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From:	European External Action Service (EEAS)
To:	Delegations
Subject:	Training Requirements Analysis Report on Leadership and Management military discipline

Delegations will find attached the Training Requirements Analysis (TRA) Report on Leadership and Management military discipline.

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European Union Military Staff



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Delegations will find attached the Training Requirements Analysis (TRA) Report on *Leadership and management* discipline REV 3, as agreed in EUMCWG HTF under silence procedure on 13 December 2021.

REFERENCES

- A. EU Policy on Training for CSDP (Council doc. 7838/17, adopted by the Foreign Affairs Council on 3 April 2017).
- B. Implementing Guidelines for the EU Policy on Training for CSDP (Council doc. 5199/1/17 REV1, dated 17 January 2017).
- C. Terms of Reference of EU Military Training Group, doc. 14695/18, dated 23 November 2018.
- D. EUMC Strategic Guidance on CSDP Military Training, doc. 7355/19, dated 11 March 2019.
- E. Guidelines for EU Military Training Discipline Leader, doc. 11192/15, dated 23 July 2015.
- F. Framework Process for Managing CSDP Military Training Requirements, doc. 17087/14, dated 19 December 2014.

A. BACKGROUND OF THE TRA REPORTS

1. CSDP training requirements are the central point for developing and delivering the right CSDP training to the right audience, aimed at improving the right skill sets.
2. This requirements driven architecture of the *CSDP Military Training and Education System* allows for improving existing training, covering the identified training gaps, or eliminating unnecessary redundancies.
3. In accordance with *EU Policy on Training for CSDP* (Ref. A), training for CSDP is requirements driven, not by events. The type, complexity and number of training activities related to a training discipline derive from requirements and shortfalls identified during the conduct of CSDP operations and missions, evolution of the security and defence environment, and civilian and military capability development processes. Agreement of requirements are mandatory for each identified training discipline.
4. According to the *Implementing Guidelines for the EU Policy on Training for CSDP* (Ref. B), an EU Military Training Group (EUMTG) has been designated as a Council Preparatory body for the systematic process of managing requirements for CSDP Military Training. Additionally, taking into consideration that training opportunities which are not open to all EU Member States and EEAS bodies cannot be considered as EU Training and Education opportunities, any institutionalised cooperation with training discipline leaders or training providers, must be ruled by the principle of inclusiveness.
5. As established in its Terms of Reference (Ref. C), the EUMTG should propose strategic priorities for CSDP Military Training and Education (T&E) to the European Union Military Committee (EUMC). These priorities derive from political guidance (e.g. Conclusions of the European Council, Council Conclusions on CSDP, etc.), military capability development process, studies, military concepts, and analysis of lessons from operations and exercises, and other sources as required. The deliverable for this task is the *EUMC Strategic Guidance on CSDP Military Training* (Ref. D), which includes an annex (Annex I) on *Leadership and Management* with the military role, tasks and priorities in the EU context.

6. As described in the *Guidelines for the EU Military Training Discipline Leader* (Ref. E), discipline-focused training requirements analyses (TRA) require the involvement of expert, capable and knowledgeable bodies – the EU Military Training Discipline Leaders, which requires extensive co-ordination and cooperation in order to best achieving a broad exposure and legitimacy.
7. In April 2018, the EUMC agreed, under silence procedure, on the nomination of the Institute of Military Aeronautical Science – ISMA (IT) as Discipline Leader (DL) for the EU Military discipline Leadership and Management.
8. The DL started to conduct the TRA process, on behalf of EUMTG, taking into account the priorities set by the EUMC Strategic Guidance on CSDP Military Training, and specifics of the Annex on *Leadership and Management*.
9. The DL presented the findings of the TRA during EUMTG meeting of 10 June 2021, and submitted the final draft for further discussion and endorsement.

B. AIM

10. The aim of this document is to present the conclusions of the TRA report for the *Leadership and Management* and provide suggestions and recommendations for the way ahead.

C. METHODOLOGY OF THE TRAINING REQUIREMENTS ANALYSIS

11. In order to perform the TRA, the DL followed the steps described in Annex A of the “Guidelines for EU Military Training Discipline Leader” (Ref. E).
12. Extensive coordination pursued diligently in order to achieve the main objectives of the TRA; therefore, several physical and virtual meetings complemented the process, sustaining a common effort of DL, EUMTG, and MS.
13. Outputs of the above-mentioned efforts were as follows: the elaboration of TRA program of work; the related calendar of activities; thematic setting; Common Core Curriculum of the military discipline development; a Questionnaire addressed to EU Member States and Institutions; and, finalization of the TRA Report.
14. With EUMTG support, a Questionnaire was submitted to all the Member States, which aim was to mapping the existing training opportunities (*Opportunities on Military Contribution to EU Leadership Training Program Discipline - Annex D*), that EU Member States / Institutions or other non-EU Nations / Institutions provide to Military and/or Civilian personnel in EU Military discipline Leadership and Management, taking into account that any training opportunities that are not open to all EU Member States and EEAS bodies cannot be considered as EU Training and Education Opportunities.
15. (CY) The results of the Questionnaire are depicted in Annex F of the TRA Report. The reported

opportunities in Annex F are available to all EU member states.

16. Performing the analysis leading to the abovementioned results, the DL matched the existing opportunities to the proposed Discipline Common Core Curriculum, in order to determine training gaps, deficiencies and redundancies.

D. MAIN FINDINGS AND CONCLUSIONS

17. Based on the data collected, DL found that EU Member States consider Leadership and Management training a top priority for their organisations. However, thoroughly consideration is of a paramount importance when micro-designing training courses and single lessons in order to obtain the best results.
18. Following consultations within CSDP military and civilian experts it was deemed necessary to break down the discipline related competences for training purposes, in five areas for Leadership (Self; Interpersonal; Team; Organisational; Strategic), respectively four for Management (Change; Quality; Knowledge; Innovation).
19. Against this backdrop, Leadership and Management training modules were further arranged in accordance with the level of audience, framing a detailed blueprint of courses in double version (short and long) customised for three different levels taken into consideration (political/strategic/operational).
20. As described more in detail by the TRA Final Report, the gaps and deficiencies identified, could be properly addressed by using as a starting point the solution proposed in its Annex A. This promotes for best allocation of resources in terms of training investment, customised for the three levels proposed above.
21. More details and overview of the proposed training modules, comprising aim and scope for the courses were provided in Annex B to TRA report.
22. The subdivision in three levels (political/strategic/operational) provides a specific reference guide to plan ad-hoc courses; however, this is not enough to plan a lifelong learning training for European personnel. To fill this gap, DL introduces in TRA Report a “training investment analysis” (Annex C), taking into consideration parameters related to military ranks, roles and functions in the operational environment.
23. Based on the data provided to DL, the “Self-Leadership” area was assessed as presenting more training gaps, where related skills and competences requires lifelong learning, and therefore additional effort is needed to be implemented at all levels throughout a professional career.
24. In the same vein, the *Leadership* “strategic area” requires more dedicated training, in particular on content of areas such as Adaptive Complex Systems, Accountability, Aligning, Cultural and Cross-Cultural Awareness, Fact Checking, Integration and Inclusiveness.

25. Referring to *Management*, there were identified training gaps in the Innovation Area, as at national level MS are maintaining more focus on the other areas (Project, Quality and Knowledge Management) since there is an extensive expertise on these subjects.

E. PROPOSED WAY AHEAD

26. Member States and EU Institutions are to continue the work undertaken so far by the DL and organise Education and Training (E&T) activities to fill out the identified gaps in *Leadership and Management* training.
27. Training Institutions that currently provide E&T for national purpose only, should reconsider and examine the possibility of offering their courses to all EU Member States.
28. Recommendation is that DL should conduct annual meetings regarding the training discipline in order to review and update requirements and validate or adjust the E&T solutions by examining the courses conducted, if all the aspects of each module are covered and if there are any new requirements.
29. Based on feedback from the Member States and EU Bodies, if a course mentioned in the TRA is proven not to be open to all the EU Member States, the TRA will have to be amended accordingly.
30. By agreeing the proposed Common Core Curriculum, the E&T providers from the EU Member States will progressively improve the quality of their courses and will manage to synchronize the existing military training and adapt it to CSDP requirements.
31. Based on the agreed Common Core Curriculum, standardised training on *Leadership and Management* could bring more benefits if further developed in close cooperation by the training institutions of the EU Member States.

F. RECOMMENDATION

32. EUMC is invited to:
- a. Note this final report;
 - b. Agree on the proposed Discipline Common Core Curriculum to serve as the minimum common standards in EU military training requirements on *Leadership and Management*;
 - c. Task EUMTG, supported by the EUMS, in identifying ways to implement the agreed proposals on *Leadership and Management* and reporting to the EUMC through the EU Military Training and Education Annual Report.

Enclosure:

“Training Requirements Analysis (TRA) Report for the EU Military Training Discipline *Leadership and Management*”



European Union Military Staff

Brussels - Belgium



Institute of Military Aeronautical Sciences

Florence - Italy



Leadership and Management
Training Requirement Analysis (TRA)
Final Report

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PREFACE

Recognising a good leader is simple when we see one, but defining what competencies and qualities a good leader has can be tough. The only thing that scholars seem to agree on about leadership is that they do not always agree in defining it. Are great leaders identified by their accomplishments? Are leaders defined by the appraisal of their followers? Is nature or nurture the most important element in determining leadership? Can leadership be learnt, or is there a magical combination of trait, behaviour and situation that allows leaders to rise to the occasion? Historically, in western civilisation, we have struggled to answer these questions, and in this paper we will try to identify the crucial competencies that allowed ordinary people to become great leaders. In our research we were inspired by great authors, Julius Caesar with his *De Bello Gallico*, Plutarch with *Parallel Lives*, the *Education of Cyrus* by Xenophon, the *Art of War* by Sun Tzu and *The Prince* by Niccolò Machiavelli. Over the years many great writers faced the leadership dilemma trying to find the magical mix of skills that generate a great leader. Then, in the 18th century the industrial revolution brought the growth of the factory system, enlarged markets and new scale technologies along with large concentrations of workers and raw materials, raising the problem of organising, directing and controlling work. All this could not have been possible without a proper management approach. As a consequence, authors redirected their attention from leadership to management. The first document on management was published at the beginning of 1920s by Henri Fayol¹. His researches are still relevant in today's world.

At the end of the 1930s, Chester Barnard posed his attention on the responsibilities of managers. In “*The Functions of the Executive*”, he presented the so-called “theory of organisation” focusing on the role of effective communication, human resources management, and definition of objectives and goals². According to Barnard, the management structure depends on the characteristics of the organisation and the external environment/culture as it develops both vertically (hierarchical) and horizontally (cooperation among peers). Good management is the key to obtain effectiveness and efficiency in any organisation.

Years later, in “The nature of managerial work”, Henry Mintzberg focused on common traits of organisations, taking into account the peculiar differences indicated by Barnard³. Managers play both formal and informal roles. A formal authority places a manager in power; however, he needs to establish fruitful interpersonal relationships and inspire trust. Without trust in their leaders, team members usually become disengaged. Morale goes down, performance drops sharply, team spirit disappears, and team goals and objectives are less likely to be achieved. People in charge at any level have a dual role: as managers they have to properly allocate the available resources, as leaders they have to engage in negotiation and solution of emerging conflicts within the organisation, generation of innovative solutions and direction of effective decision-

¹ Henri Fayol, *Administration Industrielle et Générale*. Editions Dunod; Paris, 1925.

² Chester I. Barnard, *The Functions of the Executive*. Harvard University Press; Cambridge, Massachusetts, 1938.

³ Henry Mintzberg, *The Nature of Managerial Work*. Harper and Row; New York, 1973.

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making process. With Henry Mintzberg leadership and management start being two different fields of research.

In the end, Peter Drucker, one of the twentieth century greatest management scholars, focused on the difference between responsibility and accountability. A great leader is accountable for results, no matter the circumstance.

All the writers above inspired our work: Julius Caesar, Plutarch, Sun Tzu, Xenophon and Machiavelli gave us the formal framework for leadership. Foyol provided the pivotal competences for managers; Barnard indicated the importance of communication and cross-cultural skills (relevant when sharing a common core curriculum among 26 countries). Mintzberg defined the difference between leadership and management and, in the end, Drucker provided a guide for our researches explaining the difference between responsibility and accountability. Eventually, we chose to consider managers and leaders not simply responsible for their decisions, but accountable for their goals.

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SUMMARY

This document is structured as follows:

- 1. LEADERSHIP AND MANAGEMENT DISCIPLINE:** this first part aims to define:
 - a) purpose and objectives of the Training Requirement Analysis (TRA) Final Report;
 - b) definitions such as Training Requirement Analysis, Leadership, Management, Management Science;
 - c) theoretical background ("Leadership and Management Background");
 - d) analysis of needs and critical issues in Leadership/Management education in support of EU Common Defence and Security.
- 2. LEADERSHIP AND MANAGEMENT DISCIPLINE WORKING PLAN:** this second part describes the three steps of this research paper:
 - a) the Common Core Curriculum (step 1);
 - b) the map of existing and available training opportunities (step 2);
 - c) the Training Requirement Analysis by evaluating the contents collected through the training providers and matching them with the requirements of the Common Core Curriculum (Phase 3);
- 3. RECOMMENDATIONS:** evaluations and suggestions for possible future developments.

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1. LEADERSHIP AND MANAGEMENT DISCIPLINE

1.1 AIM

Objectives of Leadership and Management (LM) Discipline. In today's modern world Volatility, Uncertainty, Complexity and Ambiguity (VUCA) characterise international challenges. In this context, military and civilian leaders require management and leadership skills beyond the classical curriculum and state-of-the-art knowledge in current academic/experiential research. This is even more important for personnel in the security and defence field, at the political-strategic level, strategic and operational level. The main objective of leadership and management discipline is to train and improve a leader's competencies in:

- identifying and dealing with complex scenarios;
- analysing situations from different perspectives;
- identifying strengths, weaknesses, risks and opportunities;
- leading the problem-solving process.

We can achieve these results through development and consolidation of best practices, focused on team, organisational processes and asset management at strategic level. The key to success lies in the nimble use of systemic, critical and creative thinking. This document aims to recommend guidelines for specific training programmes at political-strategic level, strategic and operational level involving substantial contribution from EU Member State institutions.

1.2 DEFINITIONS

DEFINITION OF TRAINING REQUIREMENT ANALYSIS (TRA): TRA is a process to identify relationships between the target audiences, skills and the required depth of knowledge. TRA aims to define a common core curriculum, identify training gaps, opportunities, differences and – if necessary – provide tools to highlight training redundancies.

WHAT IS LEADERSHIP? We found multiple descriptions on the meaning of the term. The Merriam-Webster dictionary indicates it as⁴:

- *the office or position of a leader;*
- *capacity to lead;*
- *the act or an instance of leading".*

⁴<https://www.merriam-webster.com/dictionary/leadership> - Last accessed 28 November 2020.

An additional useful definition which is found in the Cambridge Dictionary defines leadership:

"the job of being in control of a group, country, or situation" ⁵.

Moreover, The Treccani Encyclopedia defines leadership:

"Function and activities, both with reference to individuals or collegiate bodies, to direct a group of people or a public/private organisation. Leadership identifies the power of controlling and influencing decisions" ⁶.

As a summary of the previous definitions, during our meetings we identified a common postulate as stated below:

"Leadership is as a relationship of reciprocal influence between leaders and followers to reach common goals, common purpose and to add value to the people involved in the process".

WHAT IS MANAGEMENT? The Treccani Dictionary of Economy and Finance defines Management:

"All the activities necessary to achieve the objectives of an organisation (management activities) and the people responsible for their accomplishment (managers). The management present in any private or public organised entity, with profit or non-profit purpose, large or small, active in any sector."

However, if we decide to approach management as a science (or as a consistent and reliable set of rules and best practices) aimed at achieving the objectives of an organisation, we can rely on what is stated in the Cambridge Dictionary:

*"**Management Science** is the use of scientific methods and ideas to understand business and management problems and decisions, or the formal study of management. Management science is concerned with designing and developing new and better models of organisational excellence." ⁷*

As a blend of all previous definitions, we have identified a common one as stated below:

"Management is a systemic approach, at every hierarchical level, based on the use of methods, means and tools aimed to allocate resources in order to reach fixed goals, innovate and evolve the organisation."

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⁵<https://dictionary.cambridge.org/dictionary/english/leadership> - Last accessed 28th November 2020.

⁶<https://www.treccani.it/enciclopedia/leadership/> - Last accessed 28th November 2020.

