strategic and technical advice and assistance to the Libyan government to develop capable institutions and implement a coherent national approach to the integration of ex-combatants into Libyan national security forces ...”

ANNEX 8.1: Introduction to Monitoring, Mentoring and Advising

This language shows the possibility for support in the form of providing strategic and technical advice to the Libyan MOI on how to integrate the ex-combatants within the MOI with respect to the HRDDP. This type of providing technical advice may include how to develop the integration process including the required vetting process, training programs, performance management process and the related deployment and operation plans.

Learning Activity Handout 3: UNSOM

8.1

United Nations Multidimensional Integrated Stabilization Mission in Somalia (UNSOM)

Instructions:

- Work in small groups.
 - Read the mission mandate below and identify the police-related mandates that can be achieved through MMA.
 - Mark the tasks where IPOs could be involved as Monitor, Mentor or Adviser (directly or indirectly).
 - Give examples of how an IPO practically fulfils these tasks.
 - Present your findings to the plenary.
-

Resolution 2102 (2013)

Adopted by the Security Council at its 6959th meeting, on 2 May 2013

The Security Council, (...)

2. Decides that the mandate of UNSOM shall be as follows:

(a) To provide United Nations "good offices" functions, supporting the Federal Government of Somalia's peace and reconciliation process;

(b) To support the Federal Government of Somalia, and AMISOM as appropriate, by providing strategic policy advice on peacebuilding and statebuilding, including on:

(i) Governance;

(ii) security sector reform, rule of law (including police, justice and corrections within the framework of the United Nations Global Focal Point), disengagement of combatants, disarmament, demobilisation and reintegration, maritime security and mine action;

(iii) the development of a federal system; the constitutional review process and subsequent referendum on the constitution; and preparations for elections in 2016;

(c) To assist the Federal Government of Somalia in coordinating international donor support, in particular on security sector assistance

and maritime security, working with bilateral and multilateral partners, and in full respect of the sovereignty of Somalia;

(d) To help build the capacity of the Federal Government of Somalia to:

- (i) promote respect for human rights and women's empowerment, including through the provision of Gender Advisers and Human Rights Advisers;*
- (ii) promote child protection and to implement the relevant Somali Government action plans on children and armed conflict, including through the provision of Child Protection Advisers;*
- (iii) prevent conflict-related sexual and gender-based violence, including through the provision of Women's Protection Advisers;*
- (iv) strengthen Somalia's justice institutions and to help ensure accountability in particular with respect to crimes against women and children;*

(e) To monitor, help investigate and report to the Council on, and help prevent:

- (i) any abuses or violations of human rights or violations of international humanitarian law committed in Somalia, including through the deployment of human rights observers;*
- (ii) any violations or abuses committed against children in Somalia;*
- (iii) any violations or abuses committed against women, including all forms of sexual and gender-based violence in armed conflict;*

Learning Activity Handout 3: UNSOM Facilitator Guidance 8.1

United Nations Multidimensional Integrated Stabilization Mission in Somalia (UNSOM)

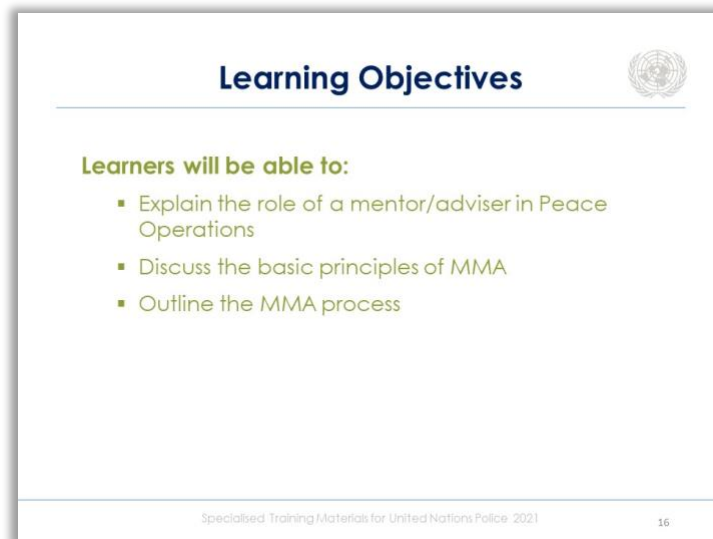
- The most obvious answer is found under b)ii) “(...)providing strategic policy advice on peacebuilding and statebuilding, including on (...)security sector reform, rule of law (including police, justice and corrections)” and b)iii) “the development of a federal system; the constitutional review process and subsequent referendum on the constitution; and preparations for elections in 2016” which includes the development of a federal police system.
- Note the use of wording like “assist” in combination with “the Federal Government of Somalia”, reminding participants of the principles of national-ownership, impartiality and the strategic view towards a sustainable solution.
- Note that depending on the development of the peace process, IPOs could be involved in most of the other tasks also in a Monitoring, Mentoring or Advising role where the national security forces are included and need to take over the knowledge, responsibilities and duties.
- D)i) “promote respect for human rights and women’s empowerment”, d)ii) “promote child protection”, d)iii) “prevent conflict-related sexual and gender-based violence” and d)iv) “strengthen Somalia’s justice institutions and to help ensure accountability in particular with respect to crimes against women and children” are generic responsibilities that apply to all UN personnel, thus not only exclusively to IPOs in an MMA position.



The mandate in this exercise is from the initial UNSOM deployment. Encourage participants to look at later resolutions to compare and see the development of the mission and achievements from the field. Consult the UNSOM website for more information and examples: <https://unsom.unmissions.org>

MMA in UN Peace Operations

Slides 15 and 16



This section looks at MMA in practice, the specific environment of a UN Peace Operation and basic principles and success factors of MMA.

After having completed this lesson participants will be able to explain the differences between being a Mentor or Adviser in their domestic context and in a post-conflict context. Further, participants will be able to list the basic principles of MMA and the phases of the MMA process.



Start this section by recalling the learning activity from STM Lesson 1 and the differences between domestic policing and international policing in a post-conflict context. What do these differences mean for being a Mentor or Adviser? Present slide 17.

Slide 17

From "Doer"	To "Mentor/Adviser"
Decision-making authority	No formal authority
Established reputation	Potential inherited bad reputation
Selected as mentor/adviser based on experience or trusted relationship	Appointed to mentee/advisee without prior relationship
Familiarity with professional context & environment	No or little cultural compass
Responsibility & accountability to performance	No formal or measured responsibility for impact
"Doer"	Helper, supporter, partner, peer, resource
Talker/communicator of messages/ results	Listener, identifier of issues Elicitor of potential solutions

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Source: United States Institute of Peace (USIP)



Use this chart to identify some issues that Mentors and Advisers face in mission as they transition from "doers" in their home countries to Mentors and Advisers in the host-State. Challenges will be discussed in more detail later in the lesson.



