



# **SPECIALIZATION COURSE ON MENTORING IN CIVILIAN CRISIS MANAGEMENT**

**12 – 15 February 2019**

**DRAFT COURSE PROGRAMME**

**DAY 1**

(start before lunch)

SUBJECT	LECTURER	METHOD	MODULE	LEARNING OBJECTIVES
Welcome & Introduction of Participants and Training Staff	Ivana Boštjančič Pulko CEP	Presentation, Group Work	Opening of the Course	<ul style="list-style-type: none"> <li>• Official course opening including course overview</li> <li>• Welcome address and Information about CEP</li> <li>• Introduction of course participants</li> <li>• Find out the expectations of participants</li> <li>• Administrative matters</li> </ul>
Clarifying the Concept of Mentoring - Definitions	TBC	Presentation	Understanding Mentoring	<ul style="list-style-type: none"> <li>• Knowledge of the differences and commonalities between various approaches to MMA used by the civilians, military and police in peace operations of UN, EU, OSCE and AU.</li> <li>• Terms to define: Mentoring, Monitoring, Advising, Partnering, Coaching for capacity building as understood by different stakeholders (UN, EU, and others)</li> </ul>
Mentoring in Peace Operations	TBC	Presentation, Group Work	Understanding Mentoring	<ul style="list-style-type: none"> <li>• Increasing awareness of dilemmas of complex international peacekeeping mandates</li> <li>• Wider knowledge of potential instruments and settings in which mentoring processes will take place in peace operations</li> <li>• Understanding of when and how mentoring became a capacity building approach in peace operations of the UN and EU</li> <li>• Strategies applied to increase local ownership and ensure sustainability</li> </ul> <p>Case studies of Mentoring in EU and/or UN peace operations</p>

Being a Mentor in Peace Operations and Building Trust with a Mentee	TBC	Presentation, Practical Work	Understanding Mentoring	<ul style="list-style-type: none"> <li>•Building trustful relationship with a Mentee</li> <li>•Reflections on the role of the mentor, the mentee and the context in a mentoring process</li> <li>•Increased awareness of dilemmas of mentoring in peace operations</li> <li>•Understand the difference between being a practitioner ('doer') at home and being a mentor (agent of change) in the field</li> <li>•Wider knowledge of potential opportunities and obstacles regarding mentoring in the field</li> <li>•Ethics in mentoring</li> </ul>
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**DAY 2**

SUBJECT	LECTURER	METHOD	MODULE	LEARNING OBJECTIVES
Phases of mentoring	TBC	Presentation, Group Work	Principles and processes of building capacity through mentoring	<ul style="list-style-type: none"> <li>•Understand the different phases of building a relationship with the mentee during mentor's mission assignment</li> <li>•Analysis of challenges that mentor and mentee face in each phase and strategies to prepare for them</li> <li>•Identify areas where mission can support the mentoring relationship structurally</li> <li>•Reflect on methods to build and maintain trust in the mentor-mentee relationship</li> </ul>
Local Ownership in Mentoring	TBC	Presentation	Principles and processes of building capacity through mentoring	<ul style="list-style-type: none"> <li>• Understanding the concept of local ownership and how it applies to mentoring</li> <li>• Different strategies applied in mentoring to foster local ownership</li> <li>• Lessons learned from different missions on how to achieve local ownership</li> </ul>

## CEP

<p>Communication Skills and Intercultural Competence</p>	<p>TBC</p>	<p>Presentation, Group Work, Practical work</p>	<p>Principles and processes of building capacity through mentoring</p>	<ul style="list-style-type: none"> <li>•Communication skills and strategies that can be applied during the mentoring process (active listening, giving/receiving feedback, and nonverbal communication)</li> <li>•Reflection on communication habits and practice of 're-sending' messages (4 sides of a message)</li> <li>•Communicating in an inter-cultural environment</li> </ul>
<p>Working with Interpreters</p>	<p>TBC</p>	<p>Presentation, Practical Work</p>	<p>Principles and processes of building capacity through mentoring</p>	<ul style="list-style-type: none"> <li>•Different types of interpretation, principles of interpretation and the role of the interpreter in the mentoring process (long-term, short-term)</li> <li>•Challenges in interpretation caused by the mentor, the interpreter and the overall context of a peace operation</li> <li>•General rules of behaviour when working with and communicating through interpreters</li> <li>•Preparing and debriefing an interpreter before and after a meeting</li> <li>•Positioning the interpreter during a meeting: advantages and disadvantages of different scenarios</li> <li>•Practical exercises/role plays on how to deal with complications when working with interpreters.</li> </ul>