⁷<https://dictionary.cambridge.org/dictionary/english/management-science> - Last accessed. 28th November 2020.

1.3 BACKGROUND

In “*Administration Industrielle et Générale*” Henri Fayol defined six macro-groups including all the types of operations in a company:

- technical;
- commercial;
- financial;
- security;
- accounting;
- management.

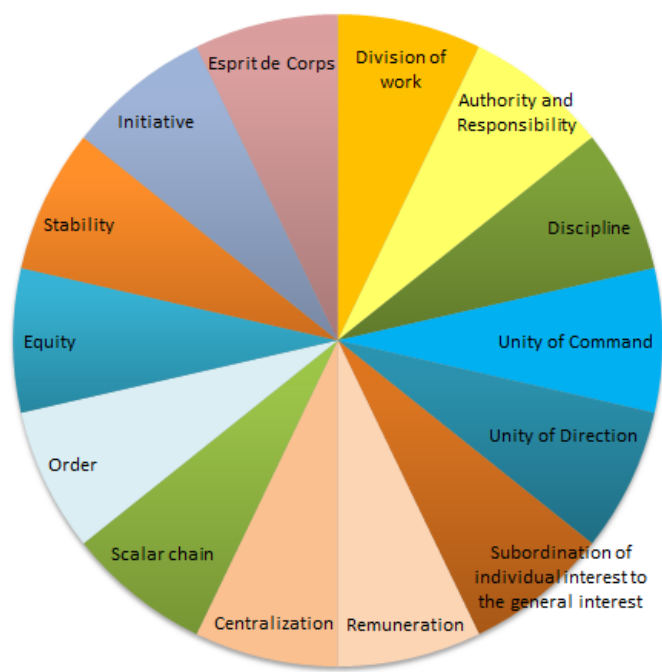
Technical operations include activities such as the production, manufacture and processing of goods or services; commercial operations involving purchases, sales and trade. Financial transactions are those related to capital/money management; security deals with the protection of goods and people; accounting is – to simplify – filling in a balance sheet. Accounting operations are likely to include all the activities connected with the editing of the operating inventory and the checking of profits/losses in the year balance sheet. **Lastly, planning, organisation, command, coordination and control are the key points of management operations.**

These six groups of operations are always present regardless of the size and level of company complexity. As listed, Command is part of Management, since Fayol’s research considers most of “Command” principles as management principles.

According to Fayol, management has certain characteristics:

- **Essentiality** – can only be carried out within the company;
- **Universality** – present in any organisation, regardless of the level of complexity and size of the company;
- **Specific identity** in defining the objectives to be achieved and the methods of action to achieve them;
- **Pervasiveness** – present throughout the organisation;
- **Articulated into five stages:**
 - **Planning** – foreseeing or scrutinising the future and building an action plan;
 - **Organising** – defining a road map to reach the goals;
 - **Command** – implying to give orders and direction to the staff;
 - **Coordinating** – harmonising actions and efforts to converge towards common goal;
 - **Control** – supervising the company's activities ensuring everything proceeds in accordance with established rules, orders and action plans, implementing appropriate corrective measures.

Moreover, in his researches Fayol defines fourteen recurring 'management principles: division of labour, authority, discipline, command unit, management unit, subordination of particular interests to the general interest, remuneration, centralisation, hierarchy, order, equity, initiative, stability and cohesion of personnel.



The fourteen principles of management by Henri Fayol (1925)

In the present paper, Henry Fayol's principles are the scientific evidences inspiring our Leadership and Management curriculum framework. Indeed, our proposal aims to tackle all the principles of Fayol's studies. Moreover, thanks to Chester Barnard's studies, we went more in depth analysing single competencies such as culture-embedded social drivers, a legacy of values, customs and beliefs in political and governance systems. European Nations have a common past in terms of shared values, history and traditions. However, differences on how nations approach these problems still exist. We shared the curriculum among the European nations one year before the publication of this document; meanwhile we organised workshops and virtual meetings to obtain all the proposals from international partners just to identify an effective cross-cultural curriculum for all the 26 EU members.

The common core curriculum comprises many skills. Therefore, due to leadership and management complexity, we need an articulated proposal. As Mintzberg recommends, breaking down management roles, responsibilities and organising the workplace are essential in order to simplify these complex concepts. This helps to organise companies into a more efficient culture, and allows each member to develop their own skills. At the same time, we have structured our curriculum in simple skills that together allow people in command to be great leaders and successful managers. Leadership and Management are the two faces of the same coin with many skills overlapping each other. However – only for educational purposes – we consider the

Leadership training programme as a powerful tool to enforce social skills and the Management training programme as a collection of powerful tools supporting everyday life management and leading change in organisations.

In the end, as Peter Drucker suggests, we focus on the difference between responsibility and accountability, being the first one an ongoing duty to successfully complete a task at hand, and the second one related to what happens after a situation occurs and how a person takes ownership of a goal.

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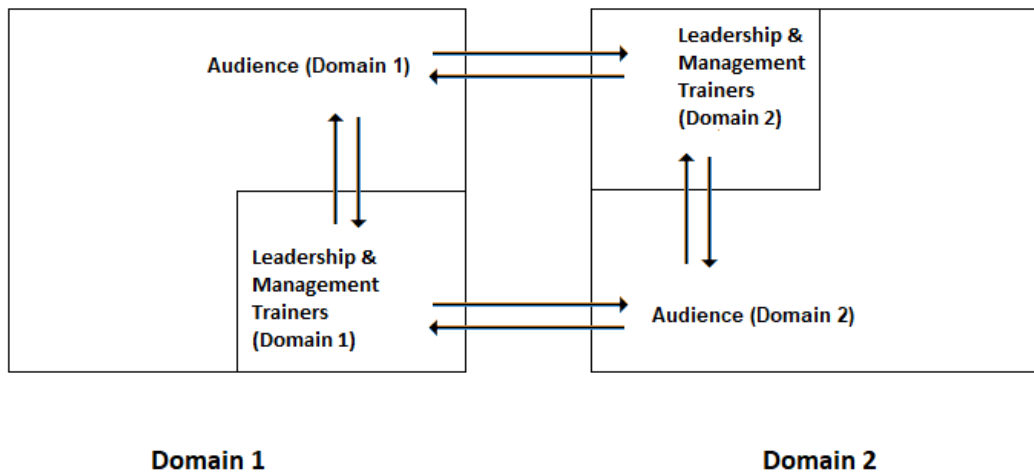
1.4 TRAINING FOR A COMMON DEFENCE AND SECURITY POLICY: CRITICAL ISSUES, OPPORTUNITIES AND IMPLEMENTATION.

Based on the data collected, we can affirm that all the Member States consider leadership and management training a top priority for their organisations. In this paragraph, we report issues to be taken into consideration when micro-designing training courses and single lessons in order to obtain the best results.

The first step of our work was to analyse the target audience and identify an appropriate depth of knowledge for civilian and/or military personnel, at national/international level. This phase required knowledge of roles, activities, and tasks to identify the specific skills needed to carry out the work. It also required identifying critical issues in the current training courses. When it comes to conceiving, structuring and formalising a unified training plan for audiences belonging to different domains (e.g. civil/military, national/foreign, national/international), the emerging complexity and the significant variables at stake must be taken into account.

In case of mixed classes (international, military, and civilian), this could be potentially critical for training programmes characterised by great cultural heterogeneity between students and between teachers and audience. Also taking into account Drucker's experiential indications, we can hypothesize that methods and best practices of management and leadership may be partly conditioned by context variables, such as cultural and historical aspects. Now, having in mind Aristotelian thought teachings, we minded the possible emerging problems regarding the transferability of values, symbols, metaphors, case studies and best practices⁸. As shown in the figure below, when approaching training sessions we have to consider the trainers/trainees cultural domain in order to guarantee the transferability of notions from different contexts, especially when foreign culture is involved. Moreover, the same audience could attend part of the training sessions in different contexts (domains) as specified in this scheme.

⁸ Aspects referable to the *Ethos*, *Pathos*, *Logos* described in Aristotle's *Rhetoric*.



Critical issue number 1: common definitions. The first element to consider when transferring knowledge between different contexts – such as civil and military – is the compatibility and understandability of definitions and their key assumptions. As Bucur-Marcu and collaborators⁹ remind us, the word “execution”, for instance, has different assumptions while referring to military operations or equipment procurement.

Critical issue number 2: roles and procedures. Managerial planning involves both focusing on the final objectives and flexibility in achieving goals. Which level of flexibility do we need to consider in a diverse system characterised by dissimilar rigid structures? Trainers have to be aware of cultural differences to avoid misunderstandings or inapplicable solutions. In addition, leadership also involves delegation of the decision-making process. This could differ in diverse environments, for instance a consolidated chain of command, typical of military organisations and, has unlike rules of civilian structures.

Critical issue number 3: interoperability and transferability of content to different contexts. Interoperability aims to standardize procedures and foster interactions among different disciplines. In training it refers to the effort to transfer meanings, concepts and best practices from trainers to learners in different cultural contexts. *Content transferability* means the possibility to adapt contents (experiences, practices and methods) in the perception of the learner. Cultural, historical and andragogical differences may or may not contribute to facilitating the process. It is not possible to guarantee the effectiveness of the training process or prevent the rise of cultural or cognitive biases. However, the management and leadership training programme is conceived to clarify areas of uncertainty. In the courses we are proposing, cultural awareness and cross-cultural competencies are a part of the lessons.

⁹ Hari Bucur-Marcu, Philipp Fluri, Todor Tagarev. *Defence Management: An Introduction*. Geneva Centre for the Democratic Control of Armed Forces. Geneva, 2009.

Critical issue number 4: The depth of knowledge required for different target audiences.

“Some nations are concentrating on transforming their armed forces to respond better to the new security challenges of the 21st Century, while others are undertaking more ambitious overhauls of the entire domain of defence under the goal of building new defence institutions (...). The question then is how governments can ‘produce defence’ in a more efficient manner. Part of the answer is seen in the introduction of good managerial practices from the business sector into defence, where the achievement of expected results in a competitive environment is paramount for the survival of any organisation.”¹⁰

In accordance with Drucker's advice, every Armed Force or national/international Institution has to consider the exact depth of knowledge for their personnel at different levels. During joint training sessions, competences specified in the Common Core Curriculum should be desirable to both military and civilians with the same target in terms of depth of knowledge.

1.5 AIM OF THE TRAINING REQUIREMENT ANALYSIS FINAL REPORT

The aim of this document is to present the conclusions of the Leadership and Management Training Requirement Analysis for the EU Military Training Discipline and to recommend the adoption of corrective measures by the European Union External Action (EEAS) and EU Member States (MS). This document includes:

1. the Common Core Curriculum (a list of skills/competences);
2. the blueprint for leadership and management courses;
3. the training investment analysis;
4. the list of Institutes, Schools, Universities, Academies where European personnel can attend the previously mentioned courses.

The Common Core Curriculum model in a glimpse.

The **Leadership training model** is based on 5 macro-areas. From Self to Strategic, the aim of this model is to organise (for training purposes) the necessary competences for EU civilian/military member staff in a simple way.

The first area is **Self Leadership**. Everything starts from here. The structure is divided into self-awareness, self-management, self-direction, self-development, introspection and ability to name and recognize emotions. Once this self-leading capability is reached, the person can manage his/her feelings more easily in order to perform his/her own development/empowerment-plan in a better way.

However, in daily life we work in groups and we are strictly connected to each other, all being part of a big network. This network shifts the level of complexity in one's professional life well beyond the linear cause-

¹⁰ibid.

effect mechanism. Therefore, the second dimension of the model is **interpersonal leadership** which comprises all the skills to effectively manage one-to-one relations.

As a natural evolution, the third area is **team leadership**, addressing all the relationships within a working group, including attractions and group decision processes.

Going further, most of the organisations can be considered as a team-of-teams. At this level complexity is higher than ever. Skills to thrive in this environment are comprised in the **organisational leadership** area. Main competencies are the ability to define vision/mission, understand values, culture and climate of the organisation itself.

The final area of the model is **strategic leadership**, collecting all cross-competences from the first 4 areas, such as critical thinking, decision making, leading change, strategic communication, and understanding complexity and analysing them with a wide range, long term perspective.

The **Management model** follows a systemic approach and is organised into 4 macro-areas, Change, Quality, Knowledge and Innovation.

Change Management encompasses competencies to approach organisational transformation through a path of change towards goal achievement. Planning is the key to success, human capital, time and budget are the resources. The purpose of Change Management is to reduce reluctance to transformation and make the benefits of both organisational and individual change emerge.

Quality Management comprises overseeing all activities and tasks within an organisation to be accomplished for a desired level of excellence, as to ensure the consistency of products and services offered, as well as the means used to provide them.

Knowledge Management is the process of creating, sharing, using and managing knowledge and information within an organisation.

Innovation Management is a combination of innovation management and change management. It refers – according to ISO standard 56000 – to products, business processes, marketing and organisational innovation.

The blueprint for leadership and management courses in a glimpse.

Leadership/management training is arranged in accordance with the level of audience we are referring to:

- **Political-strategic level;**
- **Strategic level;**
- **Operational level;**

Each audience has dedicated training as indicated below:

- **Political-strategic level**

- Module 1: Political-Strategic Thinking, Awareness and Change;
- Module 2: Strategic Organisation;
- Module 3: Strategic Empowerment, Teaming and Communication (SETC).

- **Strategic level**

- Module 1: Political-Strategic Thinking, Awareness and Change;
- Module 2: Strategic Organisation;
- Module 3: Strategic Empowerment, Teaming and Communication (SETC).

- **Operational level**

- Module 1: Operational Teaming Module;
- Module 2: Operational Organisation Module;
- Module 3: Operational Communication Module;
- Module 4: Operational Strategy and Empowerment.

For more details on the contents and special features of a specific module, please refer to [ANNEX B](#) ("Modules Overview") of this publication.

The Training investment analysis in a glimpse.

Leadership and Management are broad definitions to identify a diversified collection of many competences. Since education implies significant costs in terms of time and money (logistic support, teacher fees, etc), defining a set of competences to be strengthened in any specific moment of a professional career based on rank, role and function is mandatory. The training investment analysis specifies the exact priorities in terms of competences to reinforce in any given moment.

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2. LEADERSHIP AND MANAGEMENT DISCIPLINE OUTCOMES

The research that led to this paper was articulated in 3 steps:

Step 1: identify requirements

- Competency mapping;
- Required skills - level of knowledge;
- Behavioural capacity,

based on:

- Political Guidance;
- EUMC Strategic Guidance on Military Training;
- Other documents identified on EU Military Training for D.L.

Output: Common Core Curriculum

Step 2: «Collect & map» existing and available training opportunities

- Step 2A: a survey (through the EUMS and national representatives) to identify key stakeholders (Schools, Institutes, Colleges, CoEs, etc.);
- Step 2B: a questionnaire (through the EUMS and national representatives) addressed directly to the identified stakeholders to collect course catalogues.

Output: list of training opportunities

Step 3: Training Requirement Analysis (T.R.A.)

- Step 3A: identify a solid blueprint for leadership/management course for personnel at:
 - political level;
 - political strategic level;
 - operational level;
- Step 3B: identify the training requirement analysis;
- Step 3C: matching existing opportunities with the Common Core Curriculum.

Output: T.R.A. final report.

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2.1 STEP 1: DEFINING THE COMMON CORE CURRICULUM

Following the EUMC directives, the Institute of Military Aeronautical Sciences led the first Discipline Leader Leadership & Management Workshop in Florence (16th-17th of December 2019) open to all European Countries. The primary purpose of the workshop was to discuss the Common Core Curriculum of competences for EU military/civilian representatives serving in European Common Defence. Several military/civilian authorities and subject matter experts attended the workshop as discipline leaders within these areas.

