# Curriculum

| To be reviewed by<br>**Feb. 2024** | Activity number<br>**43** | **Monitoring, Mentoring and Advising in EU Crisis Management (MMA)** | ECTS<br>**2**<br><br>SQF-MILOF<br>**N/A** |
|---|---|---|---|

| CORRELATION WITH CTG / MTG TRAs | EQUIVALENCES |
|---|---|
| **Training Requirement Analysis (TRA), CTA Monitoring, Mentoring and Advising, November 2021** | N/A |

| Target audience | Aim |
|---|---|
| *Participants should be senior level civilian, police and military experts working or expected to serve in civilian or military CSDP missions and operations or in CSDP related positions at HQ level.*<br><br>*Preferably participants have mentoring and advising components in their line of work (including but not limited to rule of law, justice reform, democratization, corrections, police reform and security sector reform) and co-operation with local counterparts.*<br><br>*Priority is given to participants from EU Member States. However non-EU citizens as well as NATO staff are welcome.*<br><br>Open to:<br><ul><li>EU member States / Institutions</li><li>Third countries</li><li>International Organisations</li></ul> | The course aims to provide future mission members with the necessary skills to successfully build a working relationship with their local counterparts and to contribute to the achievement of the mission mandate.<br><br>Furthermore, the training provides the unique opportunity for experts to exchange not only in their area of expertise – military, police, civilian, but to exchange as mentors and advisers on successes they experienced, challenges they faced, and obstacles they overcame. |

| **Learning Outcomes** | |
|---|---|
| Knowledge | LO1. Describe the EU structure and functions, and how MMA mandates are implemented in civilian CSDP missions |

| | | |
|---|---|---|
| | LO2. Explain the key aspects of monitoring / mentoring/ (strategic) advising (capacity building) in the context of international missions and operations<br>LO3. Describe the EU policy and concept on MMA<br>LO4. Define the different MMA tasks and the roles of mentors/advisors<br>LO5. Identify symptoms of resistance<br>Explain | |
| Skills | LO6. Assess local capacity to determine effective knowledge transfer approaches<br>LO7. Plan, organize and conduct plans, programs and projects in the framework of a MMA mandate<br>LO8. Develop strategies on how to build a working relationship with a counterpart and how to cope with resistance<br>LO9. Use motivation techniques<br>LO10. Establish work in a cross cultural environment | |
| Responsibility and Autonomy | LO11. Adhere to Basic Principles according the CivOpsCdr Guidelines for MMA<br><br>LO12. Build trust and a relationship with the counterpart<br><br>LO13. Assess reasons of resistance and apply motivation strategies<br><br>LO14. Communicate, negotiate and mediate with local and international partners<br><br>LO15. Apply main principles of inter-cultural communication in working in a multi-cultural environment | |

---

### Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation* (*based on participant's satisfaction with the course*).

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on the active contribution in the residential Module, including their syndicate session and practical activities as well as on their completion of the eLearning phases: course participants finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. Active observation by the course director/lead instructor and feedback questionnaire filled by course participants at the end of the course is used.

**However, no formal verification of learning outcome is foreseen; proposed ECTS is based on participants' workload only.**

---

| Course structure | | |
|---|---|---|
| *The residential module is held over five days (one week).* | | |
| **Main Topic** | **Suggested Working Hours (required for individual learning)** | **Suggested Contents** |
| 1. Concept - definitions | **2** | 1.1 Differences between various approaches used by the civilians, military and police in peace operations<br>1.2 Definitions: Mentoring, Monitoring and (Strategic) Advising (MMA Guidelines) |
| 2. MMA in peace operations | **2 (3)** | 2.1 MMA in peace operations through the different developments in UN Missions (1st to 4th generation)<br>2.2 Awareness of increasing dilemmas of complex international peacekeeping mandates |