Participants will likely mention 'colocation' as one big difference between policing in the home countries and policing in the host-State. Colocation in terms of UN Police is "operating together from the same location". This is different from "joint or combined" in the sense that colocation requires imparting knowledge for longer-term/ strategic activities while "joint or combined" implies using their own comparative advantages to undertake an operational or tactical task/ objective together for a short period of time. In line with the DPKO/DFS Policy on United Nations Police in Peacekeeping Operations and Special Political Missions (2014), "colocation enhances the ability of the United Nations Police officers to deliver training, mentoring, advising and transfer of knowledge. Colocation shall also assist the United Nations Police in building a relationship of trust and confidence with their host-State counterparts and facilitate communication. Any decision on the colocation shall be take on the basis of a feasibility study, assessing the capacity of the host State institutions, security situation and risks enumerated in the Secretary-General's Human Rights Due Diligence Policy."

Slide 18



Principles of MMA

- United Nations **core values**
- United Nations **core competencies**
- **Local ownership**

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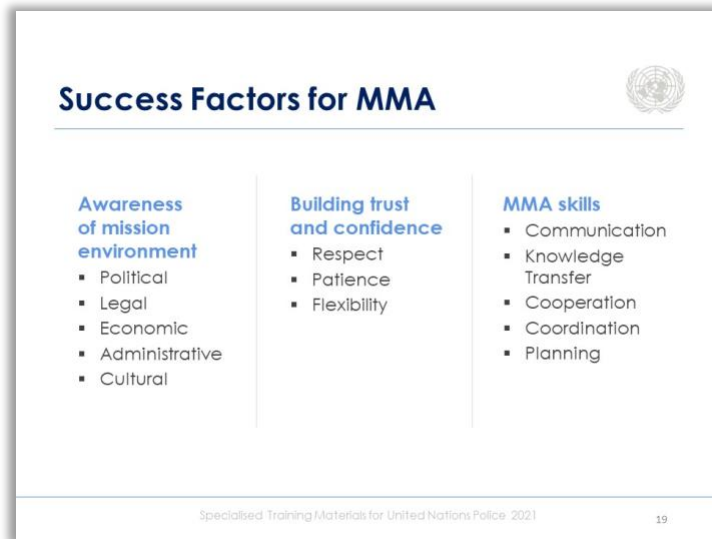
Key Message: MMA activities should always be implemented with respect for the UN core values, UN core competencies and with respect for the full ownership of the host-State authorities.

MMA is to be conducted without compromising United Nations core values. The United Nations core values are shared principles and beliefs that underpin the work of the organisation. They guide the actions and behaviours of UN personnel. The three UN core values are integrity, professionalism, and respect for diversity, guiding all MMA activities.

The UN Core Competencies are skills, attributes and behaviours important for all personnel and directly related to successful performance on the job. The eight UN Core Competencies are: Communication, Teamwork, Planning and Organisation, Accountability, Client Orientation, Creativity, Commitment to Continuous Learning and Technological Awareness.

The ultimate goal of MMA is to ensure the transition of knowledge, skills and capacity with respect for the full ownership of the host-State authorities. Local ownership is strongly linked to capacity-building and sustainability. A reform imposed on a country from the outside – even with agreement – is bound to fail in the long run.

Slide 19



Key Message: The success of MMA is based on awareness of the mission environment, building trust between the mentor/adviser and his/her counterpart(s) and having the appropriate MMA skills such as communication skills and planning skills.

The following factors are crucial for the success of MMA activities:

Understanding the mission environment is important because mentoring and advising in a peacekeeping environment poses many challenges as discussed earlier. It is of the utmost importance to understand the political environment in which UNPOL mentors and advisers work, including evolving political interests and power struggles within the formal and informal political structures at all levels within the host-State.

Equally, the mission's capacity to adapt to the local culture and environment is a key factor for the success of MMA activities. Cultural awareness involves knowledge of the host culture and sensitivity to cultural differences. Understanding culture also demands understanding gender and other social norms, including the relevance of ethnicity and religion.

Mentors and Advisers must be aware of the applicable local laws, regulations and administrative procedures and their advice must be based on them. Furthermore, they need to know the organisational structures of the authorities they work with.

MMA must be conducted with respect for the culture of the host-State, but without compromising UN values. One of the most difficult tasks can be to balance respect for the host-State and respect for values such as gender equality or human rights.

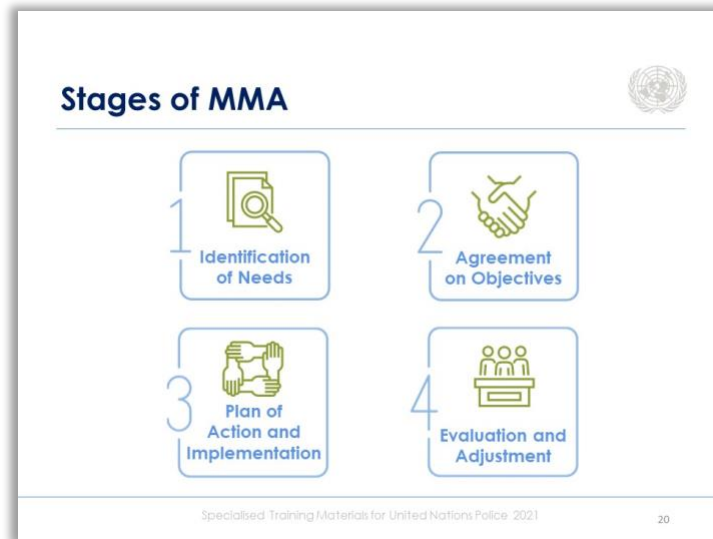
MMA is about affecting and managing change. Change can be difficult and challenging and can cause resistance. MMA requires patience in understanding how and why certain practices prevail, discussing locally relevant solutions and allowing messages to be absorbed through repetition at a pace that suits the counterpart.

The relationship between the mentor/adviser and his/her local counterpart must be one of trust and confidence. Time must be allocated to building the relationship; patience, flexibility and cultural awareness must be applied to this effort. Trust and confidence need to grow to the extent that both sides can address not only minor challenges, but also critical areas.

Sustainability can only be achieved with a flexible approach. The aim is not to impose a system on the host-State, but to give the host-State the tools needed to develop a system that works for it. A concept well-suited for one host-State might not work for the next.

Any advisory or mentoring role requires, on the one hand, a level of technical expertise in the subject matter and, on the other hand, the personal and organisational soft skills for the process of knowledge transfer and/or persuading and influencing others.

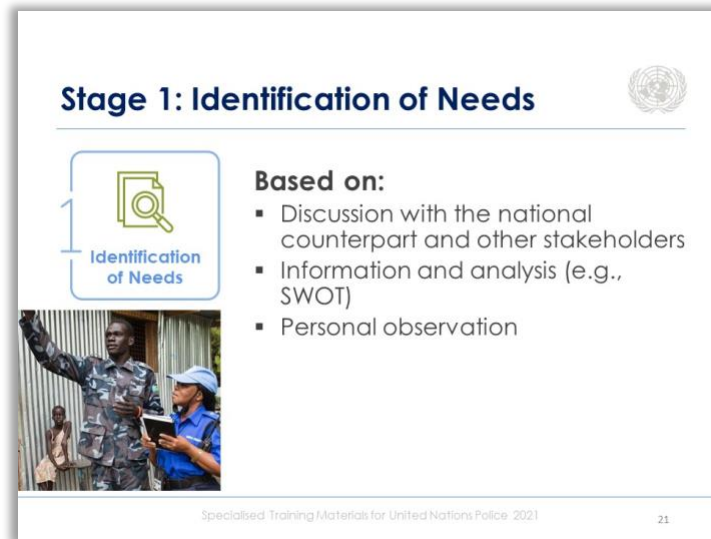
Slide 20



Key Message: The MMA process can be divided into four consecutive stages: 1) identification of needs, 2) agreement on objectives, 3) plan of action (work plan) and implementation of the work plan, and 4) evaluation and adjustment.