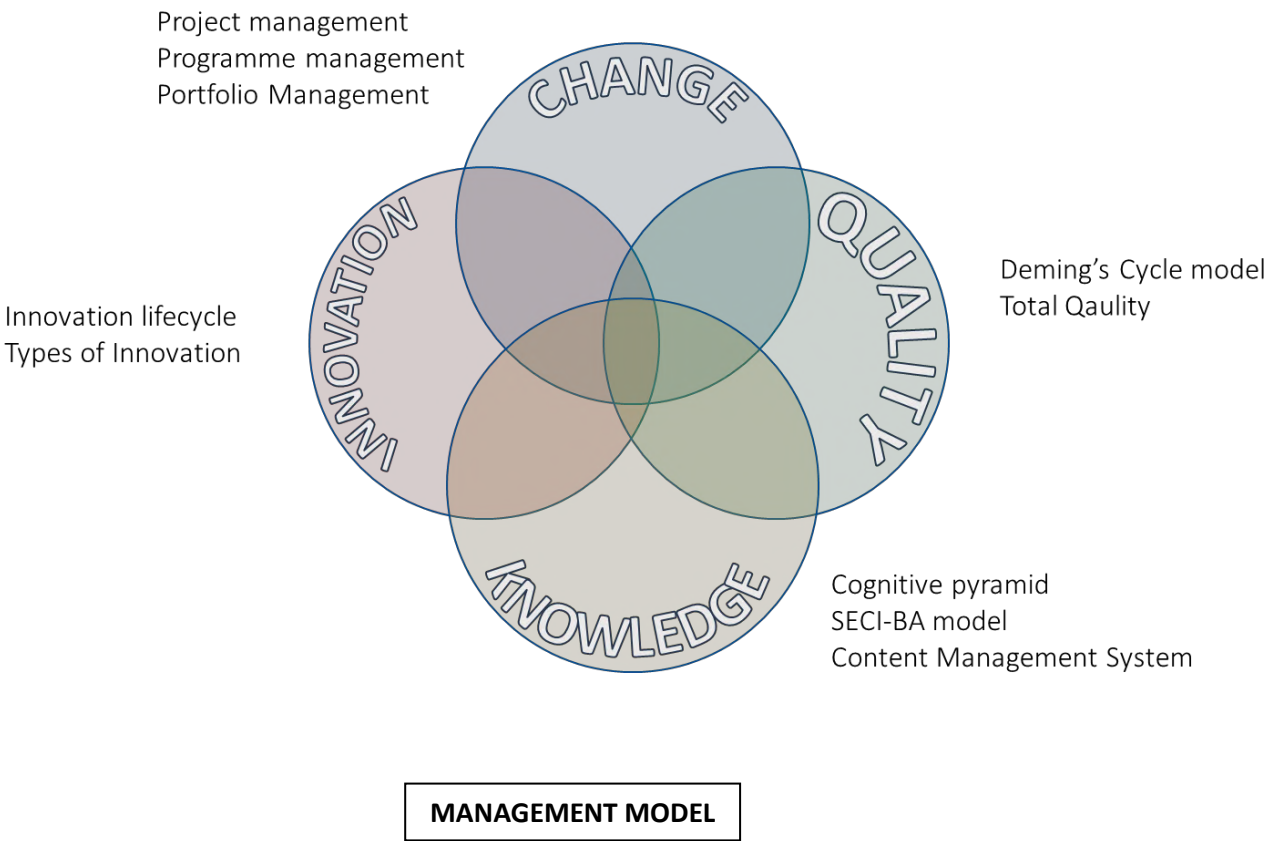
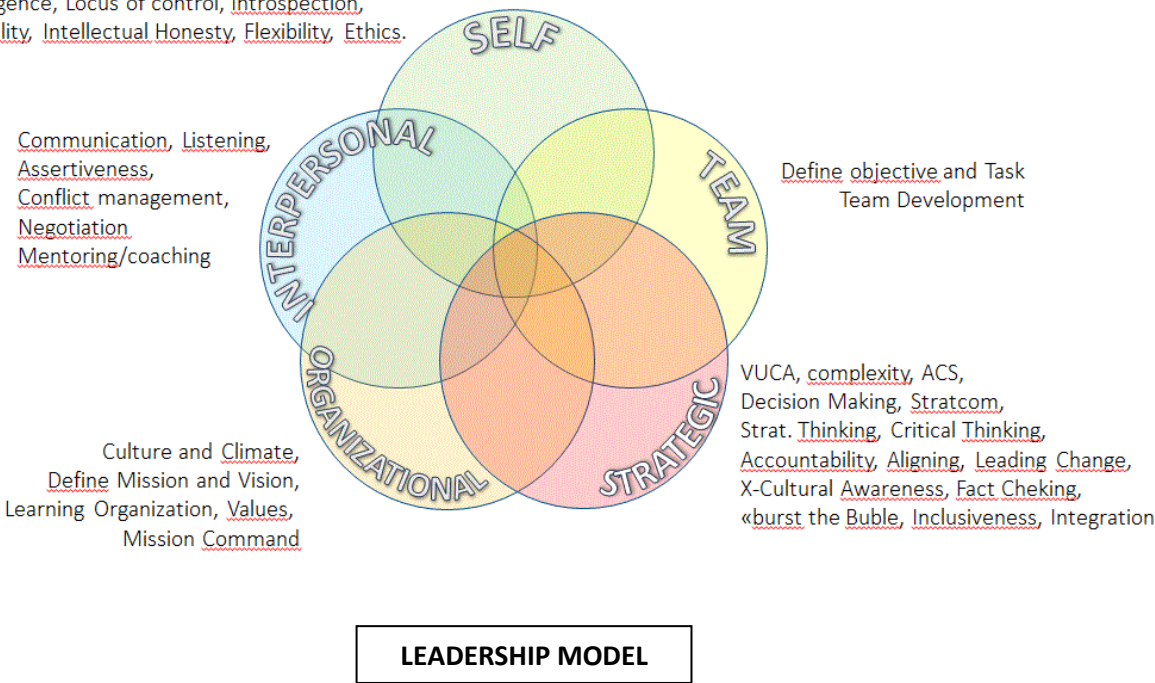
The Discipline Common Core Curriculum is intended to identify relevant skills and competences for the personnel working in the EU military/civilian structures at the political/strategic, strategic, operational and tactical level.

During the conference, all participants discussed the core competencies needed by the European Union Military Representatives. The outcome was an agreement to break down the leadership and the management related competences respectively in five areas for leadership and four for management (as mentioned above) for training purposes:

- Leadership:
 - Self;
 - Interpersonal;
 - Team;
 - Organisational;
 - Strategic.
- Management:
 - Change;
 - Quality;
 - Knowledge;
 - Innovation.

In the real world there are blurry boundaries among these areas in any of the defined skills. Actually, we can assert that Leadership and Management are the two faces of the same coin, as a rule of thumb Leadership comprises soft skills to know oneself, improve relations with people at any level (one-to-one and one-to-many), understand the context and foresee the future. On the other hand, management is a set of tools to cope with transformation and change while organisations continue their everyday “business as usual”. This concept would be more comprehensible if we imagine, as in the picture below, the leadership and management models as opposite faces of the same coin and with single competences organised in areas. The area overlaps convey the concept that any single skill, even if considered an element of a specific area, has connections and influences with other areas of the model.

Neuro-science/cognitive structure, Emotional Intelligence, Locus of control, Introspection, Flexibility, Intellectual Honesty, Flexibility, Ethics.



LEADERSHIP MODEL

Self-Leadership: The individual dimension comprises self-awareness, self-management and self-development. Self-awareness is about consciousness. The Psychologist Daniel Goleman proposed a popular definition of self-awareness in his best-selling book “Emotional Intelligence,” as “knowing one’s internal states, preferences, resources, and intuitions.” Self-Management is about finding self-control and the mastery needed to take control of one's work (e.g., to manage one's time, workflow, stress and communication). Self-development is the act of deciding how to improve your own skills and taking action to do this. These skills have to be developed starting from the beginning in the post-incorporation phase and progressively improved during one’s career.

Interpersonal Leadership: This comprises competencies to effectively communicate and interact with others, both verbally and non-verbally, through gestures, body language and our personal appearance. Humans are sociable beings and have developed many ways to convey messages, thoughts and feelings with others. What is said is influenced by both verbal language and the way we use it - tone of voice, volume of speech and the words we choose - as well as by more subtle messages such as body language, gestures and other non-verbal communication methods. The fact that some people are better 'social actors' than others has led to detailed investigations into the nature and function of interpersonal interaction. Developing social skills is about being aware of how we communicate with others, the messages we send and how methods of communication can be improved to make the way we link more efficient and effective. As a continuum of all the skills he/she developed in the self-leadership dimension, an individual has to reshape functionally this group of competences to promote, alongside with other new competences, a productive relationship in one-to-one relations. Competencies like mentoring, coaching and negotiation, as well, are typical of this dimension and have the power to affect every aspect of a team and every level of an organisation.

Team Leadership: This is the group (team) dimension that relates to the ability to work as a team and lead a team of people. Dynamics of small groups find deep anchors in the human mind. Since ancestral times, teamwork has been a fundamental tool to face and solve problems whose complexity exceeds the capabilities of individuals. The effective group is animated by a strong sharing of values, generates a deep sense of belonging and coordinates the work of individuals through the codification of reference standards. The functioning mechanism of the group and the relative training paths are conceptualized in this dimension.

Organisational Leadership: This comprises the competencies required to effectively operate in big organisations and high-performance domains. The organisational dimension is related to the individual's knowledge of the organisation, its founding values, its general objectives and its operating mechanisms. Organisational leadership is a set of competencies needed to set strategic goals for the organisation while motivating individuals to successfully carry out assignments connected to those goals. The characteristic skills of this dimension gravitate around the culture and organisational climate, managerial methods and models, knowledge management, information sharing, organisational innovation, institutional communication, computer and digital domain, use of foreign languages and, in general, the propensity for excellence. This is

ultimately the area of managerial training and the science of organisations where we move from the classical conception of Human Resource Management to the more advanced conception of Human Resource Direction.

Strategic Leadership: This area concerns the aspects of leadership related to decision-making processes. In the strategic sphere, it emerges the ability to lead and guide the organisational macro-system by adopting principles, methods and tools to significantly reduce risks and maximise cost-effectiveness in terms of objectives to be achieved. The characterising element of this dimension is the strategic thinking approach. The skills typical of this dimension gravitate around the awareness of the resources and the organisational potential, the ability to synthesise and harmonise the spectrum of skills that can be expressed by the organisation, the overall vision and ability to positively influence the organisational fabric (and also the organisational culture) on a long-term time projection, internal and external institutional relations, inter-force and international cooperation and media relations.

MANAGEMENT MODEL

Change Management: this dimension includes competencies to effectively create a change through planning, activity verification and the appropriate use of resources. This area encloses the main elements listed below:

- **Project Management** that involves company resources planning and organisation to accomplish a specific task, event or duty. It may involve a one-time project, an ongoing activity, or managed resources including personnel, finances and technology.
- **Programme Management.** Successful programmes enable transformational changes for or within an organisation. This means coordinate, direct and oversee implementation of interrelated projects to deliver outcomes and benefits aligned to an organisation's strategic objectives. While a project is typically focused on providing a specific output, a programme may supply ongoing outcomes and business benefits. A programme may include projects across different areas of business.
- **Portfolio Management.** Portfolio management is the selection, prioritisation and control of an organisation programmes and projects, in line with its strategic objectives and capacity. The goal is to balance the implementation of change initiatives and the maintenance of business "as-usual", while optimising the return on investment. Projects and programmes are focused on ensuring outputs, outcomes and benefits. On the other hand, portfolios are coordinating structures in order to support deployment ensuring the optimal prioritisation of resources to align with strategic intent and, therefore, achieve the best value.

Quality Management: The aim of quality management is to ensure that all the organisation's stakeholders work together through the improvement of company processes, products, services, and culture to reach long-term success leading to customer satisfaction. The quality management process involves a collection of guidelines developed by a specific team in order to ensure products and services standards and specifications. This area includes the main elements as listed below:

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- **total quality** elements such as quality policy, creating and implementing quality planning and assurance;
- **quality control and quality improvement** - based on Deming Plan, Do, Check, Act - and according to ISO standard 9000, 9001 and 19011.

Knowledge Management: Knowledge management is the conscious process of defining, structuring, retaining and sharing knowledge and experience of employees within an organisation. The main goal of knowledge management is to improve the efficiency of an organisation and save knowledge within the company.

Knowledge management often refers to an organisation or customers training and learning abilities. It consists of a cycle of creating, sharing, structuring and auditing knowledge to maximise the effectiveness of an organisation collective knowledge. Successful knowledge management will improve an organisation in several ways. It will ensure that the employee's specialised knowledge does not leave with them, or not unused. It allows for better situational awareness, as well as creating virtuous paths related to best practices, lessons learnt, and overall organisational improvement.

This dimension encloses competencies based on scientific data (from data to information, from information to knowledge, from knowledge to wisdom) SECI-BA models and according to ISO Standard 30401.

These skills have to be developed from the start and progressively improved during one's career.

Innovation Management: is the process of managing innovative ideas. A profitable example may be a business leader who has an idea to increase revenue or market share. In order to have a real impact, this idea, needs to be turned into something actionable (such as creating a new product). Therefore, innovation management is the way new ideas are developed and refined until they become a reality. It is important to remember that new ideas are not necessarily innovative.

All the abovementioned skills have to be developed from the start and progressively improved during one's career.

Leadership Area	EEAS(2021)1237 REV3 Reference
SELF	<ul style="list-style-type: none">• Neuroscience and cognitive structure;• Emotional intelligence;<ul style="list-style-type: none">➤ Self awareness: emotions and emotional process;➤ Self management;➤ Self development;➤ Self regulation;➤ Empathy;• Locus of control;• Introspection;• Flexibility;• Intellectual honesty (moral courage);• Ethics: loyalty, integrity, courage.
INTERPERSONAL	<ul style="list-style-type: none">• Communication (verbal, non-verbal, paraverbal)• Listening;• Assertiveness;• Conflict Management;• Negotiation;• Mentoring and Coaching.
TEAM	<ul style="list-style-type: none">• Define Objectives and Tasks;• Team Development:<ul style="list-style-type: none">➤ Forming Stage;➤ Storming Stage;➤ Norming Stage;➤ Performing Stage;➤ Adjourning Stage.
ORGANISATIONAL	<ul style="list-style-type: none">• Culture and Climate ;• Define Mission and Vision;• Values;• Learning Organisation;• Mission Command.

STRATEGIC	<ul style="list-style-type: none">• V.U.C.A Environment;• Complexity Theory;• Adaptive Complex Systems;• Decision Making;• Strategic Communication;• Strategic Thinking;• Strategic Engineering;• Critical Thinking• Accountability VS Responsibility;• Aligning;• Leading Change;• Cross-Cultural Awareness;• Fact Checking;• “Burst the bubble” skills;• Inclusiveness;• Integration.
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Management Area	Thematics
CHANGE	<ul style="list-style-type: none">• Project Management<ul style="list-style-type: none">➤ ISO standard 21500➤ PRINCE2 model➤ PM2 model➤ Agile model• Programme Management• Portfolio Management
QUALITY	<ul style="list-style-type: none">• ISO standards<ul style="list-style-type: none">➤ 9000➤ 9001➤ 19011• Diming's cycle model• Total Quality<ul style="list-style-type: none">➤ Quality policy,➤ Quality planning➤ Quality control➤ Quality improvement.➤ Quality assurance
KNOWLEDGE	<ul style="list-style-type: none">• ISO standard 30401• Cognitive Pyramid• SECI-BA model<ul style="list-style-type: none">➤ Socialisation➤ Externalisation➤ Combination➤ Internalisation• Content Management System
INNOVATION	<ul style="list-style-type: none">• ISO standard 56000• Innovation Lifecycle<ul style="list-style-type: none">➤ Ideation➤ Development➤ Improvement➤ Value creation• Type of innovation<ul style="list-style-type: none">➤ Corporate➤ Process➤ Product➤ Digital➤ Technical

EXPLANATION OF SELF SKILLS/COMPETENCES IN DETAIL

Emotional Intelligence¹¹: refers to the capability of a person to manage and control his or her emotions and to affect and influence the emotions of others as well. It comprises main elements as listed below:

- **Self-awareness.** If you are self-aware of what you are going through, you would be in a better position to understand others, and affect people around you. It also means you are aware of your strengths as well as your weaknesses. When you experience anger, hold that moment and think about what made you so angry.
- **Self-management:** the ability to prioritise goals and decide what needs to be done. Comprehensive self-management involves four realms: physical, mental, social, and spiritual (mindfulness). As more work will be done remotely in the future, the need for quality self-management will increase, requiring leaders and employees to possess this valuable competency. This section will give you the resources needed to minimise distractions and reduce time-wasters in order to complete high-quality work within a specified time frame.
- **Self-development:** when we grow and/or improve our abilities and qualities. The gradual improvement of one's personal capabilities, traits, features and qualities to gain maturity is referred to as self-development. Therefore, self-development means growing and or improving our abilities and qualities.
- **Self-regulation** is the next step wherein you think before speaking. It is an important aspect where you can regulate yourself. This will impact others in a positive way rather than negatively. Consider yourself accountable in case you make a mistake, and try to remain calm in every situation.
- **Empathy.** Being able to put yourself in someone else's shoes and share their feelings. Every successful leader knows how to empathise with others, thus earning their respect.

