

Curriculum

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| To be reviewed by Feb 2026 | Activity Number 60 | Improving the performance of Selection Boards for staff recruitment | ECTS 1 |
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| CORRELATION WITH CTG / MTG TRAs | EQUIVALENCES |
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| N/A | N/A |

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| <p><u>Target Audience</u></p> <p>EU Member States institutions and agencies providing candidates for CSDP Missions/other crisis management settings;</p> <p>Civilian Planning and Conduct Capability (CPCC);</p> <p>Civilian CSDP Mission members participating in selection of international staff for civilian CSDP Missions.</p> | <p><u>Aim</u></p> <p>The course ‘Improving the performance of Selection Boards for staff recruitment in crisis management and civilian CSDP Missions’ aims at advancing the knowledge and skills of all professionals-involved in the pre-selection and recruitment of staff.</p> <p>The final goal of the Course is to improve the interviewing competences of Selection Boards members, enabling full use of the seconded personnel made available by EU Member States and achieving the Human Resources commitments of the civilian CSDP Compact.</p> |
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| Learning Outcomes | |
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| Knowledge | LO 1. Acknowledge the recruitment and selection procedure for staff deployed in civilian CSDP Missions, as well as other crisis management settings. LO 2. Identify the main challenges and best practices during interviewing process, summarizing lessons learnt. LO 3. Understand the meaning of hard and soft skills vs. competences and ways of assessing them. LO 4. Understand the V.U.C.A environment, defining S.M.A.R.T objectives and effectiveness during the selection process. LO 5. Explore resilience and unconscious biases, common pitfalls of mediocre boards: lack of alignment, group thinking, self-consciousness, inability to reach a consensus, etc. LO 6. Identify the main aspects of the Gender balance and the UNSCR 1325 Resolution. LO 7. Acknowledge requirements of resilience mechanisms to handle high-pressure situations in post-conflict and high-risk environments. |
| Skills | LO 8. Apply the main principles of recruitment and selection for deployment in crisis management environment, including but not limited to civilian CSDP Missions. LO 9. Mainstream better preparation before and during the selection process, including interviewing skills, selection feedback and HR reporting. LO 10. Apply efficiently interviewing techniques. LO 11. Assess resilience and highlight coping mechanisms to handle high-pressure situations in post-conflict and high-risk environments. |

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| Responsibility and Autonomy | <p>LO 12. Organise effective Selection Boards - the importance for the board to be aligned on what they are looking for and on how to work together.</p> <p>LO 13. Ability to test the candidate's motivation, engagement, commitment skills and competences, etc.</p> <p>LO 14. Assess candidate's capacity to deal with a V.U.C.A environment, defining S.M.A.R.T objectives and effectiveness during the selection process.</p> <p>LO 15. Choose and ask appropriate, relevant interviewing questions (illegal questions, validation, reliability, "What if" questions, intuition vs. evidence, probing and challenging the candidate, clarifications, etc.),</p> |
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Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it uses *level 1 evaluation (based on a participant's satisfaction with the course)*. To complete the course, participants need to accomplish all learning objectives. The evaluation of these objectives is based on active contribution in the residential module - including the syndicate session/practical activities - and on completion of the eLearning phases. Course participants need to complete the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. There will be active observation by the course director/lead instructor. Participants will be asked to complete a feedback questionnaire at the end of the course. **No formal verification of learning outcome is in place; proposed ECTS is based on participants' workload only.**

Course Structure

The residential module is held over three days.

