

## Curriculum

To be reviewed by <i>February 2022</i>	Activity Number <b>60</b>	<b>Improving interviewing skills and the selection of staff for civilian CSDP Missions</b>	<b>ECTS 1</b>
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<p><u>Target Audience</u></p> <p>Seconded and international contracted staff from CPCC and civilian CSDP Missions who are involved in the selection of staff for civilian CSDP Missions.</p> <p>This includes staff from non-EU Member States and contributing States to CSDP Missions and operations.</p>	<p><u>Aim</u></p> <p>The course Improving Interview Skills and the Selection of Staff for Civilian CSDP Missions aims improving knowledge and skills of seconded and international contracted staff to CPCC and civilian CSDP Missions involved in the implementation of recruitment and selection procedure for civilian Missions.</p> <p>The final goal of the Course is to improve the interviewing competences of selection Panel members, enabling full use of the seconded personnel made available by Member States, speeding up the selection process and consider EU national procedures and legislations. HR experts from CPCC and civilian CSDP Missions participating in this training will use acquired knowledge to train Missions Members and improve the selection process.</p>
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<b>Learning Outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>Acknowledge the recruitment and selection procedure for staff deployed in civilian CSDP Missions, recruitment, interviewing and selection – explaining the principles and misconceptions of what constitutes a fair process.</li> <li>Identify the main challenges and best practices during interviewing process, summarizing lessons learnt.</li> <li>Understand the meaning of hard and soft skills vs. competences and ways of assessing them.</li> <li>Understand the V.U.C.A environment, defining S.M.A.R.T objectives and effectiveness during the selection process.</li> <li>Analyse the STARR model – investigate the candidate's work experience.</li> <li>Explore resilience and unconscious biases, common pitfalls of mediocre panels: lack of alignment, group thinking, self-consciousness, inability to reach a consensus, etc.</li> <li>Identify the main aspects of the Gender balance and the UNSCR 1325 Resolution.</li> <li>Acknowledge requirements of resilience mechanisms to handle high-pressure situations in post-conflict and high-risk environments.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Apply the main principles of recruitment and selection for crises management environment.</li> <li>Streamline the selection process across all civilian CSDP Missions through better horizontal coordination and standardisation.</li> <li>Mainstream better preparation before and during the selection process, including interviewing skills, selection feedback and HR reporting.</li> <li>Apply efficiently interviewing techniques and tailored performance indicators to assess the results achieved.</li> <li>Assess stress management and emotional intelligence.</li> <li>Assess resilience and highlight coping mechanisms to handle high-pressure situations in post-conflict and high-risk environments.</li> </ul>

	Competences	<ul style="list-style-type: none"> <li>Organise an effective Selection Panel - the importance for the panel to be aligned on what they are looking for and on how to work together as a panel.</li> <li>Define the appropriate ratio between questions around technical skills and questions to assess soft skills, as well as the ability to do the job, in the Mission, given the upcoming challenges, here and now.</li> <li>Ability to test the interviewee's motivation, engagement, commitment skills and competences, etc.</li> <li>Assess candidates capacity to deal with a V.U.C.A environment, defining S.M.A.R.T objectives and effectiveness during the selection process</li> <li>Choose and ask appropriate, relevant interviewing questions (illegal questions, validation, reliability, "What if" questions, intuition vs. evidence, probing and challenging the candidate, clarifications, etc.),</li> </ul>
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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