Currently there is no validated psychometric test or scale for emotional intelligence as there is for the [general intelligence](#) factor, and many argue that emotional intelligence is therefore not an actual psychological construct, but a way of describing interpersonal skills that go by other names.

Despite this criticism, the concept of emotional intelligence – sometimes referred to as emotional quotient or EQ – has gained wide acceptance. In recent years, some companies have even incorporated emotional intelligence requirement into their job application and interview processes, based on the theory that high emotional intelligence is nowadays a key to successful leadership and followership.

Locus of control: Locus of control refers to the degree to which people believe that they have control over the outcome of events in their lives, as opposed to external forces (beyond their influence). A person's locus is conceptualised as external or internal. An Individual with an “internal” locus of control believes events in their life are the result of their own actions. A person with an “external” locus of control has the tendency to praise or blame external factors, such as random chance, environmental factors, or the actions of others.

¹¹ <https://economictimes.indiatimes.com/definition/emotional-intelligence>

Like other constructs in [personality](#) psychology, locus of control falls within a broad spectrum of factors. Genetic factors may influence a person's locus of control, as well as an individual's [childhood](#) experiences – particularly the behaviours and attitudes modeled by their early caregivers.

Researchers have identified several areas in which one's sense of control appears to affect outcomes, including [education](#), health, and civic engagement. Overall, such research has generally suggested that those with a more internal locus of control are more successful, healthier, and happier than those with a more external locus.

Introspection: Introspection is a process that involves looking inward to examine one's own thoughts and emotions. The term is often used in everyday language to refer to the informal process of exploring one's inner life, but the term also applies to a more formalised process that was once used as an experimental technique in psychology.

Flexibility: the ability to adapt to different situations.

Intellectual honesty: Intellectual honesty is an applied method of problem solving, characterised by an unbiased, honest attitude, which can be demonstrated in a number of different ways. These include, but not limited to:

- an individual's personal beliefs not interfering with the pursuit of truth;
- relevant facts and information not purposefully omitted even when such things may contradict a person's hypothesis;
- facts presented in an unbiased manner, and not twisted to give misleading impressions or support one view from another;
- acknowledged references, or earlier work – when possible – avoiding plagiarism.

Harvard ethicist Louis M. Guenin describes the "kernel" of intellectual honesty to be "a virtuous disposition to eschew deception when given an incentive for deception." Intentionally committed fallacies in debates and reasoning are sometimes called "intellectual dishonesty".

Ethics: Branch of [philosophy](#) investigating the nature and content of moral judgements. Also called moral [philosophy](#).

EXPLANATION OF INTERPERSONAL SKILLS / COMPETENCES IN DETAIL

Communication: communication is the process involving a common system of symbols, signs, or behaviour to exchange information among individuals. It can be Verbal Communication, Non-Verbal Communication, and Para-Verbal Communication.

- **Verbal Communication:** a type of oral communication wherein the message is conveyed through spoken words. In this case, the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations. The effectiveness of verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In verbal communication, the feedback is immediate as there is a transmission and receipt of the message by the sender and the receiver respectively happen simultaneously.
- **Non-Verbal Communication:** Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is a non-verbal form of communication. Non-Verbal Communication, unlike verbal communication, helps in establishing and maintaining interpersonal relationships while the verbal form only helps in communicating external events. People use non-verbal communications to express emotions and interpersonal attitudes, conduct rituals, such as greetings and bring forward own personality. The non-verbal communication in the form of signals and expressions add meaning over the verbals and help people to communicate more efficiently. It enhances whatever said in words, such as people nod to acknowledge and move their hands to give directions. Non-verbal communication defines the distance between the communicators and helps them to exchange their emotional state of mind. In addition, it regulates the flow of communication (for instance, an individual can give signals to convey that he had finished speaking or else he wants to speak). Sometimes, non-verbal communication acts as a barrier as the recipient might not understand what the sender is trying to say and may interpret it wrongly, therefore hampering effective overall communication.
- **Paraverbal Communication:** regards the inflection, pacing, pitch, and tone of speech, the emphasis one places on particular words, phrases or pauses.

Listening: the success of verbal communication depends not only on an individual's speaking ability, but also on listening skills. How effectively an individual listens to the subject matter affects the success of the communication. Verbal communication is applicable in both the formal and informal kind of situations

Assertiveness: is a form of behaviour characterised by a confident declaration or affirmation of a statement without the need of proof. To assert oneself means to affirm one's rights or position without either aggressively transgressing the rights of another (assuming a position of dominance), or submissively permitting another person to ignore or deny one's rights or rightful position. Assertiveness is a social skill that

relies heavily on effective communication, simultaneously respecting the thoughts and wishes of others. Assertive individuals clearly and respectfully communicate their wants, needs, positions, and boundaries to others. There is no question regarding where they stand, no matter the topic. Individuals who are highly assertive do not retreat from defending their points of view or goals, or trying to influence others. They are open to both compliments and constructive criticism. People can improve their assertiveness through practical exercises and experience.

Conflict Management: conflict is a term used to describe opposing interactions among individuals. Even though manifestations of conflict can range from minor disagreements to physical violence, conflict is a natural part of human interaction. Along with sharing or competing for limited resources, conflict can occur due to individual or group differences in rank, objectives, views, and traditions (Ayas, Deniz, Kağan& Kenç, 2010). Conflict management is the art of lessening those tensions or resolving problems arising among individuals or groups who are at variance with each other.

Negotiation: negotiation is a strategic discussion skill that solves an issue in an acceptable way for both parties. In negotiation, each party tries to persuade the other to agree with their respective point of view. By [negotiating](#), all involved parties try to avoid arguing, by reaching some form of compromise in agreement. Negotiations involve some give and take, which means one party will always prevail. The other, though, must acknowledge the situation – even if that concession is nominal. Parties involved in negotiations can vary: talks between buyers and sellers, an employer and prospective employee, or between the governments of two or more countries may be included.

Mentoring: a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development. Often the mentor and mentee are internal to an organisation, and an emphasis on organisational goals, culture, and advice on professional development exist. Mentors often act as role models for their mentee and provide guidance to help them reach their goals. [Mentoring](#) can be formal or informal. In an informal environment, mentees set goals, but they are usually not measurable and the relationships are unstructured. For a formal mentoring relationship, actionable and measurable goals defined and set with determined requirements are present.

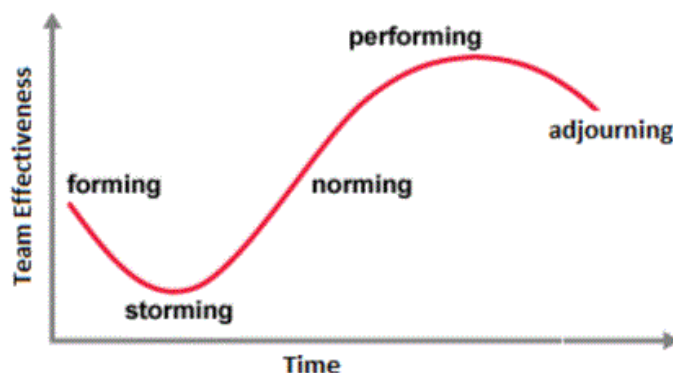
Coaching: Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organisations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life. In each meeting, the client chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the client into action. Coaching accelerates the client's progress by providing greater focus and awareness of choice. Coaching concentrates on where clients are now and what they are willing to do in order to get where they want to be in the future, recognising those results are a matter of the client's intentions, choices and actions, supported by the coach's efforts and application of the coaching process. (ICF)

EXPLANATION OF TEAM SKILLS / COMPETENCES IN DETAIL

Define Objective: whatever we want to realize or we are willing to realize.

Define Task: a specific piece of work required to be done as a duty. It has to be **S.M.A.R.T.**: Specific, Measurable, Attainable, Relevant, Time bound. These adjectives have to be related to objectives.

Team Development¹²: teams are not monolithic entities, they are made up of individuals. This would be like describing a car by its model and colour without considering what is under the hood. External characteristics are what we see and interact with, but internal characteristics are what make it work. In teams, the internal characteristics are the people in the team and how they interact with each other. For teams to be effective, the people in the team must be able to work together to contribute collectively to team outcomes. But this does not happen automatically: it develops as the team works together. You have probably had an experience when you have been put in a team to work on a school assignment or project. When your team first gets together, you likely sit around and look at each other, not knowing how to begin. Initially you are not a team; you are just individuals assigned to work together. Over time you get to know each other, to know what to expect from each other, to know how to divide the work and assign tasks, and to know how you will coordinate your work. Through this process, you begin to operate as a team instead of a collection of individuals. This process of learning to work together effectively is known as team development. Research has shown that teams go through definitive stages during development. Bruce Tuckman, an educational psychologist, identified a five-stage development process that most teams follow to become high performing. He named the stages: forming, storming, norming, performing, and adjourning. Team progress through the stages is shown in the following diagramme:



Most high-performing teams go through five stages of team development.

¹² <https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-the-five-stages-of-team-development/#:~:text=Bruce%20Tuckman%2C%20an%20educational%20psychologist,shown%20in%20the%20following%20diagram.>

The five stages of team development in a graph: forming, storming, norming, performing, and adjourning. Most high-performing teams go through those five stages of development.

Forming stage

The forming stage involves a period of orientation and getting acquainted. Uncertainty is high during this stage, and people are looking for leadership and authority. A member who asserts authority or is knowledgeable may be seen to take control. Team members are asking such questions as “What does the team offer me?” “What is expected of me?” “Will I fit in?” Most interactions are social as members get to know each other.

Storming stage

The storming stage is the most difficult and critical stage to pass through. It is a period marked by conflict and competition as individual personalities emerge. Team performance may actually decrease in this stage because energy is put into unproductive activities. Members may disagree on team goals, and subgroups and cliques may form around strong personalities or areas of agreement. To get through this stage, members must work to overcome obstacles, to accept individual differences, and to work through conflicting ideas on team tasks and goals. Teams can get bogged down in this stage. Failure to address conflicts may result in long-term problems.

Norming stage

If teams get through the storming stage, conflict is resolved and some degree of unity emerges. In the norming stage, consensus develops around who the leader or leaders are, and individual roles of the members. Interpersonal differences begin to be resolved, and a sense of cohesion and unity emerges. Team performance increases during this stage as members learn to cooperate and begin to focus on team goals. However, harmony is precarious, and if disagreements re-emerge the team can slide back into storming.

Performing stage

In the performing stage, consensus and cooperation have been well-established and the team is mature, organised, and well-functioning. There is a clear and stable structure, and members are committed to the team’s mission. Problems and conflicts still emerge, but they are dealt with constructively. (We will discuss the role of conflict and conflict resolution in the next section). The team is focused on problem solving and meeting team goals.

Adjourning stage

In the adjourning stage, most of the team's goals have been accomplished. The emphasis is on wrapping up final tasks and documenting the effort and results. As the work load has diminished, individual members may be reassigned to other teams, and the team disbands. There may be regret as the team ends, so a ceremonial acknowledgement of the work and success of the team can be helpful. If the team is a standing committee with ongoing responsibility, members may be replaced by new people and the team can go back to a forming or storming stage and repeat the development process.

EXPANATION OF ORGANISATIONAL SKILLS /COMPETENCES IN DETAIL

Organisational culture: Organisational culture has a number of features – including a shared pattern of basic assumptions – which a given group has invented, discovered, or developed in order to cope with the external environment and internal integration. Therefore, they can be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

Organisational climate: emerges from the interaction between single and environment. It is the collection of single perspectives, shared socially among the members of an organisation, which reflect situations, experiences and moods.

Define Mission: the declaration of intents of an organisation, its overall goal, definitely distinguishing it from competitors and allowing the organisation to reach its purposes.

Define Vision: the projection of the future of the organisation, which mirrors the ideals, values, aspirations of who fixes the objectives. Vision is an expression of what the organisation wants to become, to be known for.

Values: values defined in Organisational Behavior as the collective conceptions of what is considered good, desirable, proper or bad, undesirable, and improper in a culture. Some common business values are fairness, innovations and community involvement. According to M. Haralambos, "A value is a belief that something is good and desirable". According to R.K. Mukherjee, "Values are socially approved desires and goals that are internalised through the process of conditioning, learning or socialisation and that become subjective preferences, standards, and aspirations". According to Zaleznik and David, "Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships".

Learning organisation: the term "learning organisation", not to be confused with organisational learning, was made popular by Peter Senge. It describes an organisation with an ideal learning environment, perfectly in tune with the organisation's goals. Such an organisation is a place "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together." (Senge 1992).

Mission Command¹³: Military operations are complex, human endeavors characterised by the continuous, mutual adaptation of giving and taking, moves, and countermoves among all participants. The enemy is not an inanimate object to be acted upon. It has its own objectives. While friendly forces try to impose their will on the enemy, the enemy resists and seeks to impose its will on friendly forces. In addition, operations occur in and among civilian groups whose desires influence and are influenced by military operations. The results of these interactions are often unpredictable—and perhaps uncontrollable. (...)

The mission command philosophy helps commanders counter the uncertainty of operations by reducing the amount of certainty needed to act. Commanders understand that some decisions must be made quickly and are better made at the point of action. Mission command is based on mutual trust and a shared understanding and purpose between commanders, subordinates, staffs, and unified action partners. It requires every Soldier to be prepared to assume responsibility, maintain unity of effort, take prudent action, and act resourcefully within the commander's intent.

Through leadership, commanders build teams. They develop and maintain mutual trust and a shared understanding throughout the force and with unified action partners. Commanders understand that subordinates and staffs require resources and a clear intent to guide their actions. They allow them the freedom of action to exercise disciplined initiative to adapt to changing situations. Because mission command decentralises decision-making authority and grants subordinates' significant freedom of action, it demands more commanders at all levels and requires rigorous training and education. In exercising mission command, commanders are guided by six principles:

1. Build cohesive teams through mutual trust.
2. Create shared understanding.
3. Provide clear commander intent.
4. Exercise disciplined initiative.
5. Use mission orders.
6. Accept prudent risk.

EXPLANATION OF STRATEGIC SKILLS / COMPETENCES IN DETAIL

V.U.C.A. Environment: definition. (Volatile, Uncertain, Complex and Ambiguous).

Complexity Theory: Complexity theory (or complexity science) is the study of complexity and of complex systems. When a whole is greater than the sum of its parts, it has to be considered a complex system. Traditional thinking would analyse each individual component, but understanding a complex system necessarily involves a profound comprehension of relationship mechanisms among components. This gives us an insight into emergent behaviours that wouldn't normally be expected. By studying how the parts of a system relate to each other, we can predict the likelihood of certain outcomes. Complex systems theories can

¹³ ADRP 5.0 Mission Command, US Army.

reveal hidden patterns that help predict the weather, social movements, the spread of diseases, financial recessions and more.

Whether we are looking at something as small as an atom or as big as the stock market, it's not possible to predict future behaviours because there are so many variables, mostly unknown. If we can accept, observe and embrace complexity, we can find patterns in what first appears to be chaos. Those patterns will indicate how to correct and adjust our leading action to achieve our strategic goals. With globalisation and the digital revolution, we are more connected than ever. Suddenly, a bunch of complex systems (governments and cultures) are forging new connections¹⁴.

Complex Adaptive Systems (CAS): Many natural systems (e.g., brains, immune systems, ecologies, societies) and, increasingly, many artificial systems (parallel and distributed computing systems, artificial intelligence systems, artificial neural networks, evolutionary programs) are characterised by apparently complex behaviours that emerge as a result of often non-linear spacetime interactions among a large number of component systems at different levels of organisation. The theoretical framework is based on work in the natural sciences studying (CAS, e.g., physics, chemistry, biology). The analysis of CAS is carried out by a combination of applied, theoretical and experimental methods (e.g., mathematics and computer simulation). CAS are dynamic systems able to adapt in and evolve with a changing environment. It is important to realise that there is no separation between a system and its environment meaning that the system always adapts to a changing environment. Rather, the concept to be examined regards a system closely linked with all other related systems making up an eco-system. Within such a context, change needs to be seen in terms of co-evolution with all other related systems, rather than as adaptation to a separate and distinct environment. (Serena Chan - ESD.83 Research Seminar in Engineering Systems October 31, 2001/November 6, 2001).