**DAY 3**

<b>SUBJECT</b>	<b>LECTURER</b>	<b>METHOD</b>	<b>MODULE</b>	<b>LEARNING OBJECTIVES</b>
Basic Negotiation Skills in the Context of Mentoring	TBC	Presentation, Group Work, Practical Work	Principles and processes of building capacity through mentoring	<ul style="list-style-type: none"> <li>•How can negotiation be helpful in a mentoring process? When to use negotiation techniques in mentoring</li> <li>•Understanding the 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 the results of a negotiation</li> <li>•Analysing Alternatives (BATNA – Best Alternative to a Negotiated Agreement)</li> <li>•The role of power in a negotiation process</li> </ul>
Coping with Resistance and Motivation	TBC	Presentation, Group Work	Principles and processes of building capacity through mentoring	<ul style="list-style-type: none"> <li>•General reasons for the existence of resistance and opposition to change (organisational): cognitive functional binding, cognitive dissonance, fear of losing one's freedom, etc.</li> <li>•Identifying symptoms for resistance: behavioural changes and changes in attitude towards the mentor (passive and active)</li> <li>•Developing strategies of dealing with resistance in the mentoring relationship: communication, de-escalation techniques, building trust</li> <li>•Practical exercise on sharing one's own experience with resistance</li> <li>•Limits and boundaries of the mentoring relationship</li> </ul>
Bringing it all together – Mentoring in Practice	TBC	Group Work, Practical Work, Role-Play	Integrating mentoring into the mission structure I	<ul style="list-style-type: none"> <li>•How can negotiation be helpful in a mentoring process? When to use negotiation techniques in mentoring</li> <li>•Understanding the 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 the results of a negotiation</li> </ul>

				<ul style="list-style-type: none"> <li>•Analysing Alternatives (BATNA – Best Alternative to a Negotiated Agreement)</li> <li>•The role of power in a negotiation process</li> </ul>
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**DAY 4**

SUBJECT	LECTURER	METHOD	MODULE	LEARNING OBJECTIVES
Mentoring from the Mission Perspective	TBC	Group Work, Practical Work, Role-Play	Integrating mentoring into the mission structure	<ul style="list-style-type: none"> <li>•Integrating mentoring components into a mission mandate</li> <li>•Aspects of the mentoring process that are important from the mission's operational perspective</li> <li>•Challenges and limitations of mentoring in civilian crisis management operation mandates</li> </ul>
Coping with Resistance and Motivation	TBC	Presentation, Group Work	Integrating mentoring into the mission structure	<ul style="list-style-type: none"> <li>•General reasons for the existence of resistance and opposition to change (organisational): cognitive functional binding, cognitive dissonance, fear of losing one's freedom, etc.</li> <li>•Identifying symptoms for resistance: behavioural changes and changes in attitude towards the mentor (passive and active)</li> <li>•Developing strategies of dealing with resistance in the mentoring relationship: communication, de-escalation techniques, building trust</li> <li>•Practical exercise on sharing one's own experience with resistance</li> <li>•Limits and boundaries of the mentoring relationship</li> </ul>



# CEP

Reporting & Handover	TBC	Presentation, Group Work	Integrating mentoring into the mission structure	<ul style="list-style-type: none"> <li>•Importance of documentation for evaluation, demonstration of progress, identifying areas where extra support is needed</li> <li>•Apply different options to document the mentoring process</li> <li>•Developing an effective handover – essential information to be included</li> <li>•Strategies for how to develop a successful evaluation for a mentoring process</li> <li>•Identifying goals and indicators for the mentoring process; SMART objectives</li> </ul>
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