All four stages will be looked at in detail in the following section.

Slide 21



Stage 1: Identification of Needs

1 Identification of Needs

Based on:

- Discussion with the national counterpart and other stakeholders
- Information and analysis (e.g., SWOT)
- Personal observation

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The first stage of the MMA process is the identification of the counterpart's needs which takes place in collaboration with the counterpart and on the basis of:

- Any handover notes the UNPOL mentor/adviser has received from his/her predecessor. The production of a handover note is a mandatory separation requirement in United Nations peacekeeping.
- A mapping of organisational weaknesses (may be contained in a handover note, national development plan for police, or progress reports).
- Personal observation of and conversations with the counterpart.
- Analysis of the environment with the counterpart to determine strengths/weaknesses and opportunities/threats (SWOT Analysis).
- Review of previous performance evaluations if/where available.

There are several methods UNPOL can use to identify a counterpart's needs. Discussion with the individual/organisational representatives is one option. Recall from adult learning principles that adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.

Not all options may be available to the mentor/adviser (e.g. handover notes or previous performance evaluations), but all available sources of information should be considered.

Slide 22

Stage 2: Agreement on Objectives

Based on:

- Identified needs
- National ownership
- SMART Objectives

Specific
Measurable
Action-oriented
Realistic
Time-Bound

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Stage 2 of the MMA process encompasses the agreement on objectives for the MMA process. Under each topic identified as a need, the UNPOL mentor/adviser and the local counterpart develop and list the key SMART objectives the mentor/adviser and counterpart should accomplish together.

SMART objectives are goals that are: specific, measurable, attainable, realistic, and time bound.

Slide 23



The next stage is to create a work plan for accomplishing the goals that have been identified and to implement this work plan.

The workplan should include the following:

- Objectives to be met
- Activities to meet them
- Indicators of performance (how will you know you are successful?)
- Budget implications (if applicable)
- Resources (staff, equipment, time, etc.)

Again, the principle of national ownership has to be respected, and the counterpart ideally leads the design process. The UNPOL mentor/adviser needs to be part of the process, but not the solution. A highly structured approach at this stage, i.e., sophisticated plans, precise metrics, detailed budgets, has shown to rarely work in post-conflict environments. The plan must be understood and owned by the host-State counterpart(s). It is important to ensure that the plan aligns with the overall police reform and development objectives which may be laid out in a police development plan agreed upon between the Government of the host-State and the Mission.

The mentor/adviser must remain on hand to help implement the work plan and troubleshoot problems as they arise. Further, the UNPOL mentor/adviser should refrain from offering to lead or orchestrate the implementation of the plan. UNPOL mentors/advisers should emphasize that they are there to help with any stumbling blocks their counterpart may encounter during the implementation of the plan.

The implementation of the work plan can pose several challenges to the mentor/adviser such as lack of motivation and resistance by the counterpart, cultural differences and communication challenges. These will be looked at in more detail in part 8.3 of the lesson.

Difficulties in implementing the plan of action should be brought to the attention of the mentoring and advising coordinator as well as the Deputy Head of the Police Component for capacity-building and development.

Slide 24

Stage 4: Evaluation and Adjustment

- Structured monitoring of progress
- Observation and documentation of relevant incidents and situations
- Feedback based on observations

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Stage 4 of the MMA process is evaluation and adjustment. Advising and mentoring plans should be continuously monitored, evaluated, and adjusted as necessary.

Both mentor/adviser and counterpart should record their observations and share their feedback at regular intervals.



To wrap up the lesson and emphasize the success factors for MMA, facilitate the following short role-play which aims at identifying the competencies needed by a mentor/adviser during all four stages of the MMA process.

Learning Activity: Role-Play

Role-Play to Identify Competencies Needed by a Mentor/Adviser

INSTRUCTIONS:

The purpose of the short role-play is to identify competencies needed by a mentor/adviser (not to practice them). The role-play should be done twice with two different options. Both times the facilitator should assume the role of the mentee/counterpart while two different learners assume the role of mentor/adviser. Each option should be played once for 2-3 minutes. After the two rounds the facilitator should debrief with the whole group and ask them to identify the competencies needed by a mentor/adviser.

Mentor /Adviser: This is your first meeting with your mentee or counterpart at their office in Carana. Introduce yourself and explain the UNPOL role and mandate.

Mentee/Counterpart: You are the mentee or counterpart in Carana. This is your first meeting with your mentor/adviser, and you are not sure what to expect. You really liked the last mentor.

- Option 1: You are happy to get a new adviser/mentor and curious to learn more about him/her. You are friendly and ask questions about the mentor/adviser's role and the UN. You are open to professional and personal growth.
- Option 2: You are not at all happy. You liked your last mentor/adviser, and you are not open to change. You are reluctant and show resistance to the discussion.

Debrief:

The participants who observed the two rounds of role-play should name the competencies needed by a mentor/adviser. The facilitator should add to the discussion from the table below if needed.

Attitudes	Skills	Knowledge
Collaborative	Active listening	Code of Conduct
Committed	Communication	CONOPS
Confident	Developing relationships	Cultural rules & customs
Empathic	Giving/receiving feedback	"Do No Harm" standards
Mature	Leadership	Human security
Open-minded	Pedagogical (teaching)	Mandate/mission context
Optimistic	Networking	Mission implementation plan
Patient	Working with interpreters	
Positive		MMA guidelines
Proactive	Cross-cutting:	Political, historical, legal & administrative context
Reflective	• Conflict sensitivity	

Resilient	<ul style="list-style-type: none">• Gender mainstreaming	Security rules
Respectful	<ul style="list-style-type: none">• Reflection	SOPs
Self-aware	<ul style="list-style-type: none">• Self-care & security	
Trustworthy/reliable		

TIME: 10 minutes

Slide 25

Summary of Key Messages

MMA Principles are based on: United Nations core values, United Nations core competencies and local ownership.

Success of MMA is based on: awareness of mission environment, building trust and having the appropriate MMA skills.

