

PSOTEW WORKING GROUP 2
UN SENIOR LEADER DEVELOPMENT
WG OUTLINE AND WAY AHEAD

***WG OUTLINE APPROACH**

(* HEADINGS 1-4, plus sub-headings in bold Italics, are those proposed by organisers to date; plain text are my suggestions, including in some cases as alternate texts)

1. TRAINING NEEDS – IDENTIFY KEY COMPETENCIES - KNOWLEDGE, SKILLS, ATTRIBUTES
 - A. Introduction – ‘Kick-off’ Briefing – by David L (and by Robert Gordon if available) – summary of the challenge and initial ideas, based on readings
 - B. Competency models to adapt/adopt for UN Senior Leader Development.***
Distil, collate, and translate some of the detailed ideas and conclusions in the prescribed readings into training requirements
 - C. Delivering peace operations with a leadership model that does not fit – current reality – the importance of a cross-cultural perspective –***
Challenges inherent in today’s civilian-military relations (including link to WG#6); other challenges to preparing, adequately, leaders for today’s missions (including time, resources, bureaucratic processes, etc)
 - D. Separate discussions on:
 - a. Knowledge (integrated operations, comprehensive approach, multi-dimensional operations, key professional cultures involved in peace operations, and UN and/or Regional system background).
 - b. Skills – including identifying those not normally required for pure cultural operations
 - c. Attributes – including identifying those not normally required for pure cultural operations
2. RESOURCES – AVAILABLE AND REQUIRED
 - A. Introduction – ‘Kick off Briefing’ by Ettore de Benedetto (UN ITS)
 - B. Participants/target audience(s)
 - C. ***Current courses*** – with briefs on/from EU, CCMR, and discussion on other (AU etc models)
 - D. Peace Operations training centers – best practices and models***

- E. Solutions for a comprehensive and systemic senior leadership orientation and training strategy (applying competencies to training development; integrating competencies into existing courses)***
- F. Administrative solutions for managing UN Senior Leader program (strongly recommended and required categories); convincing TCCs to adapt standards for leadership development***
- G. Overcoming gaps in training (a pilot mentoring program)***
- H. Assessing success (performance indicators; targets for planned outcomes)***

3. OPTIMAL DELIVERY METHODS

- A. Introduction – ‘Kick off Briefing’ by Dwight
- B. Develop senior leaders bench (professional development glide-path; possibilities for distance learning and ‘school house hybrid’) – A conceptual and systematic approach to leadership training for peace operations – roles and responsibilities of TCCs, donors, partners, the UN and others***
- C. Developing mission leadership teams (adapting Senior leaders development to the teams that support them) – A leadership education and training concept that accommodates essential preparations for mission ‘mid-management’ levels and key (lead) staff positions***
- D. Discussion of optimal delivery methods including: first, a focus on planning the education and training; second the advantages and disadvantages of the military training platform; and, third, the management and evaluation of the conduct of the training. Discussions will cover, inter alia, table-top exercises, computer assisted exercises, computer-assisted distributed exercises (such as Viking), additional training on the margins of scheduled exercises, innovative ideas (Troll), distance-learning and or blended-learning, examples of regional joint training, and the necessity (and examples) of national joint training.

4. COMMUNITY OF PRACTICE TO ADVANCE EDUCATION/LEADER DEVELOPMENT (‘Kick-off’ briefing by David L)

POST PSOTEW - ADVANCING (SENIOR) MISSION LEADERSHIP EDUCATION AND TRAINING

1. Propose/agree a set of fundamentals or principles or objectives, such as:
 - a. Use integrated mission concepts and/or 'comprehensive approach to operations' as the normal operational model for which to train.
 - b. Plan training in a joint (civilian/military/police) manner
 - c. Train together - Conduct and evaluate training in a joint manner
 - d. Incorporate joint training in national training programs ("cooperation begins at home")
 - e. Consistent use of term 'partnerships' in training (with respect to roles and responsibilities)
 - f. Leadership training for joint (cross-cultural) purposes does not begin at senior level – need a training continuum.
2. Pursue the issue as a theme in near-term IAPTC – David L
3. Brief the May 2016 EAPTC on this matter (and on PSOTEW) – David L
4. From a US only perspective, look at the challenge of scale – the number of US military leaders (including mid-level) who require cross-cultural peace operations training, compared to the limited civilian expertise available to conduct any form of joint training.
5. From a US only perspective, also look at the challenge of joint military/police training for integrated military/police operations (work with Dyncorp).
6. Use GPOI and US regional military training system for more comprehensive leadership training with TCCs, PCCs and countries deploying civilians
7. Discuss 'how to generate greater cultural interaction' in training.
8. Implement and/or strengthen and/or link the important outcomes of work of WG#6 on civilian/military relations

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