



# INCLUSIVE OMNIBUS

Digital classroom for diverse workforce

## EDUCATIONAL PROGRAM FOR PRIVATE SECURITY RECRUITMENT PROFESSIONALS



II



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**CHAMBER FOR  
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**center**  
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## **INCLUSIVE OMNIBUS**

### **Digital classroom for diverse workforce**



#### **DISCLAMER**

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# CONTENT AND STRUCTURE

## INTRODUCTION

- Short definition of private security recruitment
- Educational objectives and learning outcomes
- Targeted audience and eligibility criteria for participation
- Organizer of the training
- Who will deliver the training
- Instructions for trainers for the basic educational level
- What is expected from a trainer, lecturer, learning facilitator?
- Pre-training preparation
- Training techniques for successful lecturing session
- Subjects and number of classes for training
- Student self-evaluation
- Learning materials

### 1. **Subject 1 (topics/structure):**

#### **RECRUITMENT OF PRIVATE SECURITY GUARD**

- 1.1 Job analysis
- 1.2 Job planning and job vacancy
- 1.3 Job description
- 1.4 Job specification

### 2. **Subject 2 (topics/structure):**

#### **ATTRACTING POTENTIAL PRIVATE SECURITY EMPLOYEES**

- 2.1 Advertising
- 2.2 Cooperation with employment agencies
- 2.3 Cooperation with vocational schools, training academies
- 2.4 Cooperation with law enforcement agencies

### 3. **Subject 3 (topics/structure):**

#### **SELECTION OF PRIVATE SECURITY CANDIDATES**

- 3.1 Screening applications
- 3.2 Interviewing candidates
- 3.3 Pre-employment ability testing
- 3.4 Selecting candidate

## ***INTRODUCTION***

Private security (PS) sector is increasingly important element for safe society, and can be seen in businesses and residential homes, public places, schools, factories, airports etc. and is definitely with significant society importance. However, respectable studies indicate that the PS sector is struggling with human resource management issues, such as: lack of qualified employees to answer the market needs; high turnover rate of employees and lack of interest for the job. Moreover, there is evident lack of knowledge and practices of equality, diversity and inclusiveness in the sector.

At the same time inclusion and diversity are core values for the European Union, everybody should get a fair share of opportunities for employment.

Hence, the main objective of this educational program is to improve the inclusive human resource capacities (recruitment and selection) in the PS sector with respect of diversity and equality.

This training program is developed for the Private security sector, providing inclusive systematic approach in the field of improving and extending the high-quality training opportunities and empowering people through the acquisition of new skills in the PS sector.

The private security area is extremely complex and involves developing of a wide range of different skills and knowledge so private security workers are people with significant importance. European data show that there are around 2 million PS guards, employed in 45.000 companies, who manifest limited employee diversification rates, lack of policy for inclusion and no evident practices for equal opportunities of different groups of individuals who face some employment barriers. At the same time, the private security companies have structural human resource policy weaknesses and are lacking of inclusive HR qualification. Recruiters in the PS companies are mainly “security” managers (experts) that in real live are struggling to find their way through diversified recruiting scenery and inclusive HR management.

***THIS EDUCATIONAL PROGRAM WILL IMPROVE  
RECRUITMENT AND SELECTION CAPACITIES IN  
THE PRIVATE SECURITY SECTOR WITH RESPECT  
TO EQUALITY AND DIVERSIFICATION, AND  
CREATE POSITIVE CLIMATE FOR  
INCLUSIVE WORKFORCE.***



## ***SHORT DEFINITION OF PRIVATE SECURITY RECRUITMENT***

The private security industry (PS) is a crucial component of security and safety worldwide. Today, PS is responsible not only for protecting many of the nation's institutions and critical infrastructure, it protects our homes, public areas, schools and nowadays also intellectual property and sensitive corporate information. Some researches show, that the private security workers outnumber police officers in some countries, however the data show that the industry is struggling with human resource management issues, such as lack of qualified employees. Moreover, there is evident lack of knowledge and practices of equality, diversity and inclusiveness in the PS sector.

With this project we will address the needs in sector in the way to identify diversified candidates and candidates with fewer opportunities for work and find the way, that the employment of diversified workforce will become part of organizational culture in the private security companies and will be practiced in future, delivering the trained personnel for inclusive and diversified recruitment and employment an additional adult. The primal goal is to educate selected personnel from PS companies in to successful recruitment consultant for inclusive workforce.