Decision Making¹⁵: it involves the selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem. Essentially, rational or sound decision making is taken as primary function of leadership and management. Every leader/manager takes hundreds and hundreds of decisions subconsciously or consciously making it the key component in the role. Decisions play important roles as they determine both organisational and managerial activities. (...) The decision making process is continuous and an indispensable component of managing any organisation or business activities. Decisions are made to sustain the activities of all business activities and organisational functioning.

Strategic Communication: strategic communication can be either [communicating](#) a [concept](#), a [process](#) or [data](#) that satisfies a long term [strategic](#) goal of an organisation allowing facilitation of [advanced planning](#), or communicating over long distances usually using [international telecommunications](#) or dedicated [global network](#) assets to coordinate actions and activities of operationally significant [commercial](#), [non-](#)

¹⁴ <https://now.northropgrumman.com/complex-systems-theory-how-science-solves-social-problems/>

¹⁵ <https://www.managementstudyguide.com/what-is-decision-making.htm>

[commercial](#) and [military business](#) or [combat](#) and [logistic](#) sub-units. It can also the related function within an organisation, which handles internal and external communication processes. Strategic communication can also be used for [political warfare](#).

NATO definition: the coordinated and appropriate use of NATO communications activities and capabilities – Public Diplomacy, Military Public Affairs, Information Operations and Psychological Operations, as appropriate – in support of Alliance policies, operations and activities, and in order to advance the aims of NATO.

Strategic Thinking: defined as a mental or thinking process applied by an individual in the context of achieving a goal or set of goals in a game or other endeavor. As a cognitive activity, it produces thought. When applied in an organisational strategic management process, strategic thinking involves the generation and application of unique business insights and opportunities intended to create competitive advantage for a firm or organisation.

Strategic Engineering: the process of architecting and designing complex systems and products in a way that deliberately accounts for future uncertainty and context in order to avoid lock-in and maximize life-cycle value. This is a tool more than a soft skill, however this is a powerful instrument for leaders to foresee future trends and take the right decisions. Strategic Engineering refers to a new discipline that combines Modeling and Simulation, Data Analytics and Artificial Intelligence in closed loop with reality to support Strategic Decision Making. Strategic Engineering aims to create a direct connection between Top Decision Makers and opportunities provided by new enabling Technologies (e.g. Big Data, IoT, Socials, Open Source Intelligence) thanks to the combined use of solutions able to collect, filter, elaborate, fuse data, extract information as well as to finalise forecasts and risk analysis related to the impact of decisions and scenario evolution considering also the effect of actions and reactions by other parties (e.g. population, public opinion, multi-coalition members, opponents, neutral entities).

Critical Thinking: refers to the ability to analyse information objectively and process a reasoned judgment. It involves the evaluation of sources, such as data, facts, observable phenomena, and research findings (University of Louisville. "What is Critical Thinking," Accessed Oct. 5, 2019.).

Good critical thinkers can draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions.

Accountability vs Responsibility¹⁶: Accountability and responsibility cannot be lumped into the same bucket. Although these two terms have a common origin, a few distinct characteristics separate them in the workplace. Responsibility can be shared. You can work with a team of people to divide responsibilities. On

¹⁶ <https://www.eaglesflight.com/blog/the-difference-between-responsibility-and-accountability-in-leadership#:~:text=Responsibility%20is%20task%2Doriented.,after%20a%20situation%20has%20occurred.&text=Responsibility%20focuses%20on%20defined%20roles,place%20to%20achieve%20a%20goal.>

the other hand, accountability is something that can be specific to an individual depending on their skill set, role, or strengths. The principles which they are based upon clearly separate them in the workplace strategic perspective:

- **Object:** responsibility is task-oriented. Every person in a team may be responsible for a given task required to complete a project. Accountability is goal-oriented, regardless of any specific task the principles which they are based upon clearly separate them in the workplace strategic perspective. It is how you respond and take ownership over the results;
- **Time:** responsibility exists as long as a specific task is in place. It starts and ends with it. Accountability only exists when a result is achieved;
- **Autonomy:** an individual who is responsible for a certain task operates with a wide range of autonomy within the assigned limits and boundaries, mainly prompted by inner pressure. An individual who holds himself/herself accountable for a specific goal, acts prompted by a substantial amount of outer pressure and expectation.

Even during the most uncertain times, true leaders hold themselves accountable for results. Responsibility focuses on defined roles, job descriptions, and processes that must be in place to achieve a goal. Accountability is profoundly tied to the achievement of an assigned goal and to the result of the actions that were taken.

Aligning: organisational alignment can be defined as matching the mission and vision through strategic planning, anticipating environmental changes. Therefore, it is the practice of putting everyone in the company on the same page.

Leading Change¹⁷: leading others through changes effectively is a key leadership capability. It enables organisations to speed up change initiatives and involve the entire organisation in identifying, implementing, and sustaining important change initiatives that will ensure the organisation's long-term success. All leaders need the skills to personally assimilate change, provide predictability, and help others understand the reasons, advantages, and inherent risks of change in the way everybody is fully engaged in the delivery of change initiatives.

Cross-Cultural Awareness: the ability and willingness to understand cultural differences and being aware of different cultural values, beliefs and perceptions.

¹⁷ <https://cmoe.com/products-and-services/leading-change/#:~:text=Leading%20others%20through%20change%20effectively,the%20organization's%20long%2Dterm%20s>uccess.

Fact Checking: the process of checking the correctness of all the facts in a piece of writing, a news article, a speech, etc.

Burst the bubble skill: the skill to see beyond your closer working environment. The higher the position in the hierarchy, the more important is this competence. It implies the ability to understand that, sometime, at working level/low level things are different from what the top management perceives.

Inclusiveness: the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised because of their different backgrounds, different professional experiences, physical or mental disabilities or belonging to other minority groups.

Integration: the action or process of successfully joining or mixing with a different group of people.

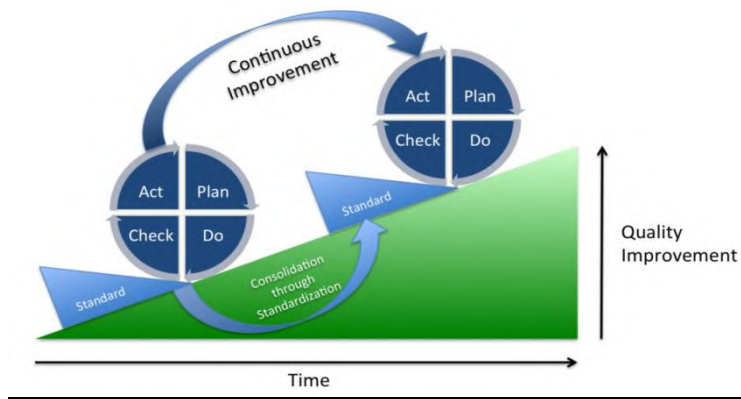
EXPLANATION OF CHANGE MANAGEMNT SKILLS / COMPETENCES IN DETAIL

Change management comprises three sub-competencies:

- **Project Management:** refers to the capability of a person to plan, manage and control each main project element as execution of activities, employment of resources, release of deliverables; budget and cost monitoring. Therefore, it is necessary to master a project management methodology in order to apply the related models – such as PRICE2, PM2 – and the nimble use of platforms and softwares.
- **Programme Management:** Programme Managers coordinate groups of related projects rather than manage individual projects themselves. In addition to that, Programme Managers oversee programmes from the initial set up until delivery. They are also responsible for optimising and demonstrating return on investment.
- **Portfolio Management:** Portfolio Managers require distinctly different skills in order to project or Programme Managers. He or she needs to be less focused on management of a single project and more oriented to see the whole picture, identifying opportunities, driving growth and anticipating risks. Thus, Portfolio Manager competences are related to business strategy planning, portfolio planning, creation of the portfolio, balance of the portfolio, communication of the portfolio, evaluation of the portfolio.

EXPLANATION OF QUALITY MANAGEMNT SKILLS / COMPETENCES IN DETAIL

Quality Management embraces competences related to a continuous quality improvement model (**Deming Cycle**) built on a logical sequence of four repetitive steps for continuous improvement and learning: Plan, Do, Check (Study) and Act. The PDSA cycle (or PDCA) is also known as the Deming Cycle or the Deming wheel of continuous improvement spiral.



Continuous quality improvement brings to the table the concept of **Total quality** that encompasses the following items:

- Quality Policy – The process of identification of quality standard;
- Quality Planning – The process of planning how and when to achieve fixed quality standard.
- Quality Improvement – The purposeful change of a process to improve the confidence or reliability of the outcome;
- Quality Control – The continuing effort to uphold a process integrity and reliability in achieving an outcome.
- Quality Assurance – The systematic or planned actions necessary to offer sufficient reliability for a particular service or product to meet the specified requirements.

A Quality Manager needs to know how to perform process mapping, risk identification, risk weighting, and risk response. Therefore, he or she needs to be capable of using software and platforms related to specific graphics and databases.

EXPLANATION OF KNOWLEDGE MANAGEMENT SKILLS / COMPETENCES IN DETAIL

Knowledge Management (KM) is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an enterprise's information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers. KM, historically, was primarily about managing the knowledge of and in organisations.

Knowledge Managers need to know how the **Cognitive Pyramid** works for the purpose of data storage, deducing information from data; creating knowledge from information; generating wisdom from knowledge. Also, a Knowledge Manager needs to know how to share knowledge.

Like other managerial skills, KM is comprised of many technical tools as in the **Content Management System**, a specific and necessary competence to use an IT platform and data science.

EXPLANATION OF INNOVATION MANAGEMENT SKILLS / COMPETENCES IN DETAIL

Innovation management is the systematic promotion of innovations in organisations and includes tasks of planning, organisation, management and control. Innovative management deals with all measures to promote innovation in organisations and to generate benefits, for example:

- Improve internal processes to strengthen the organisation;
- New products and services to conquer new markets;
- Development of new business models to use new sources of income;

It is important to remember that new ideas are not necessarily innovative. Innovation may refer to incremental, emergent, or radical and revolutionary changes in thinking, products, processes, and organisation as well. Therefore, successful innovation needs specific competencies regarding:

- **Innovation lifecycle**, that is process management such as Ideation, Development, Improvement, Value creation;
- **Type of innovation that** distinguishes the necessary type of innovation.

A Quality Manager needs to know how to develop a mind map, brainstorming, benchmarking, business simulations. Therefore, he or she needs to use related software and platforms.

LEADERSHIP AND MANAGEMENT TRAINING INVESTMENT ANALYSIS

During the conference all members were required to complete the T.I.A. (Training Investment Analysis, ANNEX C) document to share their idea of training investment on the five leadership areas. This document is organised according to the ranks of military hierarchy from NCO to General, civilian management and personnel involved in war campaigns/peace keeping/peace building operations, staff offices in the national/international HQ or working in business units (military or civilian).

All things considered, as an outcome of the workshop, it is possible to identify the leadership and management training needs by gathering all the T.I.A. (summarized on the graph) of each rank, both civilian and military of any organisation involved in common security and defence.

All outputs are the results of a shared survey and detailed analysis. They represent the best compromise between learning gaps, needed competencies and time to invest for training purposes. These outputs are to be considered a living document and are meant to be updated regularly.

Since there are more technical skills determined by the position /assignment than by rank and seniority, there is not a T.I.A. on management competences.

The next step will be to match the training requirements of each competence with any institute/organisation in Europe, which can provide this kind of education/training.

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2.2 STEP 2: COLLECT EXISTING TRAINING OPPORTUNITIES

To carry out a gap analysis on training offers, we collected training opportunities through a specific questionnaire (“*Opportunities on Military Contribution to EU Leadership Training Program Discipline*” - see [ANNEX D](#)) sent to EU members.

The questionnaire was accompanied by a document containing instructions to facilitate its completion ("*Guidelines for the completion of the EU Training Opportunities Questionnaire*"—see [ANNEX E](#)).

OPPORTUNITIES ON MILITARY CONTRIBUTION TO EU LEADERSHIP TRAINING							
PROGRAM DISCIPLINE							
(For any need please refer to the Guidelines for the completion of the EU Training Opportunities Questionnaire)							
MEMBER STATE / TRAINING PROVIDER	COURSE CODE / NAME OF THE COURSE / TRAINING	COURSE AIM / CONTENTS / METHODOLOGY	COURSE LEARNING / TRAINING / ENABLING OBJECTIVES	CLASSIFICATIONS	COURSE FORMAT / DURATION / FREQUENCY	OPEN TO EU MS? SEATS FOR FOREIGN PARTICIPANTS?	EQUIVALENT CCO

The questionnaire consists of eight columns that differ in content:

1. **MEMBER STATE/TRAINING PROVIDER.** The training providers and the EU member state to which they belong.
2. **COURSE CODE/ NAME OF THE COURSE/TRAINING AUDIENCE.** The name of the referenced course, any identification code and details about the target audience.
3. **COURSE AIM/ CONTENTS/ METHODOLOGY.** Contents, training purposes of the specified course and how it will be carried out.
4. **COURSE LEARNING/TRAINING/ENABLING OBJECTIVES.** Main results expected (e.g. new patterns of behaviour or modification of previous ones for better adaptation to the environment, development of specific skills, acquisition of a technique or professional competence, suitability findings with assessments).
5. **CLASSIFICATIONS.** Any security clearance required to access the course and its contents.

6. **COURSE FORMAT/ DURATION/ FREQUENCY.** Duration in hours, days or weeks of the course and frequency of meetings (for example: once a year/yearly, twice a year or semester, seasonal). Indicate the total number of participants allowed to attend the course.
7. **OPEN TO EU MS? SEATS FOR FOREIGN PARTICIPANTS?** Is this course open to nationals of EU member states? Or is it accessible only to participants from the course provider's country? If open, our partners have to specify if there are provided seats for foreign guests and how many.
8. **EQUIVALENT CCC.** Area of the Common Core Curriculum that the course is related to (Self Leadership & Management, Team L&M, Organisational, Strategic; It is possible that its contents may cover more than one subject or area).

The results of this collection and the available opportunities are reported in [ANNEX F](#).

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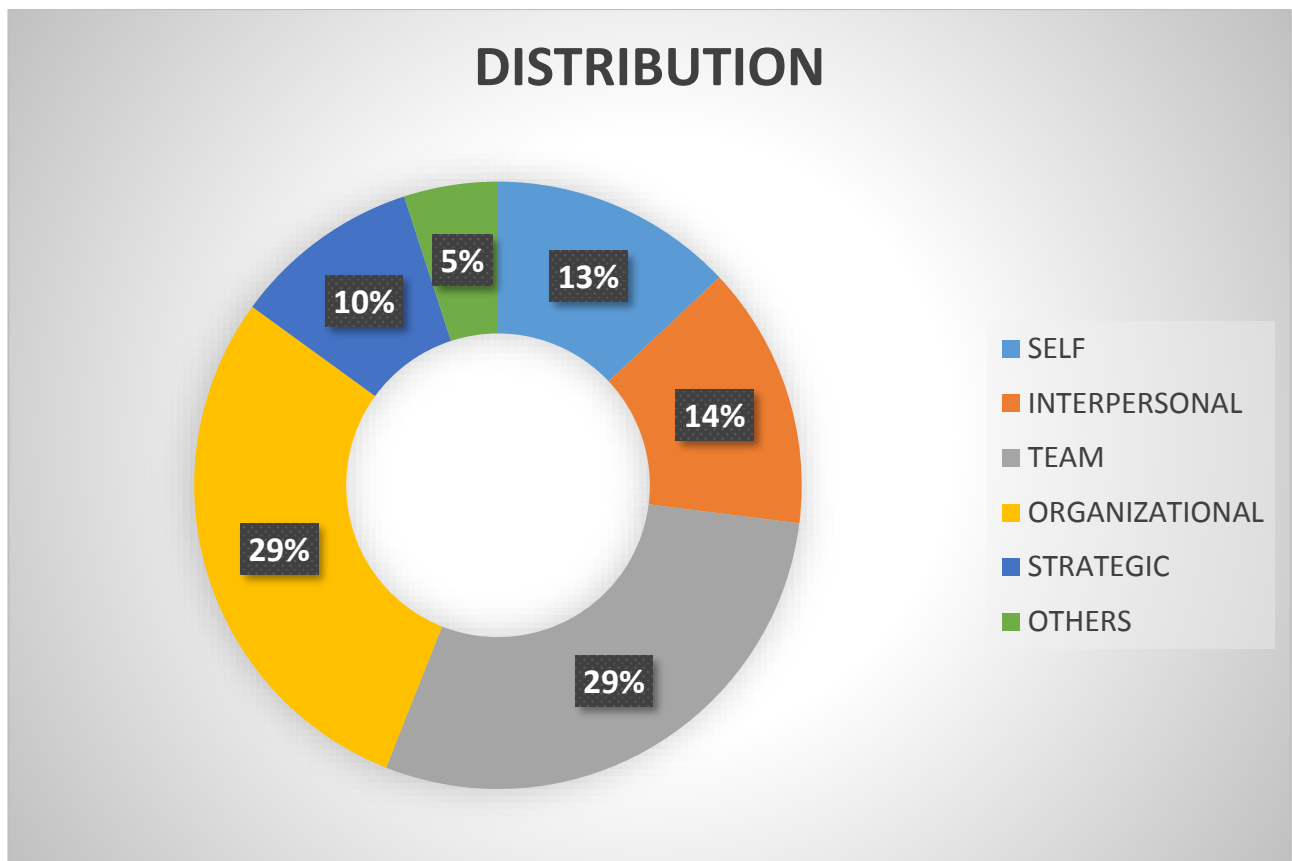
2.3 STEP 3: TRAINING REQUIREMENT ANALYSIS (T.R.A.):

Matching existing opportunities with the Common Core Curriculum

The table below shows the distribution percentage of the most common skills and competences as an outcome of the analysis of training opportunities provided by the Member States. The results have been approximated to the nearest 0.5%. This table provides a general and synthetic overview of the state of current training coverage among European Countries that provided information. The results in the table below represent the average amount of training (in terms of percentage) for each competence. As a reference point, we propose this balance as a general starting point to project any kind of leadership/management training courses because it represents, in our vision, the best allocation of resources in terms of training investment. Moreover, [ANNEX A](#), presents a proposed solution (a detailed blueprint of courses in double version, short and long) customised for the three different levels we took into consideration (political/strategic/operational). In [ANNEX B](#) the modules overview with aim and scope for the courses proposed are reported.