MMA has four stages: Identification of Needs, Agreement on Objectives, Plan of Action and Implementation, and Evaluation and Adjustment

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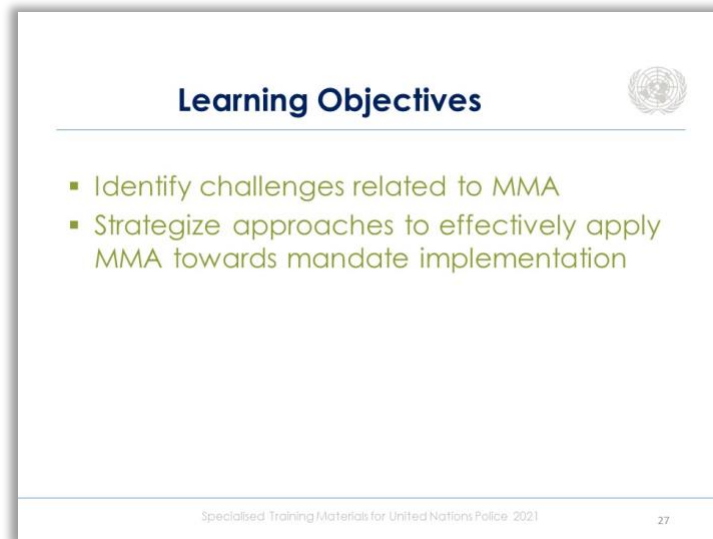
Summarize, or ask participants to summarize, this section of the lesson.

Summary of Key Messages

- MMA activities should always be implemented with respect for the UN core values, UN core competencies and with respect for the full ownership of the host-State authorities.
- Success of MMA is based on awareness of the mission environment, building trust between the mentor/adviser and his/her counterpart(s) and having the appropriate MMA skills such as communication skills and planning skills.
- MMA has four stages: Identification of Needs, Agreement on Objectives, Plan for Action and Implementation, and Evaluation and Adjustment.

Challenges related to MMA

Slides 26 and 27



This section of the lesson introduces the main challenges in MMA and ways to overcome these challenges. During the job-specific course on MMA for IPOs who will be appointed as mentors or advisers, there will be more in-depth discussion of these topics than can be done in a 45-minutes session.



Police reform is a highly sensitive subject of domestic politics. Essentially, one is talking about changing the dynamics and redistribution of power in a foreign environment. MMA in a UN Peace Operation context therefore poses a number of challenges for the mentor/adviser.

Present this lesson's learning objectives to the participants: After having completed this lesson, participants will be able to identify challenges that mentors/adviser will face during the MMA process and participants will be able to illustrate approaches to effectively deal with these challenges. This session will be facilitated as a 45-minute learning activity.

Learning Activity: MMA Challenges and Solutions

8.2

Case Study and Discussion: MMA Challenges and Solutions

INSTRUCTIONS:

- Present and explain the learning activity to the participants.
- The aim is to identify clusters of generic challenges based on examples given in the scenario, not pinpointing the specific examples.
- Refer to the outcomes of learning activities of prior lessons with similar “challenges in Peacekeeping”.
- Mention to participants to keep the topic MMA in mind when doing this activity.
- Let participants work in groups and provide participants with the scenario handout (see annex 8.2 of this document).
- Read the scenario and use the questions as a guidance to stimulate small group discussions. Keep track of time when discussions within a group seem to exceed the time. Approx. time: 15 minutes.
- After reading the scenario and discussions, the groups should record the identified challenges and solutions on different moderation cards in a few words. Approx. time: 5-10 minutes.
- Facilitate a plenary reflection with all participants about

RESOURCES

- Case Study (Annex 8.2)
- Moderation cards and pens
- Pin boards and pins

Learning Activity 8.2: MMA Challenges and Solutions



Instructions

- Read the scenario
- Discuss the questions in your groups
 - Identify the MMA challenges and brainstorm possible solutions
 - Record both on different moderation cards
- Present the identified challenges and solutions to the plenary
- Participate in plenary reflections

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their identified challenges and possible solutions.

- Let participants, one at a time from different groups, pin their moderation cards on a pinboard and explain their findings. Cluster similar answers to show emerging themes.

Approx. time: 20-25 minutes.

TIME: 45 minutes



Facilitate a reflection after the group discussion. Let participants explain their reasoning. Ask participants about their personal experience and what the solutions to these MMA challenges could be. Let them pin their suggestions on a pin board. Cluster similar answers together to show emerging themes. At the end place the pin board in the classroom for everyone to see for the remainder of the training. Debrief the discussion with the following slides 29 – 30.

To visualise the complexity and linkages for the participants, it is recommended to place the challenges and solutions in connection thus creating a mind-map.

Slide 29

Debrief: Challenges in MMA



Understanding and recognizing the challenges regarding:

- Motivation
- Resistance
- Culture
- Cross-cultural communication
- Working through an interpreter

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Key Messages: Police reform is a highly sensitive subject of domestic politics. Essentially, one is talking about changing the dynamics and redistribution of power in a foreign environment. MMA in a UN Peace Operation context therefore poses a number of challenges for the mentor/adviser such as lack of motivation and resistance by the counterpart, cultural differences and communication challenges.

Motivation

Peoples' motivations can be explained by the need for specific positive emotions:

- Power Motive: to feel strong and influential
- Relationship Motive: to feel loved and integrated
- Achievement Motive: to feel efficient, curious, developing
- Security Motive: to feel safe

(Source: www.gunnargarbe.de)

Understanding the motives of the mentees or advisees makes it easier to motivate them.

Resistance

Mentors and advisers often face resistance from counterparts. It is important to recognise resistant behaviour when it arises, understand the reasons behind it, and have strategies for avoiding and overcoming it.

Reform and change in the rule of law, police, or other sectors of public administration inevitably involve challenging power structures. Even if the concept of these changes may be welcome on paper, the change itself often is perceived as threatening. Counterparts may sometimes question whether their country has chosen the right

direction; they may reject the UN's advice; they may want to return to or keep the old values and styles of governance.

Counterparts will resist mentors and advisers who do not try to understand the local culture and environment and how they impact the mentee. The mentor must respect the culture of the host country, but never stop supporting the UN core values.

There are many reasons for resistance from the counterparts. Therefore, mentors should recognise resistance and know how to cope with it. Resistance can take many forms, some of which may not be obvious to the casual observer. Good communication is key to coping with resistance. Resistance is a signal that we have not properly addressed the needs/motives of our mentees.



The following is cross-cutting content with CPTM 3.2 Respect for Diversity.

Culture

Each culture has its own way of accomplishing required daily tasks. Mentors and Advisers must understand that each particular society may approach things differently - not necessarily inefficiently.

Culture has been aptly compared to an iceberg. An iceberg has a visible above-water section and a larger below-water invisible section, meaning culture has some aspects that are observable and others that can only be suspected or imagined. Also like an iceberg, that observable part of culture is only a small part of a much bigger whole.

The only way we can understand a culture is to learn about its values and beliefs—the part hidden below the surface. Mentors and advisers must develop a tolerance for deviations from accepted norms. Our own culture influences our behaviour in countless ways, subconsciously guiding our actions, reactions, and interactions.

Once you accept that people behave the way they do for a reason, whatever you may think of that reason, you can go beyond simply reacting to that behaviour and understand how to work with it. Knowing the other culture is a considerable step toward successful negotiations.

Cross-cultural communication

As UN Police Officers, the success of our mission depends on our ability to communicate clearly despite potential cultural divides. In the UN, mentors and advisers must know that appropriate/effective communication with people across cultures is the key for successful work together with their counterparts.