In addition to the fact, that the PS sector is very specific, the workforce that applies to work as a security guard is also specific in a way, so the recruiter has to have many specific skills, when working with their clients and perspective job candidates. Since they act as the intermediary between the company and candidates, their job is to find the best solution for both parties. They may compromise a salary or job offer to appeal to a candidate while still following a company's perimeters.

While the recruitment process is unique to each organization, there are 15 essential steps of the hiring process which are common for each industry:



Following the facts, the program for lecturers will evoke the need for inclusive, diversified human resources methodologies, tools and techniques, grounded on equal and fair opportunities for training and employment for all job candidates.

## EDUCATIONAL OBJECTIVES AND LEARNING OUTCOMES

The educational objectives were considered as a ground to further organize specific topics and individual learning activities to achieve the overall learning outcome of the training program.

The educational program will provide students/trainees with the following outcomes:

**1**

Understand key terms, theories/concepts, rules, procedures and practices for private security inclusive Recruitment and Selection with respect to diversification and equality.

**2**

Be able to identify and appreciate the significance of the ethical issues regarding inclusive, diversified, equal recruitment and selection of employees in the private security.

**3**

Define, identify, and/or apply the principles of job analysis and job planning.

**4**

Demonstrate competence for conceptualization of job description and job specification.

**5**

The student will use personal strategies to think, organize, learn and behave regarding inclusive recruitment and selection in the private security.



**6**

Provide innovative solutions to problems in the fields of recruitment of private security employees.

**7**

Examine current issues, trends, practices, and processes in job advertising.

**8**

Undertake full and fair selection systematically

**9**

Understand and apply different selection techniques (interview, ability tests, criteria ranking).

**10**

Demonstrate competence in problem-solving in the area of selection

**11**

Learn how to behave/response to people or situations with respect to inclusive, diversified, equal standpoint to human resources in private security.

**12**

Be able to definitively state what they have learned from an organized body of knowledge.

## ***TARGETED AUDIENCE AND ELIGIBILITY CRITERIA FOR PARTICIPATION***

It is necessary for the candidate to have a Private Security License or completed compulsory private security training in accordance with the national law. They also need to have skills and capabilities in combination of soft and hard skills to provide companies with guidance. They need to have special communication and interpersonal skills to build trusting relationship with job seekers and also to be a marketer to promote their business.

## ***ORGANIZER OF THE TRAINING***

Private Security Chamber or other type of private security organization.

## ***WHO WILL DELIVER THE TRAINING***

The training program will be delivered by lecturers/instructors who will contribute for development of the specific skills, as well as trainers responsible for practical training. The lecturers/instructors/trainers will be experienced in adult training, possibly with an adequate diploma in Teaching in the Lifelong Learning Sector, or with experience in facilitating the learning of adults by applying the principles of andragogy.

All lecturers/instructors/trainers who will be responsible for delivering the training program will be experts dealing with the topics of human resources field in general or dealing with specific issues in the field of recruitment and selection with in-depth knowledge and experience for

the field of private security sector and the field of diversification, equality and inclusive recruitment and selection.

Human Resources Specialist, Training Instructor other professionals in the human resources field with confirmed high-level analytical and management skills, good interpersonal skills and ability to work effectively with private security professionals may be engaged in delivering specific parts of the training.

## ***INSTRUCTIONS FOR TRAINERS FOR THE BASIC LEVEL OF TRAINING***

This training program is grounded on the following (Knowles<sup>1</sup>) Assumptions Of Adult Learners

1. Self-Concept  
Individual's self concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. Adult Learner Experience  
A person accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. Readiness to Learn  
As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
4. Orientation to Learning  
As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result, his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.
5. Motivation to Learn  
Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend training, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

Considering the fact that the participants of the training, that is, trainees are adults, and moreover, they do not have prior knowledge of any of

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<sup>1</sup> Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning.

human resources fields and recruitment and selection areas covered by the training, it is important to apply principles for adult training.