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Skills or Competencies	Occurrences %	Domain
Innovation	14	Organisational
Change management	9	Organisational
Decision making	9	Team
Cognitive biases	7	Self
Negotiation	7	Interpersonal
Team building	7	Team
Communication techniques and analysis of communicative events	7	Interpersonal
Group involvement	7	Team
Problem solving	5.5	Team
Corporate culture	5.5	Organisational
Response to V.U.C.A. environments	5.5	Strategic
Self awareness and Emotional awareness	5.5	Self
Strategic thinking	5.5	Strategic
Others (e.g. Project Management, Sustainability, Stress management, etc)	5.5	-



The subdivision in three levels (political – political/strategic – operational) provides a specific reference guide to plan *ad hoc* courses, however this is not enough to plan longlife learning training for European personnel. To fill this gap, [ANNEX C](#) introduces “training investment analysis”. This annex considers the amount of training investment that should be provided on the base of rank (for officers and non commissioned officers), role (for civilians) and functions (HQ employees, men/women in operational environment or in war campaign). The training investement analysis refers, in terms of contents, to the competences of the five areas identified (self, interpersonal, team, operational, strategic) to be strengthened in any given moment of the professional careers of EU personnel. The idea behind this research is:

- different skills have different relevance (and priority) according to ranks, roles and responsibilities;
- according to individual experience (and age), people need different kinds of Education.

The data proposed is the result of shared discussion during the first leadership and management workshop, and of further analysis that took into consideration learning gaps in VUCA environments and reasonable resources to be allocated to the training of personnel.

2.4 CONCLUSIONS

1. **Need for Knowledge.** Complexity and volatility of international scenarios require more frequent implementation and updating of professional knowledge/expertise than in the past to keep up with the present environment. This is true for personnel at any level, the higher the level the higher the need for updates.
2. **Face to Face training vs Remote Education.** Financial constraints as well as operational duties (not to mention health reasons due to possible pandemics) might limit the time available for face-to-face training. On line training could fill the gap for long life learning in achieving what is indicated in bullet 1 of this paragraph.
3. **Artificial Intelligence.** In the long run, to ensure higher efficacy and effectiveness to what is specified in bullet 1 and 2, remote Education through Hi-Tech tools providing small pills training (micro-learning) based on artificial intelligence is highly recommended. The learning experience improves when students can interact with the environment they are studying in. In addition, interactive learning tools allow students to cooperate on Educational projects even when they are not in the same place, making real-time learning possible. The enormous benefits of using artificial intelligence in the classroom lie in personalisation, adaptation and automation of the training phase. Every student has individual needs and a personal background, thanks to AI it will be possible to reduce the amount of time spent for training providing only the contents the students require avoiding redundant class time and giving only customised lessons on the basis of special needs.
4. **Need for joint training.** In the foreseeable future cooperation and collaboration among European Countries is going to strengthen. Having common sets of skills and competencies is the key to success. Standardisation in Education is a high priority achievable by joint training courses.
5. **Civil-Military Transferability** (see chapter 1 part 3). The effectiveness of leadership and management training from the academic world to real organisation (in particular from the business sector to military forces) is not always granted. Although leadership and management have universal principles, it is necessary to consider historical/cultural biases that can affect people in different contexts. However, it is possible to overcome these kinds of obstacles analysing the trainers/trainees cultural domain in order to find a common ground in definitions and meanings.
6. **Training Accessibility.** Full access for potential participants to all institutes providing a specific training course must be guaranteed. Courses of some institutions are only open to international students according to bilateral arrangements. Knowledge and development of specific and standardised skills must be an integral part of a unified training plan.

7. **Language.** Leadership and Management Courses should be planned in English, not in local languages. It is unlikely to find personnel capable of attending courses using different languages.
8. **Specific contents.** Considering the European Institutes that participated in the survey, more recurring developed skills (learned abilities) and competencies (knowledge and behaviours leading to success in a job) are:
- Self awareness;
 - Emotional awareness;
 - Negotiation;
 - Communication (communication techniques and analysis of communicative events);
 - Team building;
 - Corporate culture;
 - Innovation;
 - Response to V.U.C.A. environments;
 - Strategic thinking;
 - Change management;
 - Decision making and Cognitive biases;
 - Problem solving.

Based on the data provided by European Nations, the “self-leadership” area is currently the one presenting more training gaps. Moreover, since skills and competences in this area are to be considered lifelong learning priorities, additional Education in this sector needs to be implemented at any level throughout a professional career. Moreover, the “strategic area” should have more dedicated training, in particular on contents such as Adaptive Complex Systems, Accountability, Aligning, Cultural and Cross-Cultural Awareness, Fact Checking, Integration and Inclusiveness.

Speaking about Management we identified training gaps in the Innovation Area. Nations are focus and Project, Quality and Knowledge Management since there an extensive expertise in these subjects.

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3. RECOMMENDATIONS

1. Although the wording "final" may suggest the characteristic of "definitive", this Training Requirement Analysis Final Report is to be considered a living document. Given the complexity of this field of research, we expect to provide periodical updates when new scientific discoveries or new training opportunities will become available in Europe. We recommend the national representatives to stay in touch with their countries and collect any new available updates.
2. The results of the analysis of specific training gaps supports the hypothesis of a polarisation in training of competences related to the Team and Organisational areas. There is an evident gap in the skills listed in the Self and Strategic areas. In order of priority, the proposed solutions are:
 - A: Design a common training path for European military and civilian leaders/managers following the blueprints proposed in [ANNEX A](#) and **ANNEX B** as a reference guide to set up classes focused on self and strategic competences at any level. We would like to underline that solid training in Self and Strategic areas skills will represent the foundation of greater professionalism and efficiency for tomorrow's leaders. Moreover, joint training would standardise skills/competences and strengthen personal bonds among participants.
 - B: Take advantage of the training opportunities listed in **ANNEX F**. Many institutes and professors are available in different European Countries.
 - C: Plan for national training following the indications in **ANNEX A** and **ANNEX B**.

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ANNEXES

ANNEX A - Proposed solutions

Political-Strategic level

Mode	Full immersion (short version)	
Level		
Political-strategic	Module 1: Political-Strategic Thinking, Awareness and Change	Hrs
	V.U.C.A Environments and Complexity	1
	Strategic thinking	3
	Accountability, Power and Consensus	4
	Visioning, Digital Innovation & Leading Change	2
	Cultural and Cross-Cultural Awareness	4
	Fact-checking	1
	Total number of hours	15
	Module 2: Strategic Organisation	Hrs
	Culture and Climate	2
	Mission, Vision, Values	2
	Risk Management	3
	Knowledge, Change & Quality Management	3
	Learning Organisation	2
	Networking	3
	Total number of hours	15

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	Module 3: Strategic Empowerment, Teaming and Communication (SETC)	Hrs
	Self awareness (Emotional intelligence), Self management& development	2
	Ethics (loyalty, integrity, courage)	2
	Critical thinking skills	2
	Analysis of Objectives (S.M.A.R.T.), Action Plan & Goal Setting Programmes	1
	Team building and Group Pathologies	2
	Decision-making, biases and Problem Solving	2
	Strategic Communication, Assertiveness, Inclusiveness	2
	Conflict management & Negotiation	2
	Total number of hours	15
	Overall total	45

Mode Level	Long Version	
Political-strategic	Module 1: Political-Strategic Thinking, Awareness and Change	Hrs
	V.U.C.A Environment, Complexity Theory, Adaptive Complex Systems	2
	Strategic thinking	3
	Accountability, Power and Consensus	7
	Visioning, Innovation & Leading Change	2
	Cultural and Cross-Cultural Awareness	4
	Fact checking	2
	Total number of hours	20
	Module 2:Strategic Organisation	Hrs
	• Theories,Principles and Schools of Thought	1

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	• Culture and Climate	2
	• Mission, Vision, Values	2
	• Risk Management	3
	• Quality and Knowledge Management	3
	• Innovation and Change Management	2
	• Project Management Tools	2
	• Learning Organisation	2
	• Networking	3
	Total number of hours	20
	<u>Module 3:</u> Strategic Empowerment, Teaming and Communication (SETC)	
	Knowledge of Neuroscience and cognitive structure	2
	Ethics (loyalty, integrity, courage)	2
	Critical thinking skills	3
	Self awareness (Emotional intelligence), Self management & development	2
	Strategic Communication, Assertiveness, Inclusiveness	2
	Mission, Vision, Values	1
	Team building	2
	Group Pathologies	1
	Decision-making, biases, Problem Solving, Decision Tools and Techniques	2
	Conflict management & Negotiation	2
	Mentoring and Coaching	1
	Total number of hours	20
	Overall total	60

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Strategic level

Mode	Full immersion (short version)	
Level		
Strategic	Module 1: Strategic Thinking, Awareness and Change	Hrs
	V.U.C.A Environments and Complexity	2
	Strategic thinking	4
	Accountability, Power and Consensus	2
	Visioning, Innovation & Leading Change	2
	Cultural and Cross-Cultural Awareness	4
	Fact checking	1
	Total number of hours	15
	Module 2: Strategic Organisation	Hrs
	Culture and Climate	2
	Mission, Vision, Values	2
	Risk Management	3
	Knowledge and Change Management	3
	Learning Organisation	2
	Networking	3
	Total number of hours	15
	Module 3: Strategic Empowerment, Teaming and Communication (SETC)	Hrs
	Knowledge of Neuroscience and cognitive structure	1
	Self awareness (Emotional intelligence), Self management& development	1
	Ethics (loyalty, integrity, courage)	1
	Critical thinking skills	2
	Analysis of Objectives (S.M.A.R.T.), Action Plan & Goal Setting Programmes	1

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	Team building and Group Pathologies	2
	Decision-making, biases and Problem Solving	2
	Strategic Communication, Assertiveness, Inclusiveness	2
	Conflict management & Negotiation	2
	Mentoring and Coaching	1
	Total number of hours	15
	Overall total	45

Mode	Long Version	
Level		
Strategic	<u>Module 1: Strategic Thinking, Awareness and Change</u>	Hrs
	V.U.C.A Environment, Complexity Theory, Adaptive Complex Systems	2
	Strategic thinking	7
	Accountability, Power and Consensus	3
	Visioning, Innovation & Leading Change	2
	Cultural and Cross-Cultural Awareness	4
	Fact checking	2
	Total number of hours	20
	<u>Module 2: Strategic Organisation</u>	Hrs
	Theories, Principles and Schools of Thought	1
	Culture and Climate	2
	Mission, Vision, Values	2
	Risk Management	3
	Knowledge Management	1
	Change Management	1

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	Quality Management	1
	Learning Organisation	2
	Networking	2
	Total number of hours	20
	<u>Module 3:</u> Strategic Empowerment, Teaming and Communication (SETC)	
	Knowledge of Neuroscience and cognitive structure	2
	Ethics (loyalty, integrity, courage)	2
	Critical thinking skills	3
	Self awareness (Emotional intelligence), Self management& development	2
	Strategic Communication, Assertiveness, Inclusiveness	2
	Mission, Vision, Values	1
	Team building	2
	Group Pathologies	1
	Decision-making, biases, Problem Solving, Decision Tools and Techniques	2
	Conflict management & Negotiation	2
	Mentoring and Coaching	1
	Total number of hours	20
	Overall total	60

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Operational level

Mode \ Level	Full immersion (short version)	
Operational	Module 1: Operational Teaming	Hrs
	Mission, Vision, Values	1
	Objectives and Action Plans	2
	Analysis of Objectives (S.M.A.R.T.), Tasks & Goal setting programmes	2
	Team Building, Group Pathologies and Safe Psychological environment	4
	Resources	1
	Decision-making & biases	4
	Problem Solving, Decision Tools and Techniques	4
	Group Involvement and Levels of Participation	2
	Total number of hours	20
	Module 2: Operational Organisation	Hrs
	Mission, Vision, Values	1
	Culture and Climate	1
	Risk Management	1
	Knowledge and Change Management	1
	Learning Organisation & Networking	1
	Total number of hours	5
	Module 3: Operational Communication	Hrs
	Communication and assertiveness	2
	Empathy & Emotional intelligence	5
	Conflict management & Negotiation	2
	Mentoring and coaching	1
	Total number of hours	10
	Module 4: Operational Strategy and Empowerment	Hrs
	V.U.C.A Environments and Complexity	1

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	Strategic thinking	1
	Cultural and Cross-Cultural Awareness	2
	Fact checking	1
	Ethics: loyalty, integrity, courage	1
	Critical thinking skills	1
	Self awareness, Self management& development	3
	Total number of hours	10
	Overall total	45

Mode Level	Long Version		
Operational	Module 1: Operational Teaming	Hrs	E-Learning Additional Contents
	Mission, Vision, Values	2	<ul style="list-style-type: none">Objective Vs TasksPsychological Role Vs Functional RolePhases of Team Development
	Objectives and Action Plans	5	
	Analysis of Objectives (S.M.A.R.T.), Tasks & Goal setting programmes	5	
	Team Building, Group Pathologies and Safe Psychological environment	8	
	Resources	4	
	Decision-making & biases	6	
	Problem Solving, Decision Tools and Techniques	6	
	Group Involvement and Levels of Participation	4	
	Total number of hours	40	
	Module 2: Operational Organisation	Hrs	E-Learning Additional Contents
	Mission, Vision, Values	1	<ul style="list-style-type: none">Knowledge of Theories, Principles

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	Culture and Climate	1	and Schools of Thought
	Risk Management	1	• Mission command
	Knowledge and Change Management	1	• Project Management Tools
	Learning Organisation & Networking	1	• Quality management
	Total number of hours	5	
	Module 3: Operational Communication	Hrs	E-Learning Additional Contents
	• Communication and assertiveness(8)	8	Communication types & skills: • Verbal communication • Paraverbal communication • Non-verbal communication
	• Empathy & Emotional intelligence(4)	4	
	• Conflict management & Negotiation(4)	4	
	• Mentoring and coaching(4)	4	
	Total number of hours	20	
	Module 4: Operational Strategy and Empowerment	Hrs	E-Learning Additional Contents
	V.U.C.A Environment, Complexity Theory, Adaptive Complex Systems	1	• Shared mental models • “Burst the bubble” skills • Integration &Inclusiveness • Digital innovation • Locus of control • Introspection • Psychology of flexibility • Intellectual honesty (moral courage)
	Strategic Communication	1	
	Strategic thinking	1	
	Visioning, Aligning and Leading Change	1	
	Cultural and Cross-Cultural Awareness	3	
	Fact checking	1	
	Knowledge of Neuroscience and cognitive structure	1	
	Critical thinking skills	2	
	Ethics: loyalty, integrity, courage	1	
	Self awareness, Self management and development	3	
	Total number of hours	15	
	Overall total	80	