Some studies suggest that verbal speech makes up only about 20 to 30 % of communication between two people. The remaining 70 to 80 % of information is conveyed by tone of voice, facial expressions, eye contact, gestures, stance, and so on.

Different cultures apply different meaning to non-verbal communication cues. These differences can lead to miscommunication between people from different cultures, even if those people are not communicating directly with each other.

Mentors and advisers must recognise the presence and significance of non-verbal signals both in their environment and themselves. This should include an understanding of how locals might interpret the mentor's/adviser's own non-verbal cues. Everyday gestures like nodding a "yes" and shaking one's head for "no" are not universal. Likewise, "Yes" does not always mean, "I agree with you."

Working through an interpreter

When working with an interpreter for meetings with counterparts, mentors and advisers are obliged to ensure the interpreter is prepared for the session and must take care of him/her during the conversation. Some concerns to consider include the duration of the meeting, potential need for a second interpreter, and so on. Additionally, the mentor/adviser should take care of the interpreter's physical needs (food, drink, accommodation, and security).

Certain cultures present ethnic/religious/political/social challenges to selecting the right interpreter. Notwithstanding these concerns, the interpreter must be selected on the basis of qualifications (education, familiarity with the topic). The mentor/adviser should always take the lead in the conversation.

The mentor/adviser is responsible for the content of the conversation, not the interpreter. The same rule applies for all other circumstances surrounding the conversation, such as the meeting location, timing, and so on. Remember, however, that the interpreter is from the same country and culture as the national counterparts, and his or her suggestions and views should be considered.

Mentors/advisers should try to work with the same interpreter, as increased familiarity will lead to better team coordination. This will minimise the amount of pre-work required and make both the mentor/adviser and the interpreter more effective, especially in complicated situations. The relationship between the mentor/adviser and the interpreter should be based on trust and respect.

Different roles of an interpreter:

- **Language:** The interpreter translates one language to another.

- **Source of information:** Language assistants are usually from the host country as well as from the region and culture where mentors/advisers work. Therefore, they can be a good source of information about the counterpart, region, culture etc.
- **Filter on attitude, environment and mood:** It can be difficult for the mentor/adviser to recognise the attitude or mood of the counterpart(s) as the facial expressions, body language, tone, etc. of the counterpart(s) might be different from what he/she is used to from his/her own culture. The interpreter can help to understand these aspects.
- **Cultural guide:** The interpreter is usually from the host country and familiar with the culture. The mentor/adviser should use him/her as a source for information about the culture.

Slide 30

Debrief:
Overcoming MMA Challenges

- Explaining the mandate and roles
- Cross-cultural awareness
- Building trust
- Applying adult learning principles
- Being patient
- Active listening
- Negotiation
- Constructive feedback
- Proper reporting and handover
- Advancing United Nations' way of policing

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Key Message: To become an effective mentor or adviser you need to have or develop skills to overcome the identified challenges.

Explaining the mandate and roles

You will only get one opportunity to make a first impression, when you meet with your counterpart. Introduce yourself properly and behave as an ambassador of the United Nations.

In some cultures, the word 'mentor' is closely related to teacher or supervisor. In other cultures, the word has a negative connotation because seeking a mentor is either a sign of weakness or a hierarchical senior-junior relationship. UNPOL mentors should make it clear to their mentees from the very start that their role is to be partners-in-learning and to support their learning goals as defined by the host-State police or other law enforcement agency and themselves.

Clarity about the mandate and roles prevents misunderstanding or unrealistic expectations.

Cross-cultural awareness

Learning about cultural norms that influence the mentee's behaviour may be one of the best investments the mentor can make. The mentee's culture may have different attitudes to time management and to 'speaking truth to power.' The mentor should not expect his/her mentee to adopt the mentor's cultural norms; rather, the mentor needs to adapt his/hers. The mentor must not compromise on the United Nations values of inclusion and non-discrimination, for example, when it comes to women or minorities. However, he/she needs to be inventive about advancing them and making positive change happen. To illustrate: the majority community in the host-State society may have deeply

entrenched prejudices about a minority community. A culturally aware mentor may simply take note of this regrettable situation and do nothing more about it. A culturally aware and adaptable mentor will think creatively about how the status quo could be addressed – not necessarily by directly challenging the host-State counterpart(s), but by appealing to their self-interest and showing to them how minority inclusion will improve community relations and police performance.

Building trust

It has almost become a truism in literature on mentoring that a mentor must establish a relationship of trust and confidence. But what kind of trust? Trust in some instances may be gained quickly, but more frequently in other cases, it may take significant time to earn. As UNPOL mentor, the type of trust one is seeking to establish is his/her mentee's trust in the mentor's expertise and its relevance to his/her tasks and assignments. Experience suggests that adult learning works best when the mentee sees direct value of the mentoring for his/her work performance and career development, i.e., the immediacy of application. Such a level of confidence in the mentor's professional abilities and an unambiguous understanding of the "added value" the UNPOL mentor represents, will encourage his/her counterpart(s) to share their problems and concerns freely. The pursuit of other 'trust' may be a naïve undertaking, but this is not to suggest that it is impossible.

Each and every case of trust building may require a different set of ingredients, but there are some common elements that UNPOL mentors may employ to achieve this objective:

- Acknowledge that both you and your counterpart(s) have technical expertise and knowledge to offer to each other.
- Solicit your counterpart's advice and knowledge on the local culture and the operating environment, including on gender-related aspects such as women's rights and obstacles therein.
- Position yourself as a resource to your counterpart and as an expert in your field – people tend to relate to their professional peers.
- Talk less, listen more and ask questions.

Apply adult learning principles

Adult learners are different from students or other younger learners. They need to know why, what, and how new knowledge, skills and competences will be used to their benefit. They seek new knowledge which is life-related and problem-centred. Adult learning principles ought to guide all UNPOL mentors' activities, namely:

- adults learn best when they are involved and can diagnose, plan, implement, and evaluate their own learning;
- adult learners need the mentor to create and maintain an appropriate learning environment;
- adult learners have a need to be self-serving;
- with adults, readiness for learning increases when there is a specific need to know (e.g., host-State police leadership directive to learn new skills);

- adults use life experiences as a primary learning resource;
- adult learners have an inherent need for immediacy of application;
- adults respond best to learning when they are internally motivated to learn (e.g., “I want to be a better expert in investigations” or “I want my country to put its conflict in the past and to have better policing”).

Being patient

Any reform, including police reform, can be painful and can cause resistance. Police reform can change power dynamics and, thus, be perceived to be a threat. UNPOL counterpart(s) can also be sceptical about proposed changes and may even reject UNPOL advice. He/she may be nostalgic about the old way of doing business. The UNPOL mentor needs to be patient and, drawing on culturally acceptable local/regional examples, work at a pace which suits his/her mentee and organisation. The UNPOL mentor also needs to reflect on why reform is being resisted and share his/her thoughts within the police component to adjust UNPOL's support strategy if necessary.

Active listening

Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase *active listening* is used to describe this process of being fully involved.

If mentors and advisers are really listening to their counterparts, they are doing each of the following:

- Listening without interruption.
- Clarifying and confirming that they fully understand what the counterpart is saying by repeating it and asking questions; this is also called “reflecting back”.
- Looking at the counterpart, not just listening; body language contributes a great deal to the full understanding of the message the other party is sending.
- Listening without judging what the counterpart is saying, not being critical from the beginning.