## FUNDAMENTAL PRINCIPLES OF ADULT LEARNING (ANDRAGOGY)

### 1. ACTIVE LEARNING

Considering that the trainees do not have prior knowledge of the field of human resource management and recruitment and selection with inclusive, diversified and equal treatment, it is necessary for the lecturer/trainer to introduce them into the topic, however avoiding ex cathedra or so-called classical lecture. After introducing the problem as simple as possible, the lecturer should shift to interactive class and introduce discussions, and trainee/student participation with questions and answers. Trainees should be actively involved in the training.

### 2. PROBLEM CENTERED

The focus of the training should be problems related to the particular topic. Specifically, instead of focusing primarily on the content of the topic, the lecturer should let the content be revealed by the learners themselves by learning methods (ways dealing with particular problems).

### 3. EXPERIENCE AS FACILITATOR OF THE LEARNING ACTIVITIES

Recalling previous work experience is the most successful way to link new information and knowledge with the trainees themselves. Only this way, they will be appropriately accepted.

### 4. RELEVANCE OF THE LEARNING CONTENT FOR PROFESSIONAL GROWTH

The training topics need to have a direct link to the private security profession, that is, the training itself is relevant to the work of the people who follow it. For this purpose, the training organizes should form a homogeneous group of students in terms of the workplace of the trainees.

5. EMOTIONAL RELATIONSHIP

Events related to good emotions are considered to be longer lasting than those that caused unpleasant emotions. Accordingly, one of the methods for adult learning is precisely in the direction that if during the training, the trainee receives information that gives the answer how to act in problematic situation in which the person has previously found itself, it will cause the feeling of pleasure of solving the problem (positive emotion), or if the new information causes, for example fear (negative emotion), such knowledge will not be accepted by the trainee. Therefore, especially when it comes to trainees at basic level, the lecturer should aim to compulsorily provide solutions to given problematic situations.

6. SELF-DIRECTION, INDEPENDENT LEARNING

Individuals who will be involved in the programs are more or less already employed in the specific private security companies and have a certain education formed, regardless of the level, they have beliefs that they know how to perform study, so it is important, that the trainer directs the process by including the trainees in the training itself so that the matter can be accepted in appropriate way. The very way of presenting the issues and the teaching in general should be interesting in order to maintain the attention and attain the goal of learning.

## ***WHAT IS EXPECTED FROM A TRAINER, LECTURER, A LEARNING FACILITATOR?***

- ❖ Create a “climate” for learning at the outset. When working on a basic level, the introduction to the training should show a strong connection and relevance to the profession of the trainee.
- ❖ Point out the purpose of the presentation clearly and allow to participants to express their views on the importance of the topic for their work. Let each participant feels like a source of knowledge through sharing his/her own experience.
- ❖ When it comes to basic level training, as a trainer, you should expect a higher proportion of rationalization and less proportion of intellectualization of the participants during the training, i.e., less formal knowledge, in spite of the higher participation of reactions, emotions and beliefs regarding the subject being elaborated.
- ❖ Connect new knowledge and skills (which are covered with the lesson), with the experience of the people who follow the training in order to apply it in the future work. It is also necessary to address all aspects of the problem taking into account all possible outbound solutions.

## ***PRE – TRAINING PRAPARATION***

- ❖ Meet the target group and note that basic level trainees do not have previous knowledge, so their needs for adequate elaboration of the content of the training are higher.
- ❖ Form one or more groups depending on the spatial, technical and other conditions. For the basic training, it is recommended that the group is up to 30 people, so that the trainer can work longer with each participant separately, and will have a task in a detailed, simple and phased manner to explain the concepts and institutes that will be subject to training.
- ❖ Clearly define the objectives of the training for each lesson and each topic separately and determine whether learning should be based on knowledge, skill or attitude (types of learning KSAs (Knowledge, Skills, Attitudes).

## ***TRAINING TECHNIQUES FOR SUCCESSFUL LECTURING SESSION***

- ❖ Introduce each other to create a climate for work cooperation.
- ❖ At the beginning of the class, show the topic, methods and a way of work, as well as the goals that need to be achieved (in a simple way).
- ❖ Highlight the objectives to be clear at the very beginning of the lesson (preferably in writing on a board etc.) and return to them at the end of the lecture to determine by a concrete check whether they have been achieved.
- ❖ Use modern and acceptable training techniques that will ensure maximum involvement and attention of learners who follow the training, such as presentations, case analysis, simulations, discussions, role play.
- ❖ In basic level training, always start with an oral introduction, then with a presentation. Then switch to active inclusion of the trainees through discussing, playing roles etc.
- ❖ Finally, check what is the outcome through so-called real case scenario, where this is applicable.