Main Topics	Recommended Working Hours (of that e-Learning)	Content
Recruitment and selection procedure for civilian CSDP Missions – main principles and processes	2,5	<ul style="list-style-type: none"> <li>Principles and misconceptions of what constitutes a fair process</li> <li>Call for Contributions cycle (timeline, frequency, structure etc.)</li> <li>Force Generation Handbook – clusters of job descriptions;</li> <li>Member States' national procedures and limitations;</li> <li>Selection procedure – main principles and implementation steps</li> <li>Interviews Plan and selection panels;</li> <li>Screening and Shortlisting;</li> <li>Selection templates (shortlisting grid, evaluation grid, record of selection, selection report);</li> <li>Reporting (HR selection statistics and qualitative analysis).</li> </ul>
Selection Panels: organise an effective Selection Panel	1	<ul style="list-style-type: none"> <li>The importance for the panel to be aligned on what they are looking for and on how to work together as a panel.</li> <li>Panel's challenges – ask for relevant and reliable questions.</li> <li>Confidentiality and impartiality</li> <li>Common pitfalls of mediocre panels</li> </ul>
Interview questions: How to ask appropriate and relevant questions	2	<ul style="list-style-type: none"> <li>Definition of skills and competences</li> <li>Illegal questions, are the questions valid and reliable, "What if" questions;</li> <li>Apply STARR model to investigate the candidate's work experience; consider candidate's potential vs. experience</li> <li>Probe: the importance to challenge the candidate's responses and to ask for clarification.</li> </ul>
The best candidate versus the most suitable candidate	2,5 (3)	<ul style="list-style-type: none"> <li>Motivation and how to assess motivation</li> <li>Fit for the role and for the Mission;</li> <li>Ability to deal with a VUCA environment (Volatile – Uncertain – Complex – Ambiguous);</li> <li>Emotional intelligence;</li> </ul>

		<ul style="list-style-type: none"> <li>How to assess resilience, and highlight coping mechanisms to handle high pressure situations in post-conflict environments</li> <li>How to assess managerial capabilities and leadership skills, stress management</li> </ul>
Unconscious biases during the selection process	1	<ul style="list-style-type: none"> <li>What types of biases exist?</li> <li>Common evaluation biases, included seconded vs. international contracted candidates</li> <li>Gender biases and questions during interviews</li> </ul>
Working in an international and multi-cultural Mission environment	0,5 (1)	<ul style="list-style-type: none"> <li>Different organisational and management cultures</li> <li>Challenges at individual level when working in an international environment</li> <li>Basic principles of inter-cultural communication and competence</li> </ul>
Gender balance and the UNSCR 1325 Resolution	0,5 (2)	<ul style="list-style-type: none"> <li>The importance of UNSCR 1325 and subsequent resolutions in a peacekeeping context</li> <li>Mainstreaming gender issues</li> </ul>
Improving interviewing skills: Mock Interview (practical exercises)	5	<ul style="list-style-type: none"> <li>Conduct mock interviews in parallel: one participant volunteers as the Chair and one as a Time Keeper; The group divides in 3 sub-groups to act as 3 separate panels; Each sub group is given the job description for which they will interview the volunteer;</li> <li>Referring to a Competence Selector, they identify the 6 relevant competences to assess for the position and design 2 questions/competences;</li> <li>15 min discussion after each interview</li> </ul>
Interviews feedback	1	<ul style="list-style-type: none"> <li>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 panel was to evaluate the required competences, what stopped them from exploring more in depth points of concerns, their deliberation process, etc.</li> <li>Lessons learnt</li> </ul>
<b>TOTAL</b>	<b>16 (6)</b>	

<u>Materials</u>	<u>Additional information</u>
<p><u>Essential e-Learning:</u></p> <ul style="list-style-type: none"> <li>AKU 11A: Gender and the UNSCR 1325, women, peace and security agenda</li> <li>AKU 300: Intercultural Competence in Civilian Crisis Management (ENTRi)</li> <li>AKU 301: Stress Management (ENTRi)</li> </ul> <p><u>Recommended study on voluntary basis:</u></p> <p>AKU 1: History and context of ESDP/CSDP development</p> <p><u>In addition:</u></p> <ul style="list-style-type: none"> <li>Civilian CSDP Human Resources Handbook</li> <li>Force Generation Handbook</li> <li>Annual Report on European Union Common Security and Defence Policy – Missions and Operations</li> <li>Upgraded Generic Standards of Behaviour for CSDP Missions and Operations</li> <li>ESDC Handbook for Missions and Operations</li> <li>Specific reading material relating to different modules</li> </ul>	<p>In order to facilitate discussion between course participants and senior EU personnel, the <b>Chatham House Rule</b> 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>