Negotiation

The purpose of negotiations in a mentoring/advising relationship is to reach an agreement without raising barriers to future communication. Negotiation is a process for identifying, addressing, and resolving disagreements in an attempt to find common ground. Without good faith negotiation, disagreements can devolve into arguments that cause resentment to build. Once resentment enters the equation, finding common ground becomes much more difficult.

The counterpart is a fully functioning adult with his or her own set of opinions and standards of conduct. He or she is also an expert on the host country and culture, while the mentor/adviser is a visitor in the country and there to perform a specific task that

requires the counterpart to make substantial changes. This situation will invariably lead to disagreements that must be negotiated.

Intercultural negotiation can be complicated by the following factors:

- Differing perspectives on the purpose of negotiation (outcome vs relationship, face-saving vs advantage, etc.)
- Protocol
- Language/non-verbal communication/culturally based unspoken rules
- Risk tolerance (uncertainty avoidance)
- View of time (focus on past, present, or future)
- Difference in decision-making systems (top-down, consensus, etc.)
- Form of eventual agreement
- Differing views on authority (shared authority versus clear hierarchical structures)
- Personal styles, formal vs informal (individual attitudes on each side of the negotiation)

Constructive feedback

In giving feedback, you reflect your intention and your emotional or cognitive state. Show your appreciation. Criticise a certain behaviour, not the person. Give constructive feedback by giving advice or offering help how to improve.

In receiving feedback, the person must be attentive, not argue or justify their actions, unless you want to clarify for more understanding.

Proper reporting and handover

Learning is the primary purpose of mentoring. In order for the mentoring to succeed, the mentor and the mentee must focus on learning goals which must be maintained throughout the learning process. An excellent tool the mentor and mentee may use to ensure they accomplish the goals they lay out for their relationship is SMART objectives. SMART stands for **S**pecific, **M**easurable, **A**ttainable/**R**ealistic, and **T**ime bound. The mentor and mentee will benefit if they have a SMART objective in mind for every mentoring exchange. The outcome of the objectives is to close the skills/knowledge gaps, which in turn will allow the mentee to get his/her work done.

Further, a robust handover and succession planning arrangement within the police component will go a long way towards professionally dealing with the issue of frequent rotations.


Advancing United Nations' ways of policing

One of the most commonly repeated complaints of UNPOL's host-State counterparts has been the lack of consistency in knowledge transfer. A mentee would be encouraged, for instance, to embrace a particular way of community-oriented policing by an UNPOL mentor from a particular country. Once that mentor has rotated out, a new UNPOL


mentor from a different country would convey a different set of principles. UNPOL mentors must base their mentoring on the police-related guidance issued by DPO, specifically the Strategic Guidance Framework. They are welcome to use examples from their own countries, but they must be consistent and compatible with the United Nations Police guidance.

Slide 31

Benchmarks Towards Mandate Implementation



- In accordance with United Nations standards, every police or other law enforcement agency should be representative of and responsive and accountable to the communities it serves.
- **All** United Nations Police assistance must aim at helping the host-State achieve such state of policing.



~MMA Manual 2017, 4.1.4.

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Key Message: All United Nations Police assistance must aim at helping the host-State achieve a state of policing where every police or other law enforcement agency should be representative of and responsive and accountable to the communities it serves.

Focus on the words “**all** United Nations police Assistance...” - this indicates the necessity of a comprehensive approach in police reform.

Monitoring is a whole-of-mission activity, on Human Rights as well as police performance. From the Head of the Police Component (HoPC) to an Individual Police Officer/member of a Formed Police Unit in a remote region, all United Nations Police Officers need to collect, verify, analyse and transmit information which may help the mission fulfil its mandate and hand security responsibilities over to the host-State.

If UNPOL is to pursue capacity-building in a comprehensive manner and focusing on all key elements (by deploying mentors and advisers covering topics within all five core elements from the DPKO-DFS Guidelines on Police Capacity-Building and Development), then the monitoring effort needs to correspond to the overall approach. Such an approach would ensure consistency of data over time and help measure the progress and adjust priorities if needed.

Slide 32

Summary of Key Messages 

Monitors, Mentors and Advisers need to understand and recognise the challenges they might face in the field.

To become an effective mentor or adviser you need to overcome these challenges.

All United Nations Police assistance must aim at helping the host-State achieve a state of policing, where every police or other law enforcement agency should be representative of and responsive and accountable to the communities it serves.

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Summarize, or ask participants to summarize, this section of the lesson.

Summary of Key Messages

- Mentors and Advisers need to understand and recognise the challenges they might face in the field.
- To become an effective mentor or adviser you need to have or develop skills to overcome these challenges.
- All United Nations Police assistance must aim at helping the host-State achieve a state of policing where every police or other law enforcement agency should be representative of and responsive and accountable to the communities it serves.

Annex 8.2

Learning Activity: MMA Challenges and Solutions

8.2

Case Study and Discussion: MMA Challenges and Solutions

You are an experienced Police Officer in your home country and this is your first mission. You have been in the Carana mission for six months and you are still learning to fit into the environment. The HOPC appointed you as Technical Adviser to the Head of Police in Galasi Region. The National Police in Galasi has a bad reputation with regard to the continual violation of human rights and the fear of the community to approach the police to report crimes committed against the population. Based on the discouraging information you have received from your colleagues about the personality of your new national counterpart, you are stressed out, sleep-deprived, and over-committed. You would like to show your colleagues, and especially the HOPC, that you are able to succeed and meet their expectations.

Q: *What could be your personal challenges, specifically related to your new task of MMA, based on this introduction? Which organisational cultural barriers will need to be challenged within the National Police? How could these challenges be dealt with?*

Today, you have your first appointment with the Galasi Head of the National Police. You want to make a positive first impression with your national counterpart as a first step of building trust between the two of you. Unfortunately, the time between appointing you for this new task and the first meeting was too short to collect enough data and analyse the overall situation of the National Police in Galasi as well as the personality of your counterpart.

Q: *How are you going to plan for your meeting? What are the questions that you will discuss with the Head of the Police in Galasi? What are the challenges in this phase? And how can they be dealt with?*

As you have been told that the Head of Police does not prefer speaking in French in any meeting with the UN, you must have an interpreter with you.

Q: *What are the main issues you will consider when selecting the interpreter? What are the guiding principles you will share with the interpreter before the meeting to ensure a positive meeting? Which challenges could you face when working with an interpreter or language assistant?*

During the meeting, the first interaction was not encouraging. The Head of the National Police stated that he does not see any added value in having an adviser from the UN telling him what to do and what not to do. Further, he added that he would expect a more senior officer from the region and not from a different continent who does not understand the full dynamics in Carana in general and in Galasi in particular.

Q: *What would be your reaction towards this attitude? How are you going to cope with this?*

Drawing on your skills, accumulated experiences in similar settings and the added value that you can bring through inviting key donors to fund some projects in Galasi as well as the technical support that you can provide to promote and develop the level of policing in the region, you successfully convince the Head of the National Police to accept you as an adviser.