| | | |
|---|---|---|
| | | 2.3 Potential instruments and settings in which mentoring processes take place in peace operations |
| | | 2.4 Strategies applied to increase local ownership and ensure sustainability |
| 3. General aspects of MMA | **4 (2)** | 3.1 Mentoring/advising relationship; the role of mentors/advisors, the mentee and the context in a mentoring process<br>3.2 Gender aspects<br>3.3 The specific aspects of strategic advising |
| 4. MMA Guidelines | **5 (2)** | 4.1 MMA Guidelines; development and structure<br>4.2 Basic principles with the focus on local ownership, capacity building, sustainability<br>4.3 Responsibility within mission leadership |
| 5. Mentoring & advising in the field | **2** | 5.1 First-hand exchange with an experienced mentor/advisor: challenges and successes of mentoring/advising in the context of a CSDP mission/operation<br>5.2 Mentoring a local counterpart: lessons learned<br>5.3 Strategies for building trust with the counterpart(s) |
| 6. Phases of mentoring& advising | **1** | 6.1 Different phases of building the relationship with the mentee/counterparts<br>6.2 Challenges to cope with in the different phases<br>6.3 Methods to build and maintain trust in the mentor-mentee relationship |
| 7. Mentoring & advising from the mission perspective | **2** | 7.1 Integrating mentoring/advising into a mission mandate<br>7.2 Aspects of the mentoring/advising process that are important from the mission's operational perspective<br>7.3 Challenges and limitations of mentoring/advising in civilian crisis management operation mandates |
| 8. Communication in a cross-cultural context | **3** | 8.1 Communication strategies in a mentoring/advising process<br>8.2 Cross-cultural communication<br>8.3 Communicating in an inter-cultural environment |
| 9. Basic negotiation skills | **4 (2)** | 9.1 Difference between interest-based and position-based negotiation (win-win situation)<br>9.2 Preparation for and design of a negotiation process<br>9.3 Identifying conflict parties' interests and developing options for negotiation<br>9.4 Analysing alternatives (BATNA – *Best Alternative to a Negotiated Agreement*) |
| 10. Motivation | **2** | 10.1 Motivation theories<br>10.2 Motivating the counterpart(s) – pragmatic approach |
| 11. Coping with resistance | **2** | 11.1 General reasons and theories for resistance and opposition to change (organisational)<br>11.2 Symptoms for resistance: behavioural changes and changes in attitude towards the mentor/advisor<br>11.3 Strategies of dealing with resistance in a mentoring/advising relationship: communication, de-escalation techniques, motivation, building trust |
| 12. Working with interpreters | **4** | 12.1 Types and principles of interpretation<br>12.2 Role of the interpreter within the mentoring/advising process<br>12.3 Challenges in interpretation (mentor/advisor, interpreter, the overall context of a peace operation)<br>12.4 General rules of behaviour when working with and communicating through interpreters |

| | | |
|---|---|---|
| 13. Bringing it all together – mentoring/advising in practice | **9** | 13.1 Role plays – applying skills and techniques learned in situations with an interpreter<br>13.2 Practice of giving/receiving feedback during the debriefing sessions |
| 14. Handover and reporting | **3** | 14.1 Evaluation, demonstration of progress, identifying areas where extra support is needed; documenting the mentoring process<br>14.2 Effective handover<br>14.3 Goals and indicators for the mentoring process; SMART objectives |
| **TOTAL** | **45 (9)** | . |

| Materials | Methodology |
|---|---|
| **Required:**<br><br>*Essential eLearning:*<br>- AKU 2: The EU Global Strategy<br>- AKU 11B: Gender aspects of missions and operations<br>- AKU 29: Operating in conflict affected regions<br><br>**Recommended:**<br><br>*Recommended study on voluntary basis:*<br>Relevant AKUs available on ILIAS, to be defined by the course director with support from the ESDC Secretariat (eLearning manager)<br><br>*Recommended Reading material:*<br>- CSDP Handbooks<br>- CivOpsCrd Guidelines on Monitoring, Mentoring and Advising<br><br>Other relevant publications on CSDP/CFSP related issues – supplemental material aimed to enhance knowledge on a specific topic | The MMA Training mainly deals with soft skills, means interaction between persons in a multicultural and diverse environment. Therefore, the methodology in the MMA Training should be participatory and based on the concept of adult learning. It should include group work, role plays, interactive exercises and group discussions. A mixture of these methods encourages the development of skills and competencies on the basis of new knowledge through the interaction that takes place among participants with diverse experience, professional skills, and cultural backgrounds.<br><br>## Additional information<br><br>The course is based on the Civilian Operations Commander *Operational Guidelines for Monitoring, Mentoring and Advising in civilian CSDP Missions (CoEU 15272/14)*.<br><br>All course participants have to prepare for the residential module by going through the relevant eLearning preparatory phase, which is mandatory.<br><br>In order to facilitate the discussion between course participants and trainers, experts, guest speakers, the **Chatham House Rule** is enforced during the residential part of the course: "*participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed*"**.** |