## ***LEARNING MATERIALS***

- A manual
- E- book

### **ADDITIONAL**

- PPT presentations, worksheets with appropriate descriptions
- Model teaching materials according to the specifics in the area of the county, profile etc.



## ***SUBJECTS AND NUMBER OF CLASSES FOR TRAINING***

The Educational program for Private Security Recruitment Professionals is designed to cover 3 topics, thus 3 training subjects are identified:

1. Subject 1:

**RECRUITMENT OF PRIVATE SECURITY GUARD**

Subject 1 will cover 4 topics: Job analysis, Job planning and job vacancy, Job description and Job specification.

4 classes are planned for this subject.

2. Subject 2:

**ATTRACTING POTENTIAL PRIVATE SECURITY EMPLOYEES**

Subject 2 will cover 4 topics: Advertising, Cooperation with employment agencies, Cooperation with vocational schools, training academies and Cooperation with law enforcement agencies.

4 classes are planned for this subject.

3. Subject 3:

**SELECTION OF PRIVATE SECURITY CANDIDATES**

Subject 3 will cover 4 topics: Screening applications, interviewing candidates, Pre-employment ability skills and Selecting candidates.

4 classes are planned for this subject.

## ***STUDENT SELF EVALUATION***

According to the program for private security recruitment for PS employees, an informal and optional assessment of candidates for acquired knowledge and skills is envisaged.

In the view of the above, it is recommended that the candidates for training of this program perform the self-evaluation of the acquired knowledge within the self-learning classes.

Another alternative is for trainers to provide trainees with the opportunity to conduct this self-evaluation at the last hour of instruction, provided there is enough time for it.

The required time for self-evaluation is 10 – 15 minutes for 5 questions.

## ***SUBJECT 1 - RECRUITMENT FOR PRIVATE SECURITY GUARD***

### **TOPICS THAT WILL BE ELABORATED IN PROGRAM**

	<b>TITLE OF THE TOPIC</b>	<b>DESCRIPTION (CONTENT OF THE TOPIC)</b>
	Job analysis	<ul style="list-style-type: none"> <li>▪ Studying private security guard job</li> <li>▪ Private security activities and responsibilities</li> <li>▪ Importance of the private security to the other jobs</li> <li>▪ Legal requirements for private security employee</li> <li>▪ Qualifications for private security employee</li> </ul>
	Job planning and job vacancy	<ul style="list-style-type: none"> <li>▪ Defining plans for duties, responsibilities and objectives on a yearly basis</li> <li>▪ Standards for professional job performance</li> <li>▪ Analysis of employee resources and skills</li> <li>▪ Preparing to find job candidates from outside the company</li> </ul>
	Job description	<ul style="list-style-type: none"> <li>▪ Scope, duties, tasks, and responsibilities for a private security employee (guard)</li> <li>▪ Working conditions related to the private security guard job</li> <li>▪ Detailed skills and qualifications for a private security guard for a title position</li> </ul>
	Job specification	<ul style="list-style-type: none"> <li>▪ Educational Qualification and knowledge</li> <li>▪ List of recommended qualities</li> <li>▪ Experience for the private security guard</li> <li>▪ Characteristics and personality traits</li> </ul>

## TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

	TOPICS OF LECTURE	BASIC MATERIAL/ADDITIONAL MATERILAS	DURATION OF THE CLASS
1 CLASS	Job analysis	Manual (see relevant chapters) Power point presentation is recommended Analysis of hypothetical situation and role play method	45 min
2 CLASS	Job planning and job vacancy	Manual (see relevant chapters) Power point presentation is recommended + handouts Analysis of hypothetical situation and role play method Preparation of written act (addressing, letter, report)	45 min – 22 min approximately for each topic
3 CLASS	Job description	Manual (see relevant chapters) Power point presentation is recommended + working sheets Role play method	45 min
4 CLASS	Job specification	Manual (see relevant chapters) Power point presentation is recommended Role play method	45 min

