

## Curriculum

To be reviewed by <b>February 2021</b>	Activity Number <b>43</b>	<b>Mentoring and Advising in EU Crisis Management</b>	<b>ECTS 2</b>
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<p><u>Target Audience</u></p> <p><i>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.</i></p> <p><i>Preferably, participants need to have mentoring and advising components in their line of work (including, but not limited, to the rule of law, justice reform, democratisation, corrections, police reform and security sector reform) and co-operation with local counterparts.</i></p> <p><i>Priority is given to participants from EU Member States. However non-EU citizens as well as NATO staff are welcome.</i></p>	<p><u>Aim</u></p> <p>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.</p> <p>Furthermore, the training provides a unique opportunity for experts to exchange not only in their area of expertise – military, police, civilian, but to exchange as mentors and advisers on their successes and challenges, and the obstacles they overcame.</p>
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<b>Learning outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>Explain the key aspects of mentoring/advising (capacity building) in the international missions and operations context</li> <li>Define the different MMA tasks and the roles of mentors/advisors</li> <li>Describe the basic strategies and concepts of mentoring and advising</li> <li>Identify symptoms of resistance and apply motivation techniques</li> <li>Explain the role mentoring plays in fulfilling the overall mission mandate and how to support the evaluation process of the mission</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Assess local capacity to determine effective knowledge transfer approaches</li> <li>Develop strategies on how to build a working relationship with a mentee and how to cope with resistance from the mentee</li> <li>Use motivation techniques</li> <li>Communicate in an intercultural working environment</li> </ul>
	Competences	<ul style="list-style-type: none"> <li>Analyse the origins and reasons of resistance and cope with it</li> <li>Apply motivation strategies to engage local counterparts and to promote local ownership</li> <li>Apply basic negotiation and mediation skills to build conflict resolution capacities</li> <li>Apply the main principles of intercultural communication when working in a multi-cultural environment</li> </ul>

### 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		
Main Topics	Recommended Working Hours (of which e-Learning)	Content
Concept - definitions	2	<ul style="list-style-type: none"> <li>· Differences between various approaches used by civilians, the military and the police in peace operations</li> <li>· Definitions: Mentoring, Monitoring and Advising (MMA Guidelines)</li> </ul>
Mentoring & advising in peace operations	5 (3)	<ul style="list-style-type: none"> <li>· Mentoring in peace operations through the different developments in UN Missions (1<sup>st</sup> to 4<sup>th</sup> generation)</li> <li>· Awareness of increasing dilemmas of complex international peacekeeping mandates</li> <li>· Potential instruments and settings in which mentoring processes take place in peace operations</li> <li>· Strategies applied to increase local ownership and ensure sustainability</li> </ul>
General aspects of mentoring & advising	6 (2)	<ul style="list-style-type: none"> <li>· Mentoring/advising relationship; the role of mentors/advisors, the mentee and the context in a mentoring process</li> <li>· Gender aspects</li> </ul>
MMA Guidelines	7 (2)	<ul style="list-style-type: none"> <li>· MMA Guidelines; development and structure</li> <li>· Basic principles with the focus on local ownership, capacity building, sustainability</li> <li>· Responsibility within mission leadership</li> </ul>
Mentoring & advising in the field	2	<ul style="list-style-type: none"> <li>· First-hand exchange with an experienced mentor/advisor: challenges and successes of mentoring/advising in the context of a peace operation</li> <li>· Mentoring a local counterpart: lessons learned</li> <li>· Strategies for building trust with the counterpart(s)</li> </ul>
Phases of mentoring & advising	1	<ul style="list-style-type: none"> <li>· Different phases of building the relationship with the mentee/counterparts</li> <li>· Challenges to cope with in the different phases</li> <li>· Methods to build and maintain trust in the mentor-mentee relationship</li> </ul>

Mentoring & advising from the mission perspective	2	<ul style="list-style-type: none"> <li>· Integrating mentoring/advising within a mission mandate</li> <li>· Aspects of the mentoring/advising process that are important from the mission's operational perspective</li> <li>· Challenges and limitations of mentoring/advising in civilian crisis management operation mandates</li> </ul>
Communication in a cross-cultural context	3	<ul style="list-style-type: none"> <li>· Communication strategies in a mentoring/advising process</li> <li>· Cross-cultural communication</li> <li>· Communicating in an intercultural environment</li> </ul>
Basic negotiation skills	6 (2)	<ul style="list-style-type: none"> <li>· Difference between interest-based and position-based negotiation (win-win situation)</li> <li>· Preparation for and design of a negotiation process</li> <li>· Identifying conflict parties' interests and developing options for negotiation</li> <li>· Analysing alternatives (BATNA – <i>Best Alternative to a Negotiated Agreement</i>)</li> </ul>
Motivation	2	<ul style="list-style-type: none"> <li>· Motivation theories</li> <li>· Motivating the counterpart(s) – pragmatic approach</li> </ul>
Coping with resistance	2	<ul style="list-style-type: none"> <li>· General reasons and theories for resistance and opposition to change (organisational)</li> <li>· Symptoms for resistance: behavioural changes and changes in attitude towards the mentor/advisor</li> <li>· Strategies of dealing with resistance in a mentoring/advising relationship: communication, de-escalation techniques, motivation, building trust</li> </ul>
Working with interpreters	4	<ul style="list-style-type: none"> <li>· Types and principles of interpretation</li> <li>· Role of the interpreter within the mentoring/advising process</li> <li>· Challenges in interpretation (mentor/advisor, interpreter, the overall context of a peace operation)</li> <li>· General rules of behaviour when working with and communicating through interpreters</li> </ul>
Bringing it all together – mentoring/advising in practice	9	<ul style="list-style-type: none"> <li>· Role play – applying skills and techniques learned in situations with an interpreter</li> <li>· Practice of giving/receiving feedback during the debriefing sessions</li> </ul>
Handover and reporting	3	<ul style="list-style-type: none"> <li>· Evaluation, demonstration of progress, identifying areas where extra support is needed; documenting the mentoring process</li> <li>· Effective handover</li> <li>· Goals and indicators for the mentoring process; SMART objectives</li> </ul>
<b>TOTAL</b>	<b>54 (9)</b>	

<u>Materials</u>	<u>Additional Information</u>
<p><i>Essential eLearning:</i>  AKU 2 The EU Global Strategy  AKU 11B Gender aspects of missions and operations  AKU 29: Operating in conflict-affected regions</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 Secretariat (eLearning manager)</p> <p>CSDP Handbooks</p> <p>Other relevant publications on CSDP/CFSP related issues – supplemental material aimed to enhance knowledge of a specific topic</p>	<p>The course is based on the <i>CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in civilian CSDP Missions (CoEU 15272/14)</i>.</p> <p>All course participants have to prepare for the residential module by going through the relevant e-Learning preparatory phase.</p> <p>In order to facilitate the discussion between course participants and trainers, experts, guest speakers, the <b>Chatham House Rule</b> is enforced during the residential part of the course: <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>