After some time, you realise that the Head of the National Police is not taking your advice seriously and keeps following the same old way of doing business. There are still a lot of human rights violations towards the community, especially against minorities and women.

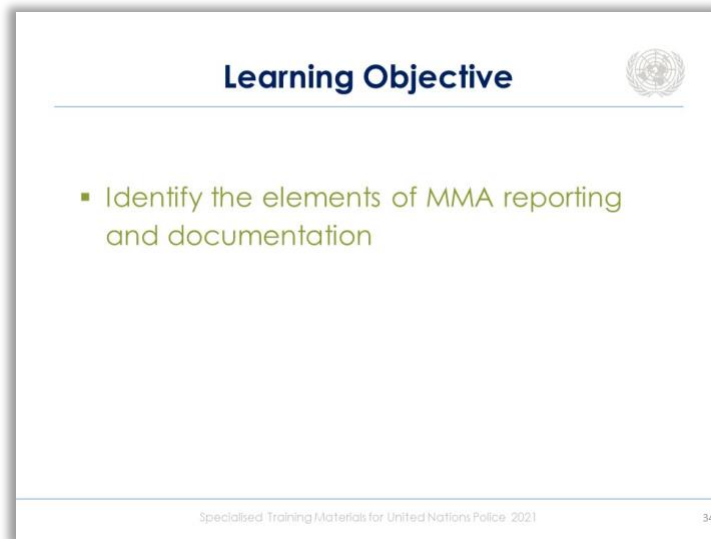
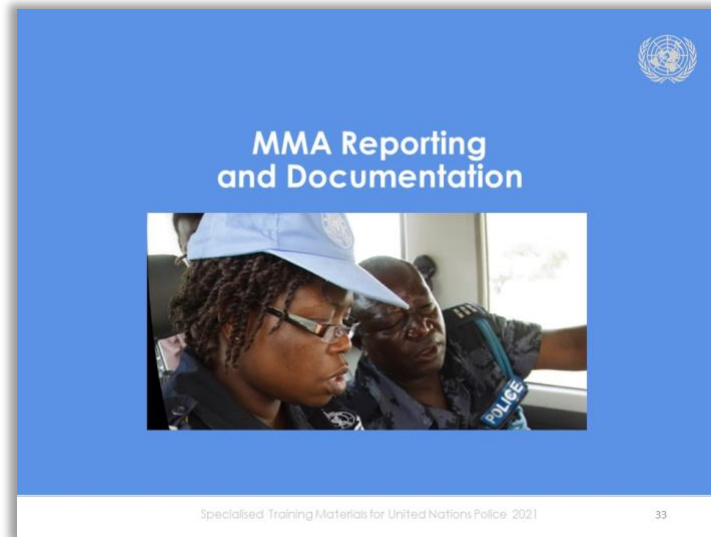
Q: *Are you going to confront your counterpart asking questions and seeking clarifications of why he is not considering your advice? If yes, how are you going to do that and in which context? If not what else can you do in this regard?*

Just as things at work are improving, especially with projects on Community-Oriented Policing, the UN Mission in Carana experiences a negative setback. Local media has reported that in another district a military peacekeeper has been in a sexual relationship with an interpreter. In the interview the young woman claims to be pregnant and accuses the soldier, and the UN mission leadership, for not taking responsibility. Seemingly the TCC has repatriated this soldier and is waiting for the results of a paternity test, but this is not mentioned in the newspaper. This news is talk of the day when you arrive in the office of your advisee, and you feel some negative mood upon your arrival. The police officers and the interpreter start asking you questions and blame the UN for protecting this soldier and not taking responsibility.

Q: *How could this news have a negative impact on your work and the work of the Galasi Police? How will you deal with the National Police? And what would be the right approach towards your interpreter? Would it make a difference if you are male or female and the Head of Police or the interpreter was a female or male?*

MMA Reporting and Documentation

Slides 33 and 34



Use this slide to introduce the topic of reporting and documentation. Emphasise the importance of maintaining and leaving behind comprehensive records of MMA activities for one's successor.

After the completion of the lesson, participants will be able to illustrate the elements of MMA reporting and documentation.

Learning activity: Documentation

Round Robin Group Discussion: MMA Documentation

INSTRUCTIONS:

Round Robin is a technique for generating and developing ideas in a group brainstorming setting. Participants visit two tables/flipcharts and build their knowledge through discussing questions at each table.

- Prepare two tables/flipcharts with the following questions:
Table 1: Why is documentation important?
Table 2: What should be documented in the MMA process?
- Divide learners into two groups and let them visit one of the tables.
- Let the groups discuss their question and record their ideas on the flipchart. After 5 minutes the groups switch tables and discuss the second question, adding their ideas to the ones of the other group.
- Debrief in plenary.

TIME: 10 minutes

RESOURCES

- Two tables/flipcharts with the discussion questions
- Markers

Round Robin Group Discussion: MMA Documentation



Instructions

- Discuss your assigned question with your group
- Record your ideas on the flipchart
- After 5 minutes move to the next question, discuss and add your ideas to the flipchart
- Participate in the plenary discussion and debrief

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Facilitate a discussion about the importance of good documentation for MMA. If not mentioned, add the points below:

Documentation

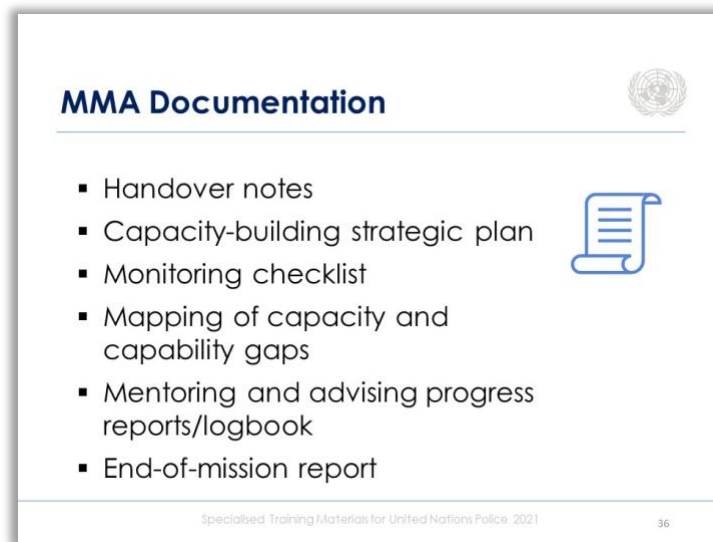
- Describes the starting situation
- Defines and describes milestones and end state
- Provides a basis for evaluation:
 - Allows comparison of the objectives and the current situation
 - Identifies progress made and shortcomings
- For counterparts, describes progress and development
- Proves the efficient use of budget and resources
- Is essential to prepare your successor for handover
- Ensures continuity and institutional memory.

Practical Tips

- Know what to evaluate in the beginning instead of waiting until the end and realising you do not have the data to evaluate.
- Data should be qualitative as well as quantitative. For example, describe what the mentoring/advising led to. Instead of saying, "I met with my mentee three times a week" describe the impact of those meetings.
- Even negative data must be reported.
- Reports are part of a huge accountability framework. Make sure you identify with your counterpart at the start what data you are collecting.
- Your reports are part of the handover. Ensure they are understandable and useful for that purpose.

