Module 3: Individual Peacekeeping Personnel

Lesson 3.2

Respect for Diversity
Relevance

- UN peacekeeping operations are diverse
- Local population has own culture
- Success dependent on respect for diversity
Learning Outcomes

Learners will:

- Describe cultural differences and different kinds of diversity
- Explain how “respect for diversity” contributes to effective peacekeeping
- Describe strategies to improve communication
Lesson Overview

1. Diversity
2. Cultivating an Awareness of Diversity
3. Assumptions, Prejudices & Stereotypes
4. UN Core Value of Respect for Diversity
5. Practicing Respect for Diversity
Diversity Line

Instructions:

- Stand against the wall and listen to the instructor
- The instructor will read statements which are either true or false
- Walk up to the line on the floor when a statement is true for you
- Consider common ground and differences between you and others

Time: 10 minutes
1. What is Diversity?

- **Diversity** means “variety” – refers to things that are different from each other.
1. What is Diversity?

Dimensions of Diversity

Adapted from Gardenschwartz & Roe
2. Cultivating an Awareness of Diversity

Only about 10% of an iceberg is generally seen above the waterline.
Learning Activity

Diversity Iceberg

Instructions:
- Consider the “differences” between individuals who deploy to a mission
- What differences are obvious?
- What differences are less obvious?

Time: 15 minutes
- Brainstorming: 10 minutes
- Discussion: 5 minutes
2. Cultivating an Awareness of Diversity
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- Obvious
  - Race, Ethnicity
  - Language, Dialects
  - Hair, Skin & Eye Colour
  - Sex, Age, Size, Physical Ability
  - Clothing, Uniforms, Job Titles,
  - Food, Art, Dance, Music, Stories

- Less Obvious

- See, hear, smell & touch
  - (explicit & conscious)

- Beliefs, values, attitudes, stories thought patterns,
  - (implicit & unconscious)
2. Cultivating an Awareness of Diversity

Obvious
- Race, Ethnicity
- Language, Dialects,
- Hair, Skin & Eye Colour,
- Sex, Age, Size, Physical Ability,
- Clothing, Uniforms, Job Titles,
- Food, Art, Dance, Music, Literature

Less Obvious
- Concept of Time, Work Ethic,
- Religious Beliefs, Definitions of Sin,
- Organizational Attitudes and Practices
- Concept of Justice, Courtship Practices,
- Meanings about Clothing, Concept of Cleanliness
- Theories on Disease, Concepts of Past & Future
- Attitudes to New Things, New People and Change
- Attitudes & Relationships to Hierarchies and Authority
- Patterns of Superior / Subordinate Behaviour (on job or otherwise)
- Family Roles & Responsibilities, Traditional Roles of Men and Women
- And much more...

see, hear, smell & touch
(explicit & conscious)

Beliefs, values, attitudes, stories thought patterns,
(implicit & unconscious)
3. Assumptions, Prejudices & Stereotypes

- **Stereotypes** = beliefs about all people of a certain type
- **Prejudices** = judgments or opinions that are formed without real knowledge or examination of facts – prejudices are generally negative
4. UN Core Value of Respect for Diversity

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for diverse points of view
- Examine own biases and behaviours
- Do not discriminate against any individual or group
5. Practicing Respect for Diversity

- Attitudes regarding authority and management
- Body language and gestures
- Religion, spirituality and faith
- Family, clan and tribal connections
- Dress code
- Concepts of time
- Communication
- Learning from others
Learning Activity

3.2.3

Practicing Respect for Diversity

Instructions:
- Consider each key area of diversity
- What differences must you be aware of?
- How does practicing respect in these key areas of diversity contribute to success in your work?

Time: 5 minutes
- Brainstorming: 3 minutes
- Discussion: 2 minutes
Attitudes Regarding Authority and Management

- Remember that the difference may be cultural
- Take time to understand what is happening
- Be clear and respectful in your communications and expectations
Body Language and Gestures

- Observe and acquaint yourself with what is culturally appropriate
- Ask colleagues for advice as needed
Religion, Spirituality and Faith

- Be aware of different religious beliefs and customs, particularly local ones
- Practice respect for all religious beliefs
- Practice respect for religious artifacts and places of worship
Family, Clan and Tribal Connections

- Pay respect to elders
- Understand family ties
- Understand local roles and traditions for men and women
Dress Codes

- Be aware of local cultural norms and climate
- Adapt yourself to local dress codes
Concepts of Time

- Do not overgeneralize about any group’s way of perceiving or managing time
- Reserve judgment about the meaning behind different attitudes and practices regarding time
Communication

**MESSAGE CHANNEL**

- The channel through which the message moves
- VERBAL, NON-VERBAL, WRITTEN

**SENDER**

- "What I mean"

**MESSAGE**

- Message communicated through filter of LANGUAGE, IDIOMS, NORMS, VALUES

**RECEIVER**

- "What I understand"

- Message interpreted through filter of LANGUAGE, IDIOMS, NORMS, VALUES
Communication

- Use common words – avoid slang/idioms
- Check you are understanding and understood
- Allow time for people to speak – create opportunities for those speaking less
- Be aware of tone of voice, body language
- Practice patience
- Be careful in your use of humour
Learning from Others

- All colleagues are a great resource
- National colleagues – cultural information
- Other colleagues – experiences from other missions, cultures
Summary of Key Messages

- Diversity exists – mission environment, host country
- “Respect for diversity” contributes to effective peacekeeping
- Be aware of your communication – words, tone of voice, body language
Questions
Learning Activity

Learning Evaluation