## ***SUBJECT 2 – ATTRACTING POTENTIAL PRIVATE SECURITY EMPLOYEES***

### **TOPICS THAT WILL BE ELABORATED IN PROGRAM**

	<b>TITLE OF THE TOPIC</b>	<b>DESCRIPTION (CONTENT OF THE TOPIC)</b>
	Advertising	<ul style="list-style-type: none"> <li>▪ Informing for available private security job position</li> <li>▪ Tone</li> <li>▪ Content</li> <li>▪ Company profile</li> <li>▪ Visibility</li> <li>▪ Social media, job posting sites and other channels</li> </ul>
	Cooperation with employment agencies	<ul style="list-style-type: none"> <li>▪ Professional communication</li> <li>▪ Legal considerations</li> </ul>
	Cooperation with vocational schools, training academies	<ul style="list-style-type: none"> <li>▪ Memorandum of understanding</li> <li>▪ Promotional campaigns</li> <li>▪ Visit and practical work in PS security company</li> </ul>
	Cooperation with law enforcement agencies	<ul style="list-style-type: none"> <li>▪ Cooperation with Ministry of Interior</li> <li>▪ Cooperation with Ministry of defence</li> <li>▪ Cooperation with Ministry of justice, court police, prison police</li> </ul>

## TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

	TOPICS OF LECTURE	BASIC MATERIAL/ADDITIONAL MATERILAS	DURATION OF THE CLASS
1 CLASS	Advertising	Manual (see relevant chapters) Power point presentation is recommended Analysis of hypothetical situation and role play method	45 min
2 CLASS	Cooperation with employment agencies	Manual (see relevant chapters) Power point presentation is recommended + handouts Role play method Preparation of written act (addressing, Letter, report)	45 min
3 CLASS	Cooperation with vocational schools, Cooperation with training academies	Manual (see relevant chapters) Power point presentation is recommended + working sheets Role play method	45 min – 22 min approximately for each topic
4 CLASS	Cooperation with law enforcement agencies Ministry of Interior Ministry of defence Ministry of justice, court police, prison police	Manual (see relevant chapters) Working sheets are recommended Role play method	45 min – 15 min approximately for each topic

## ***SUBJECT 3 – SELECTION OF PRIVATE SECURITY CANDIDATES***

### **TOPICS THAT WILL BE ELABORATED IN PROGRAM**

	<b>TITLE OF THE TOPIC</b>	<b>DESCRIPTION (CONTENT OF THE TOPIC)</b>
	Screening applications	<ul style="list-style-type: none"> <li>▪ Location must-have requirements</li> <li>▪ Scanning of good-to-have or preferred qualifications</li> <li>▪ Matching The candidate with the role</li> </ul>
	Interviewing candidates	<ul style="list-style-type: none"> <li>▪ Preparing questions with specific details, top ten interview questions</li> <li>▪ Writing efficient and meaningful notes for candidates</li> <li>▪ Discuss salary</li> <li>▪ Be a good listener</li> <li>▪ The “STAR” method (situation, task. action, result)</li> </ul>
	Pre- employment ability testing	<ul style="list-style-type: none"> <li>▪ Criteria Basic Skills Test (CBTS) – basic verbal, math skills, attention to detail</li> <li>▪ Criteria Attention Skills Test (CAST) – measures, vigilance, focus and concentration</li> <li>▪ Workplace Productivity Profile (WPP) – behavioural risk assessment</li> </ul>
	Selecting candidates	<ul style="list-style-type: none"> <li>▪ Multiple Criteria Ranking</li> <li>▪ Matching qualifications, personal attributes/skills, experience for private security</li> <li>▪ Potential</li> <li>▪ Organizational and cultural fit</li> </ul>

## TIMEFRAME OF THE LECTURES AND STRUCTURE OF THE PROGRAM PER CLASS

	TOPICS OF LECTURE	BASIC MATERIAL/ADDITIONAL MATERILAS	DURATION OF THE CLASS
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3 CLASS	Pre-employment ability testing	Manual (see relevant chapters) Power point presentation is recommended + working sheets Role play method	45 min – 15 min approximately for each topic
4 CLASS	Selecting candidates	Manual (see relevant chapters) Working sheets are recommended Role play method	45 min



НАЦИОНАЛНА АГЕНЦИЈА  
ЗА ЕВРОПСКИ ОБРАЗОВНИ  
ПРОГРАМИ И МОБИЛНОСТ



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