ANNEX B: Modules Overview

POLITICAL-STRATEGIC THINKING, AWARENESS AND CHANGE	
<p>Description and Aim of the Module</p> <p>This module covers leadership and management aspects related to decision-making processes having a political-strategic value. In the strategic area, it emerges the need to orient the organisational macro-system through the adoption of principles, methods and tools in order to have a relevant impact, reducing risks and maximizing cost-effectiveness in achieving certain objectives. Its characterising element is strategic thinking as a competence rooted in other areas of the self, team and organisation. From this perspective, strategic leadership can be explained using the dynamic relationship among the three conceptual pillars that distinguish a modern organisation: structure, culture and processes. Typical competencies in this dimension gravitate around: (1) systemic vision, (2) awareness of available resources and organisational potential, (3) ability to synthesize and harmonize the full spectrum of competencies that can be expressed by the organisation.</p> <p>The module concentrates on strategic thinking and its related activities with particular emphasis on Accountability, Power, and Consensus. Part of the course will deal with issues such as cultural and cross-cultural awareness, Complexity, V.U.C.A. environments, innovation and fact checking.</p> <p>Audience: Political-strategic level.</p>	<p>Learning objectives</p> <p>The main objective of the module is to lead participants to developing awareness on how to influence organisational culture with long-term projections, media relations, and institutional relations, joint and international cooperation.</p>

STRATEGIC ORGANISATION	
<p>Description and Aim of the Module</p> <p>Organisation includes the competencies required to effectively operate in big organisations and high-performance domains. The organisational dimension is related to the individual's knowledge of the organisation, its founding values, general objectives and operating mechanisms. Organisational leadership is a set of competencies required for leaders to set strategic goals for the organisation while motivating individuals to successfully carry out assignments focused on those goals. The characteristic skills of this dimension gravitate around the culture and organisational climate, managerial methods and models, knowledge management, information sharing, organisational innovation, institutional communication, computer and digital domain, use of foreign languages and, in general, the propensity for excellence. This is ultimately the area of managerial training and the science of organisations, we move from the classical concept of Human Resource Management to the more advanced one of Human Resource Direction.</p> <p>Audience: Political-strategic level, Strategic level.</p>	<p>Learning objectives</p> <p>Participants will develop a set of competencies required to set strategic goals for the organisation while motivating individuals to successfully carry out assignments focused on those goals.</p>

STRATEGIC EMPOWERMENT, TEAMING AND COMMUNICATION (SETC)	
<p>Description and Aim of the Module</p> <p>The module focuses on the self area, the team area and the relationship between them. The main assumption of this curriculum is that no effective teamwork can exist without adequate knowledge of personal, cognitive and emotional aspects, group dynamics and interpersonal areas in all its main components. The long time learning mode will give particular emphasize to the knowledge and use of critical thinking for both political-strategic and strategic levels. Both modalities will deepen a strategic approach to communication, assertiveness, emotional intelligence, negotiation and conflict management, group building and consolidation phases with possible problems, decision making and problem solving. The long time learning mode will also address the fundamentals of neuroscience, mentoring and coaching.</p> <p>Audience: Political-strategic level, Strategic level.</p>	<p>Learning objectives</p> <p>By the end of the course the student will have acquired knowledge of the fundamentals of personal, interpersonal and team sphere in their characterising aspects and dynamics in order to be able to identify and intervene effectively in their various aspects. This will be carried out according to a critical approach that includes self-monitoring, self-analysis and self-management, relationships among individuals and groups, analysis and management of the teamwork in its functional, structural and communicative aspects.</p>

STRATEGIC THINKING, AWARENESS AND CHANGE	
<p>Description and Aim of the Module</p> <p>This module covers leadership and management aspects related to decision-making processes of strategic value. In the strategic area, the need emerges to orient the organisational macro-system through the adoption of principles, methods and tools in order to have a significant impact, reducing risks and maximising cost-effectiveness in achieving certain objectives. Its characterising element is strategic thinking as a competence rooted in other areas of the self, team and organisation. From this perspective, strategic leadership can be explained using the dynamic relationship between the three conceptual pillars distinguishing a modern organisation: structure, culture and processes. Competencies typical of this dimension gravitate around: (1) systemic vision, (2) awareness of the available resources and organisational potential, (3) ability to synthesize and harmonize the spectrum of competencies that can be expressed by the organisation.</p> <p>The module concentrates its contents in the study of strategic thinking with particular emphasis on Cultural and Cross-Cultural Awareness. Part of the course will deal with issues such as Accountability, Power, and Consensus, Complexity, V.U.C.A. environments, innovation and fact checking.</p> <p>Audience: Strategic level.</p>	<p>Learning objectives</p> <p>The main objective of the module is to lead participants to develop awareness on how to influence organisational culture with long-term projections, media relations, institutional relations, interforce and international cooperation.</p>

OPERATIONAL TEAMING	
<p>Description and Aim of the Module</p> <p>The "teaming" dimension refers to the ability to lead a group of people and work as a team. The effective group is animated by a strong sharing of values, generating a deep sense of belonging and coordinating the work of individuals through the codification of standard references. This ability covers a wide area of fundamental competences to develop for the particular requirements of the operational scenarios. The presented module will focus on the improvement of decision-making processes, use of analytical and problem solving techniques, analysis of objectives and action plans, team building, management and intervention on specific problems in team development.</p> <p>Audience: Operational level.</p>	<p>Learning objectives</p> <p>The main learning outcome of the module will consist in the participant systemic vision of a team in all its aspects in order to intervene effectively in the development of a successful team in terms of both time and function. The high number of hours dedicated to the module will allow to build awareness of the multiple aspects dealing with a transversal approach – both theoretical and practical – along with the opportunity to experience cases and practice tools from the best research knowledge in the field.</p>

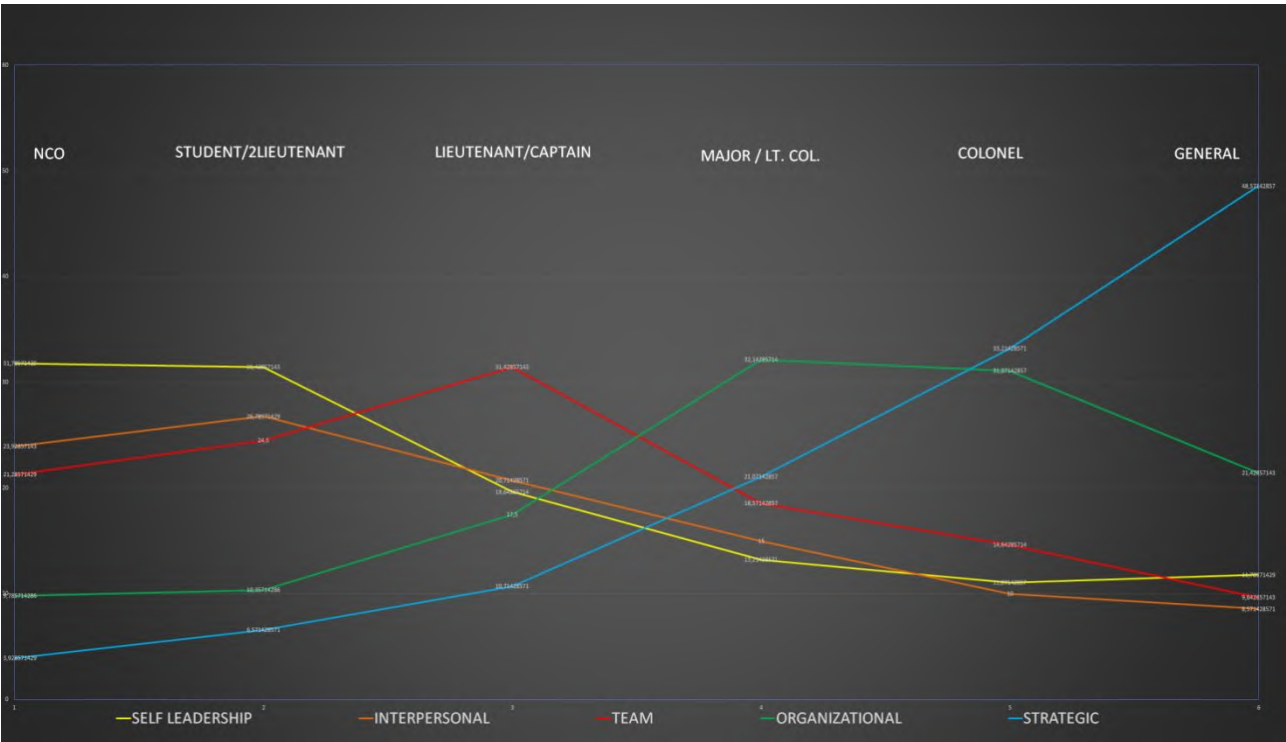
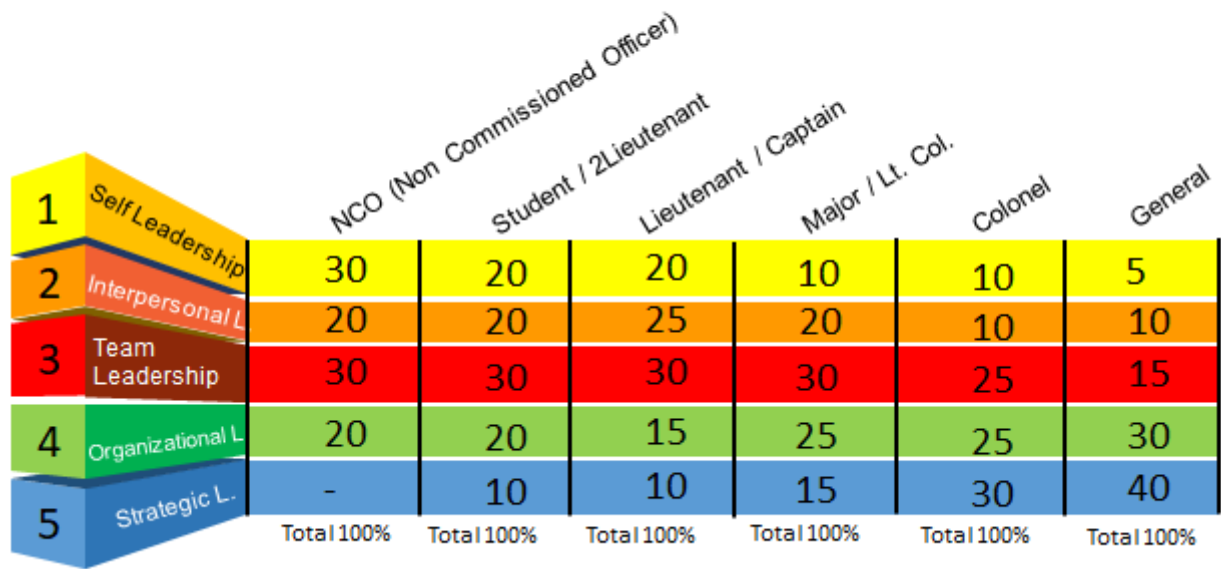
OPERATIONAL ORGANISATION	
<p>Description and Aim of the Module</p> <p>This module addresses the fundamentals of the management area organisation and the role of mission awareness, vision and organisational leadership values.</p> <p>Topics addressed by the module will be Culture and Climate, Risk Management, Knowledge Management, Change Management, Learning Organisation and Networking.</p> <p>Audience: Operational level.</p>	<p>Learning objectives</p> <p>The participant will have the opportunity to be familiar with – in general terms – state of the art knowledge about the main areas of organisational leadership and management of organisations.</p>

OPERATIONAL COMMUNICATION	
<p>Description and Aim of the Module</p> <p>Communication is related to many social skills and requires a set of competencies we use to interact with others, both verbally and non-verbally, through gestures, body language and our personal appearance. Developing social skills is about being aware of how we communicate with others, the messages we send and how methods of communication can be improved to make the way we link more efficient and effective. As a continuum, all skills developed in the individual dimension have to be reshaped functionally to the interpersonal area with its competencies to promote, alongside with other new competencies, a productive relationship with others. Given the need to use the knowledge acquired in operational contexts requiring more than effective teamwork, the module will develop aspects such as emotional intelligence, negotiation and conflict management.</p> <p>In the Long Time Learning mode additional contributions will be provided on assertiveness, mentoring and coaching.</p> <p>Audience: Operational level.</p>	<p>Learning objectives</p> <p>The main learning outcome of the module is the acquisition of awareness of the interpersonal area with particular emphasis on the structural and functional aspects of communication. The participant will have the opportunity to discover the advantages of practice and emotional intelligence development and to experience the use of assertiveness, negotiation and conflict management techniques. The Full Immersion mode will present introductory aspects of mentoring and coaching; the Long Time Learning mode will allow one to learn about the main aspects of mentoring and coaching and how to start implementing them.</p>

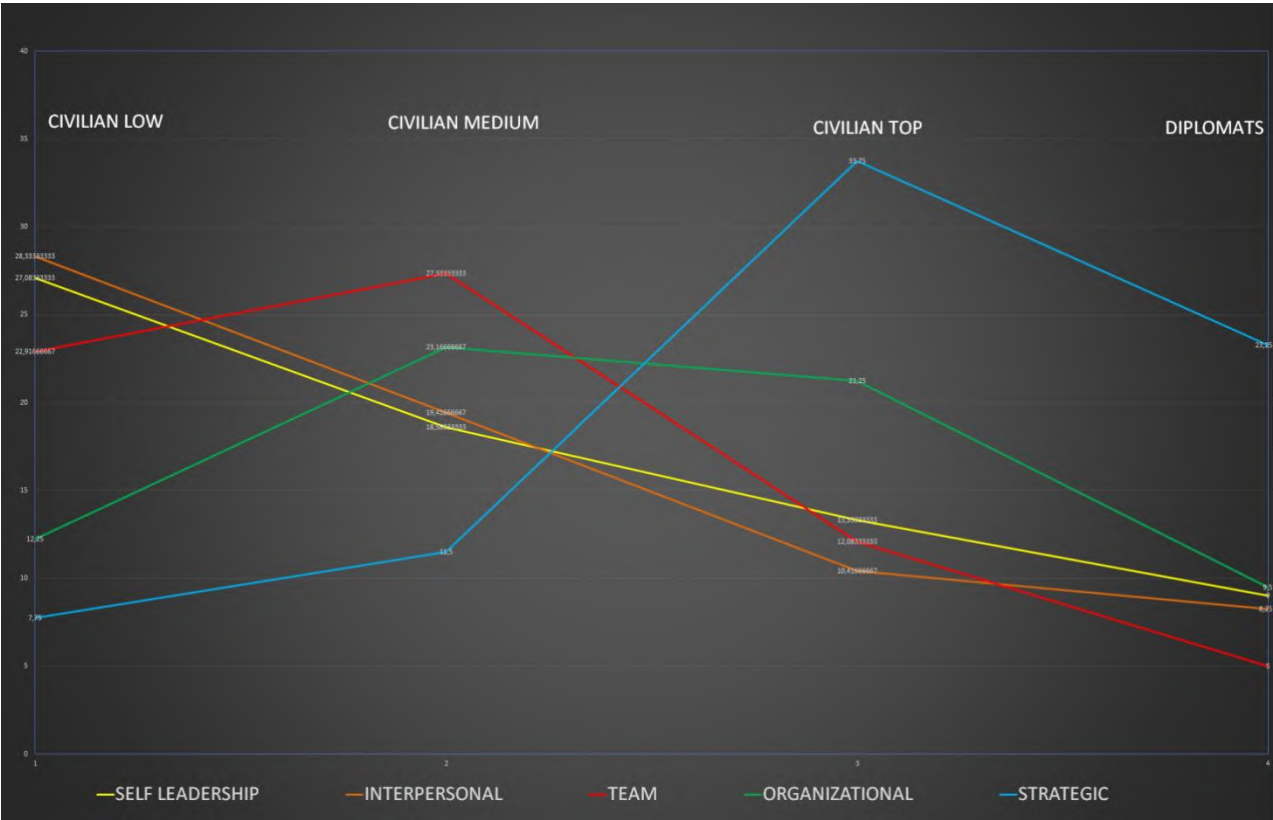
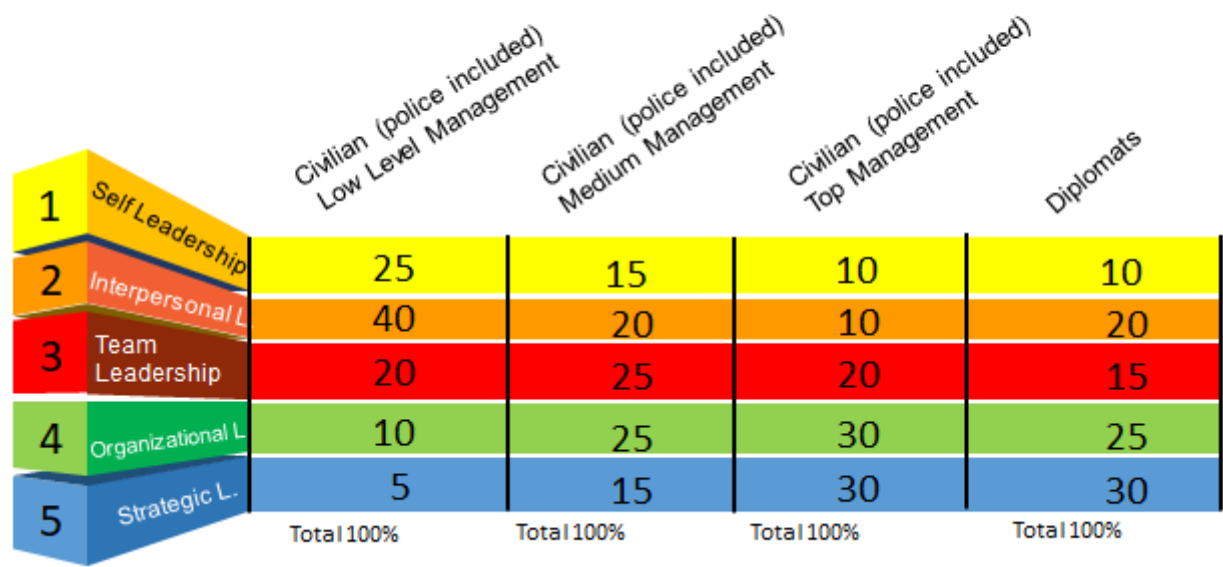
OPERATIONAL STRATEGY AND EMPOWERMENT	
<p>Description and Aim of the Module</p> <p>Basic assumptions of the module are the knowledge and use of strategic thinking (as a synergy of critical, creative and systemic thinking) for its indisputable long-term benefits. This cannot be applied without knowledge of self leadership fundamentals, own cognitive and emotional processes, self-monitoring and self-analysis skills (well studied by decades of psychological research). The module aims to introduce participants to the fundamentals of complexity, cognitive neuroscience, strategic approach to communication, self-awareness and value systems. Given the need for employment of this intended module in operational contexts, particular emphasis will be placed on training in knowledge of cultural and cross-cultural aspects, critical thinking, awareness, management and personal development.</p> <p>Audience: Operational level.</p>	<p>Learning objectives</p> <p>At the end of the module the participant will achieve knowledge of the strategic vision and processes of self-awareness, management and personal development necessary for their effective use in V.U.C.A. operational contexts.</p>