MMA Documentation

Slide 36



MMA Documentation

- Handover notes
- Capacity-building strategic plan
- Monitoring checklist
- Mapping of capacity and capability gaps
- Mentoring and advising progress reports/logbook
- End-of-mission report

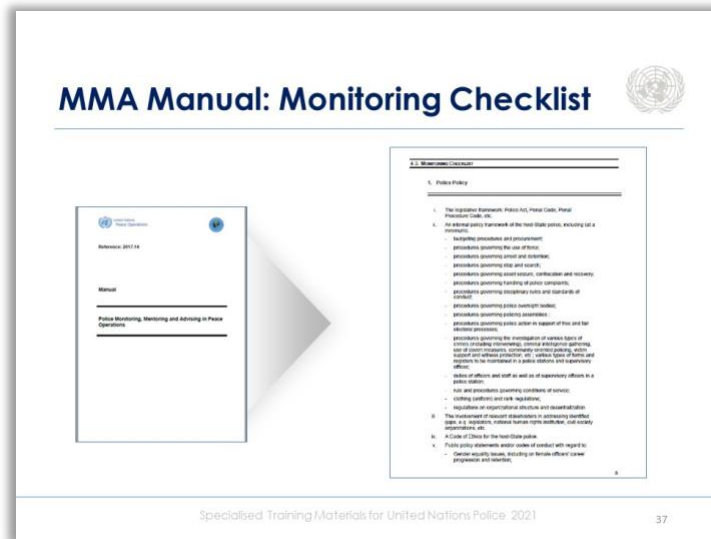
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Key Message: Every mentor/adviser leaving the mission, in addition to the end-of-mission report, should prepare a well-structured report to the mentoring and advising coordinator and detailed handover notes for his or her successor.

This documentation should include:

- The current version of the capacity-building strategic plan for the mission
- Current versions of the monitoring checklist and mapping of capacity and capability gaps
- Copies of all mentoring and advising progress reports provided to the mission advising and mentoring coordinator
- Logbooks/journals of mentoring and advising activities

Slide 37




Key Message: The MMA Manual (2017) contains a monitoring and reporting checklist. Police components are required to use this checklist for monitoring reporting on police capacity-building and development activities.

The checklist is based on the DPKO-DFS Guidelines on Police Capacity-Building and Development (2015.08) and can be found on page 7 of the Manual. Police components are required to use this checklist for monitoring reporting on police capacity-building and development activities. If the police component is not undertaking activities in one or more of the core areas and/or facing political/ budgetary/ personnel obstacles, the report drafters are requested to elaborate.

The results of monitoring should feed into and shape all ongoing and/or planned activities of the mission, including political engagement strategy, human rights work and related public reporting, outreach to civil society and donors, training, mentoring and advising, advocacy, reporting to the United Nations legislative bodies and UNHQ.

Slide 38

Summary of Key Messages 

Every mentor/adviser leaving the mission, in addition to the end-of-mission report, should prepare a well-structured report to the mentoring and advising coordinator and detailed handover notes for his or her successor.

The MMA Manual (2017) contains a monitoring and reporting checklist. Police components are required to use this checklist for monitoring reporting on police capacity-building and development activities.

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Summarize, or ask participants to summarize, this section of the lesson.

Summary of Key Messages

- Every mentor/adviser leaving the mission, in addition to the end-of-mission report, should prepare a well-structured report to the mentoring and advising coordinator and detailed handover notes for his or her successor.
- The MMA Manual (2017) contains a monitoring and reporting checklist. Police components are required to use this checklist for monitoring reporting on police capacity-building and development activities.

UN Police Monitoring, Mentoring and Advising – Lesson Wrap-Up

The aim of this lesson was to provide participants with a clear understanding of the basic concepts and strategies of UN Police Monitoring, Mentoring and Advising (MMA) for better support to law enforcement personnel and agencies in a post-conflict environment.

Monitoring, Mentoring and Advising are key methods in capacity-building and the wider police development process and are fundamental to the United Nations Police's ability to anchor police development truly within national ownership.

Remind participants of the following **key messages**:

- The role of the UN Police in Peacekeeping has evolved and shifted the emphasis of activities from traditional monitoring and reporting to performance monitoring.
- To be a successful monitor, mentor, and Adviser, UNPOL need to read the guidance documents, the MMA Manual, and the mission mandate.
- UN Police mentors and advisers need to mainstream cross-cutting topics into their work and address them with their host-State counterparts.
- MMA activities should always be implemented with respect for the UN core values, UN core competencies and with respect for the full ownership of the host-State authorities.
- Success of MMA is based on awareness of the mission environment, building trust between the mentor/adviser and his/counterpart(s) and having the appropriate MMA skills such as communication skills and planning skills.
- MMA has four stages: Identification of Needs, Agreement on Objectives, Plan for Action and Evaluation and Adjustment.
- MMA in a UN Peace Operation context poses a number of challenges for the mentor/adviser such as lack of motivation and resistance by the counterpart, cultural differences and communication challenges.
- To become an effective mentor or adviser UNPOL need to have or develop skills to overcome these challenges.
- All United Nations Police assistance must aim at helping the host-State achieve a state of policing, where every police or other law enforcement agency should be representative of and responsive and accountable to the communities it serves.
- Every mentor/adviser leaving the mission, in addition to the end-of-mission report, should prepare a well-structured report to the mentoring and advising coordinator and detailed handover notes for his or her successor.

- DPKO/DFS Guidelines on Police Capacity Building and Development (2015.08)
- 2017 DPKO/DFS Manual Police Monitoring, Mentoring and Advising in Peace Operations

Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition/Working Definition
Advising	Advising is a process of working together with the host-State police and other law enforcement agencies to find solutions to their problems and to improve their performance.
Mentoring	Mentoring is a process of 'shadowing' of the host-State police officer by a UNPOL mentor with a view to witnessing the application of new knowledge and skills by the host-State police officer and assisting him/her in performing tasks, promoting professional growth and, overall, enhancing the effectiveness of the host-State police service or other law enforcement agencies.
Monitoring	Monitoring is regular observation of and reporting on an activity or area related to mandated or implied tasks within a United Nations peace operation.
SMART	<p>An acronym often used when creating programme and sub-programme planning elements. It stands for specific, measurable, achievable, realistic/relevant and time bound.</p> <p>(S) Specific: Planning elements that are related to the mandate.</p> <p>(M) Measurable: Quantifiable planning elements that are easily monitored and evaluated for programme/sub-programme success and progress, making it easier to report to stakeholders on progress.</p> <p>(A) Achievable: Indicated by planning elements that can happen in the specific period.</p> <p>(R) Realistic/relevant: Being ambitious in creating programme/sub-programme goals and objectives is encouraged; however, managers must ensure that planning elements remain realistic. Managers must also ensure that planning elements fall within mandated tasks.</p> <p>(T) Time-bound: Managers must ensure that the objectives they have created are achievable within the necessary time frame.</p>