

Curriculum

To be reviewed by Feb. 2026	Activity number 81	Team & Conflict Management in Peace Operations - <i>Working in and Leading Multicultural Teams</i>	ECTS 2
			SQF-MILOF N/A

CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
Training Requirement Analysis (TRA) Report, Leadership & Management	N/A

<u>Target audience</u> The course is geared towards civilian, police and military experts who have worked or who will be working in leadership positions in crisis management missions/operations as well as HQ staff working in the area of CSDP.	<u>Aim</u> The training on Team & Conflict Management aims to increase the effectiveness and performance of teams and their leaders in crisis management missions/operations. Good cooperation and mutual support within the team as well as between staff members and their superiors are among other things prerequisites for team resilience, a productive working environment and ultimately the implementation of the mission's mandate. This requires a set of competences amongst mission staff and leaders, including intercultural communication, conflict management, leadership as well as team and trust-building skills. The course offers participants the opportunity to test, reflect upon and further develop their competences in leadership, teamwork and conflict management.
<u>Open to:</u> <ul style="list-style-type: none"> ▪ EU member States / Institutions ▪ Third countries ▪ International Organisations 	

Learning Outcomes	
Knowledge	L01. Explain the definitions of culture and cultural dimensions L02. Understand how culture matters in the working environment of missions/operations L03. Understand the importance of intercultural competence in missions/operations L04. Explain interpersonal conflicts L05. Explain the role of emotions in interpersonal conflict L06. Understand the importance for motivating others L07. Describe phases of teambuilding and team roles

	L08. Describe factors that leads to high performing teams L09. Discuss leadership concepts and styles L010. Explain leadership within the comprehensive/integrated approach
Skills	L011. Apply tools and methods of cross-cultural and gender-responsive communication L012. Apply conflict analysis tools L013. Apply conflict management tools L014. Identify teambuilding phases and roles of team members L015. Use means for trust-building L016. Apply teambuilding measures L017. Manage relationships in a diverse and multicultural environment appropriately L018. Working in and lead a diverse and multicultural team and creating a safe, fair and equal work environment L019. Apply motivation and empowerment techniques L020. Apply different leadership concepts and styles L021. Use the CPCC Leadership Framework L022. Analyse own team and the interdependencies of tasks within it L023. Manage professional relationships appropriately
Responsibility and Autonomy	L024. Perform with integrity L025. Practice self-reflection regarding conflict behaviour, teamwork and leadership L026. Interact respectfully with diverse communities (host, mission-internal, professional background, cultural, gender, etc.) L027. Assess ones role, responses and conflict resolution competences in interpersonal conflicts L028. Demonstrate a professional and conflict- and gender-sensitive attitude in situations of conflict, as a leader and in teamwork L029. Managing stress and emotions during conflict L030. Demonstrate responsiveness to the different needs of team members L031. Implement duty of care within a multicultural team

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation (based on participants' satisfaction with the course)* and *level 3 evaluation (assessment of participants' long-term change in behaviour after the end of the course)*. *Evaluation feed-back* is given in the level 1 evaluation on the residential modules.

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on their active contribution to the residential modules, including their syndicate sessions and practical activities. **However, no formal verification of the learning outcomes 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. e-learning module on intercultural competence (before on-site course)	(3)	1.1 Concept of culture and intercultural competence and its practical application in missions / operations 1.2 Pre course survey on past and present experiences with leadership and interpersonal conflict in working environments

2. Welcome, Introduction, Expectations	2	2.1 Getting to know the trainers and participants 2.2 Rules & administrative aspects 2.3 Expectations
3. Mission Context and Culture	3	3.1 Concept of culture, cultural dimensions and Cultural Sensitivity(Benenet stages) 3.2 Role of culture in daily work of missions / operations 3.3. Personal values 3.4 Stereotypes & prejudice
4. Intercultural Communication	3	4.1 Forms of communication (nonverbal, verbal, written) 4.2 Basic communication theories 4.3 Effective, intercultural communication 4.4 Active listening 4.5 Giving & receiving feedback
5. Understanding Interpersonal Conflicts	3	5.1 Conflict analysis (Glasl: conflict escalation, PIN Model...) 5.2 Role of emotions in interpersonal conflicts
6. Responding to Interpersonal Conflicts	2	6.1 Responding to interpersonal conflict (Thomas/Kilman Model)
7. Managing Interpersonal Conflicts	4	7.1 Tools and tips for conflict management 7.2 Testing communication and conflict management skills in role play
8. Motivation	2	8.1 Basic Motivation Theories 8.2 Motivating oneself 8.3 Tools to recognize the motivation of others 8.4 Tools to motivate others
9. Team-Building	3	9.1 Phases of teambuilding (Tuckman Model) 9.2 Team building exercise 9.3 Teambuilding techniques
10. Roles and Team Dynamics in Teams	2	10.1 Roles in teams (Belbin Model) 10.2 Team roles and motivation
11. Self-Care, Resilience and Stress Management	2	11.1 Understand the biological and physiological processes when under stress 11.2. Reflect on coping strategies
12. Trust-Building	2	12.1 Categories of trust 12.2 Reflect on options how to consciously build trust (in different cultures)
13. Leadership Concepts & Styles	4	13.1 Peer exercise on leadership challenges (optional) 13.2 Leadership concepts and styles 13.3 Situational leadership 13.4 Leading multicultural teams in a mission environment 13.5 CPCC Leadership Framework
14. Leading Multicultural Teams	2,5	14.1 Reflect upon own strength, skills and challenges regarding leadership (role-play)

		14.2 Test communication and feedback behaviour and strategies (role-play) 14.3 Exercise using the CPCC Leadership Framework 14.4 Develop solutions for own challenge(s) regarding leadership
15. Scenario-based Exercise	4	15.1 Analyze the situation in the scenario: the conflict parties, the role of (working) culture, team structure and the leadership dimension 15.2 Test conflict management / communication / leadership skills 15.3 Peer support exercise (alternative)
16. Feedback and Evaluation	2	16.1 Peer feedback exercise (speed feedback) 16.2 Oral Feedback 16.3 Written post-course evaluation
TOTAL	40 (3)	

<u>Materials</u>	Methodology
<p>Required:</p> <p><u>Mandatory e-Learning:</u></p> <ul style="list-style-type: none"> - Pre-course questionnaire on experiences with conflict and leadership. - AKU300 Intercultural Competence in Civilian Crisis Management <p>Recommended:</p> <p><i>Recommended study on voluntary basis:</i> Relevant AKUs available on ILIAS, to be defined by the course director with support from the ESDC.</p>	<p>Participants should impart skills and knowledge through structured presentations, practical sessions and realistic, mission related scenarios, development on basis of the pre-course survey, with strong emphasis on experiential learning where participants are provided the opportunity to put theory into practice in a formative and safe learning environment.</p> <p>The training should be based on the concept of adult learning and focus on interactive methods like group work, role plays and interactive exercises to encourage the participants reflecting on conflict scenarios with the aim of gaining a deeper understanding of conflict management, work in and leading intercultural teams.</p> <p>The TCM can be conducted as a pre-mission training (5 days) or as an in-mission training. As an in-mission training it has to will be tailored to the needs of the mission. The given course structure is the most comprehensive proposal, but can be cut down also to 3 – 4 days training, covering solely the most crucial topics for the mission. When conducted in-mission it's important that the leadership range of the participants is not too large.</p> <p style="text-align: center;">Additional information</p> <p>The Chatham House Rule is applied during all residential modules: "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".</p>