| Main Topics | Recommended Working Hours (required for Individual learning) | Content |
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| 1. Recruitment and selection procedure main principles and processes | 2,5 | 1.1 Principles and misconceptions of what constitutes a selection process, in line with the agreed HR policies. 1.2 Member States' national procedures and limitations. 1.3 Selection procedure – main principles and implementation steps. 1.4 Selection boards. 1.5 Reporting (HR selection statistics and qualitative analysis). |
| 2. Selection Boards: organise an effective Selection Boards | 1 | 2.1 The importance for the board to be aligned on what they are looking for and on how to work together. 2.2 Board's challenges – ask for relevant and reliable questions. 2.3 Confidentiality and impartiality. 2.4 Common pitfalls of mediocre boards. |
| 3. Interview questions: How to ask appropriate and relevant questions | 2 | 3.1 Definition of skills and competences. 3.2 Illegal questions, are the questions valid and reliable, "What if" questions. 3.3 Apply STARR model. |
| 4. The best candidate versus the most suitable candidate | 2,5 (3) | 4.1 Motivation and how to assess motivation. 4.2 Ability to deal with a VUCA environment (Volatile – Uncertain – Complex – Ambiguous). 4.3 Emotional intelligence. 4.4 How to assess resilience, and highlight coping mechanisms to handle high pressure situations in post-conflict environments. 4.5 How to assess managerial capabilities and leadership skills, stress management. |
| 5. Unconscious biases during the selection process | 2 | 5.1 What types of biases exist? 5.2 Common evaluation biases. 5.3 Gender biases and questions during interviews. |
| 6. Working in an international and multi-cultural Mission environment | 1 (1) | 6.1 Different organisational and management cultures. 6.2 Challenges at individual level when working in an international environment. 6.3 Basic principles of inter-cultural communication. |

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| | | 6.4 Creating a safe and inclusive work environment. |
| 7. Gender balance and the UNSCR 1325 Resolution | 1 (2) | 7.1 The importance of UNSCR 1325 and subsequent resolutions in a peacekeeping context. 7.2 Mainstreaming gender issues. |
| 8. Improving interviewing skills: Mock Interview (practical exercises) | 5 | 8.1 Conduct mock interviews in parallel. (depending on the number of participants) 8.2 Conduct Separate Mock Interview for board members recruiting for civilian CSDP missions. |
| 9. Interviews feedback | 1 | 9.1 Debrief of the exercise: what the panellists have done well and what could they improve: Discussion about unconscious bias, the pertinence of the questions they asked, the interview process, how they worked together, how effective the board was to evaluate the required competences, what stopped them from exploring more in depth points of concerns, their deliberation process, etc. 9.2 Lessons learnt. |
| TOTAL | 18 (6) | |

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| <p style="text-align: center;"><u>Materials</u></p> <p><u>Essential e-Learning:</u></p> <ul style="list-style-type: none"> - AKU 11A: Gender and the UNSCR 1325, women, peace and security agenda - AKU 300: Intercultural Competence in Civilian Crisis Management (ENTRi) - AKU 301: Stress Management (ENTRi) <p><u>Recommended study on voluntary basis:</u></p> <ul style="list-style-type: none"> - AKU 1: History and context of ESDP/CSDP development <p><u>In addition:</u></p> <p>Job Descriptions Generation Handbook Annual Report on European Union Common Security and Defence Policy – Missions and Operations Upgraded Generic Standards of Behaviour for CSDP Missions and Operations ESDC Handbook for Missions and Operations Specific reading material relating to different modules</p> | <p style="text-align: center;"><u>Methodology</u></p> <p>Blended methodology. Presentations, discussions, exercises and roleplays.</p> <p style="text-align: center;"><u>Additional information</u></p> <p>In order to facilitate discussion between course participants and senior EU personnel, the Chatham House Rule is used during all residential modules: "<i>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</i>".</p> <p>A pre-course questionnaire on learning expectations and a possible briefing topic from the specific area of expertise may be used.</p> <p>All course participants have to prepare for the residential module by going through the relevant e-Learning preparatory phase, which is mandatory.</p> <p>The materials proposed for supplemental study (i.e. <i>compilation of relevant publications relating to topics in the course</i>) reflect current developments in the field of CSDP policies in general and CSDP Missions and Operations in particular. Mandates of CSDP Mission/operations and/or Commission programmes should be included where relevant, as well as other documents from the EEAS, the Council Secretariat and the Commission.</p> |
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