ANNEX C - Workshop Outcomes

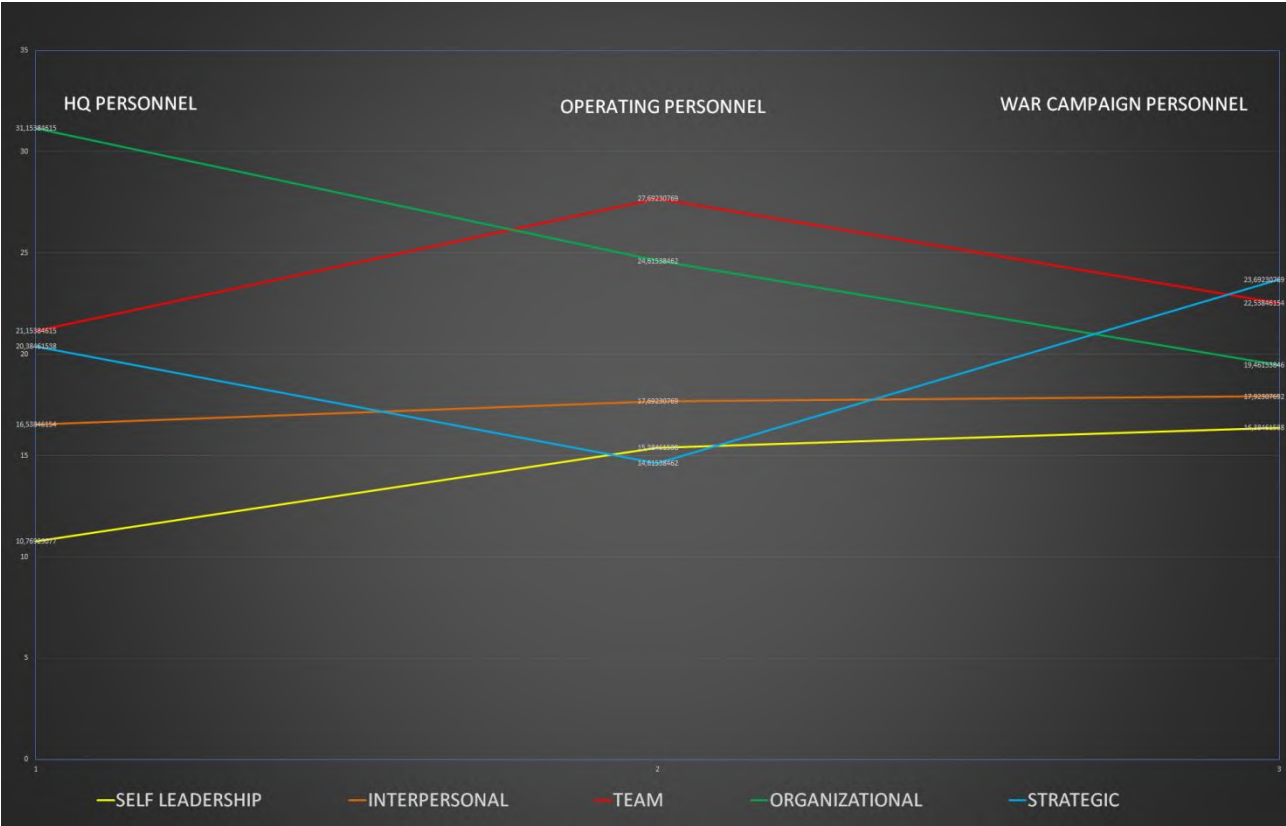
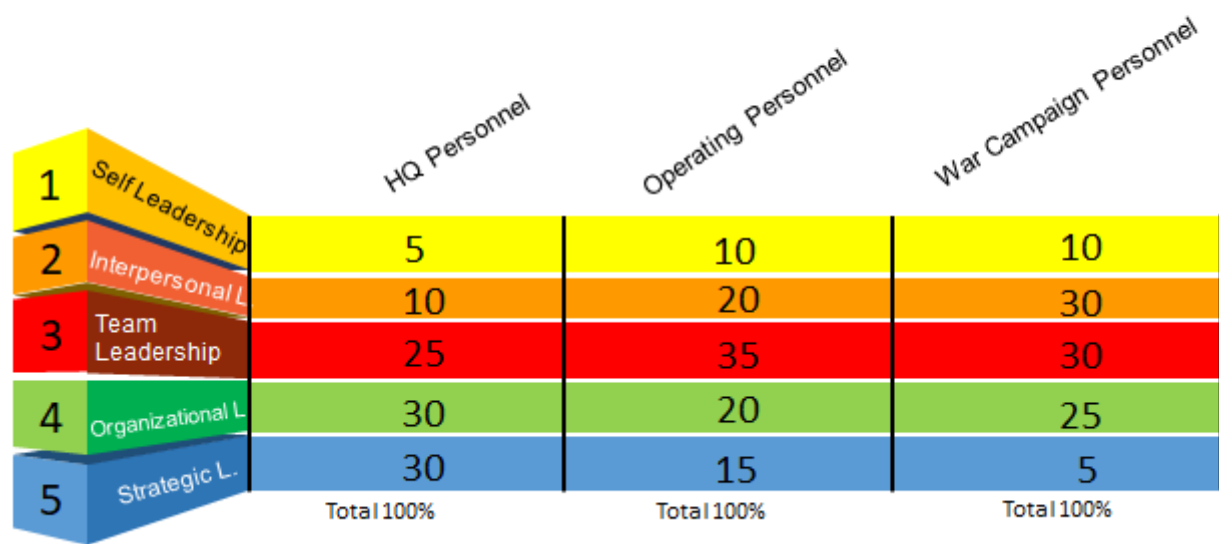
Training Investment Analysis:
MILITARY



Training Investment Analysis:
CIVILIAN



Training Investment Analysis:
Military and Civilian in terms of function



ANNEX D

Opportunities on Military Contribution to EU Leadership and Management Training Program Discipline Questionnaire

OPPORTUNITIES ON MILITARY CONTRIBUTION TO EU LEADERSHIP TRAINING							
PROGRAM DISCIPLINE							
(For any need please refer to the Guidelines for the completion of the EU Training Opportunities Questionnaire)							
MEMBER STATE / TRAINING PROVIDER	COURSE CODE / NAME OF THE COURSE / TRAINING	COURSE AIM / CONTENTS / METHODOLOGY	COURSE LEARNING / TRAINING / ENABLING OBJECTIVES	CLASSIFICATIONS	COURSE FORMAT / DURATION / FREQUENCY	OPEN TO EU MS? SEATS FOR FOREIGN PARTICIPANTS?	EQUIVALENT CCC

ANNEX E

Guidelines for the Completion of the EU Training Opportunities Questionnaire

OPPORTUNITIES ON MILITARY CONTRIBUTION TO THE EU LEADERSHIP TRAINING PROGRAM DISCIPLINE QUESTIONNAIRE

We propose here a guide to the completion of the questionnaire so that the commitment given by you in our initiative can be considered in all its value. We thank you in advance for the attention and time you will dedicate to the compilation of the document.

➤ **MEMBER STATE/TRAINING PROVIDER**

Please specify here the reference Member State and the body providing the training.

➤ **COURSE CODE/ NAME OF THE COURSE/TRAINING AUDIENCE**

Please write here the official title under which the course is called and its reference audience. The addition of an identification code at the beginning may prevent any ambiguity or overlap if courses with similar content and target audience are presented.

➤ **COURSE AIM/ CONTENTS/ METHODOLOGY**

Please indicate in this box the contents and training purposes of the specified course and how it will be carried out.

➤ **COURSE LEARNING/TRAINING/ENABLING OBJECTIVES**

Please describe in this space the main results expected to be obtained: new patterns of behaviour or modification of previous ones for a better adaptation of the individual to the environment, development of specific skills, acquisition of a technique or of a professional competence, suitability findings with assessments.

➤ **CLASSIFICATIONS**

Please indicate in this box whether a formal security clearance is required to access the course and its contents.

➤ **COURSE FORMAT/ DURATION/ FREQUENCY**

Please write here the duration in hours, days or weeks of the course and the frequency of meetings (for example: once a year/yearly, twice a year or semester, seasonal). Indicate the total number of participants allowed to attend the course.

➤ **OPEN TO EU MS? SEATS FOR FOREIGN PARTICIPANTS?**

Please indicate whether the course is open to nationals of EU member states or accessible only to participants from the state providing the course. If open, please specify if there are already seats for foreign guests and in which number.

➤ **EQUIVALENT CCC**

Please indicate to which subject or area of the Common Core Curriculum the course is related to (Self Leadership & Management, Team L&M, Interpersonal, Organisational, Strategic L&M or Political-strategic level, Strategic level, Operational level; It is possible that its contents may cover more than one subject or area).

ANNEX F

List of available EU Leadership and Management
Training Opportunities Providers (Language: English)



EU Member State: Austria

<u>Provider:</u> HAK fürFührung und Sicherheit	
	+43 502012028901
	redaktion.milak@bmlv.gv.at
<u>Courses provided:</u> <ul style="list-style-type: none">• Master Programme 'Military Leadership' (A-166/L6A): Professional Military Education (PME) for Commanding Officer (CO) Battalion, Brigade, Commander Joint Task Force (BN, BDE, CJTF) and General Staff Officers in Forces Headquarters, Operational Headquarters, Joint Force Commander, Ministry of Defence (FHQ/OHQ/JFC/MOD), resident programme w/ coaching- and distance-/blended-learning phases;• Bachelor Programme 'Military Leadership' (B-200/MV8). PME for field grade officers initial/basic level, Platoon and Company (PLT, COY), resident program (military campus) w/ coaching- and distance-/blended-learning phases.	



EU Member State: Finland

<u>Provider:</u> Finnish Defence Forces International Centre (FINCENT) - National Defence University	
	+358 299 800 (switch board)
	https://puolustusvoimat.fi/en/web/fincen/frontpage

Course provided:

European Union Integrated Crisis Management Course (duration 5 years) FINCENT conducts with close coordination with European Security and Defence College.

The course enhances knowledge and understanding of crisis management in the context of the EU Integrated Approach to External Conflicts and Crisis. It is designed to promote information sharing, collaboration and cooperation among various military and civilian actors in the area of crisis management, and humanitarian and development aid in the wider context of Common Foreign and Security Policy/ Common Security and Defence Policy.

Content:

- CSDP Processes and roles of actors
- EU Partnerships and Cooperation
- Integrating a Gender perspective in the CSDP
- EU-Integrated Approach
- Simulation exercise
- Capability development
- Analysis and future perspectives

Audience:

Participants should be preferably senior level experts (civilian and military personnel, including civil administration and police) currently or aspiring to work in areas related to crisis management in the wider context of CFSP/CSDP, including EEAS, CSDP mission and operations, EU Delegations and European Commission, or working for other organisations in a crisis area. Priority is given to the personnel from EU Member States.

Methodology:

Residential Course. Selfstudy e-learning, lectures, group works, simulation exercises.

Course provided:

Peace Support Operations Co-operations Course (Tactical Level) – duration: 11 days

The aim of the course is to prepare nationally trained civilian, police and military officers heading for Peace Operations for coordination, liaison and cooperation tasks. The course also has as its purpose to develop and improve the human interaction and working skills of the individual student with the emphasis on coordination, liaison, cooperation, media awareness and information management. This will enable the participant to work in a multicultural and complex environment and enhance interoperability.

Content:

- UN Integrated Approach and NATO/EU Comprehensive Approach

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- Interaction with different actors in a peace operations environment
- UN Cross-cutting themes and NATO Cross-cutting topics
- Meeting and negotiation techniques
- Information gathering and analyzing, assessment and reporting

Audience:

To be eligible to attend the course, nominees must fulfil the following criteria:

- Military officers / NCOs who conduct meetings, liaison cooperation and coordination activities (staff officers, unit commanders, platoon leaders, liaison officers) Level: OF1-OF3, OR7-OR9.
- Police and civilian personnel who are interested in improving knowledge and practical skills in interaction with military and international and local actors in a complex peace operations environment. Educational background should be academic degree or a student in a relevant subject. Police should have national basic training.
- Language proficiency: NATO Stanag 6001 Level 3-2-3-2/ UN level 2 (intermediate language competence). Language testing is a national responsibility. The working language is English. No additional language training or translation is provided.
- Have basic computer skills.

The course is suitable for participants with no experience of peacekeeping operations.

Methodology:

Residential Course. Selfstudy e-learning, lectures, group works, simulation exercises.



EU Member State: France

Provider: Prof. Adalgisa Battistelli - Université de Bordeaux



<https://www.u-bordeaux.fr/Contact>

Prof. Adalgisa Battistelli is Subject Matter Expert in the following areas:

- Team area: group climate; phases of team development; group involvement and levels of participation;
- Organizational area: culture and climate; Innovation;
- Strategic area: strategic thinking; shared mental models.





EU Member State: **Germany**

<u>Provider:</u> The Bundeswehr Command and Staff College – Die Führungsakademie der Bundeswehr	
	+49 30182424242
	Info@bundeswehr.org
<p><u>Courses provided:</u></p> <ul style="list-style-type: none">• (126 566) Strategy thinking - backgrounds and perspectives: basics and criteria of strategies and sub-strategies relevant to security policy, strategic connections in crisis prevention, crises and conflict management;• (117 747) Operational leadership for generals / admirals: NATO / EU planning process in the function of commander at the operational level;• (126 422) Strategic and operational mobility: basics and principles of StratOpMob as well as the role / tasks of the main national and multinational actors and know the connection between operational planning / management and logistics with regard to mobility and relocation.• (155 538) Geopolitics: ability to analyze possible influences of geofactors on actions and goals in political processes, domestic and foreign policy as well as security interests of individual states and to assess the effects of spatial factors on security and strategy with a focus on Germany, the EU and NATO;• (124 499) Basics of operational planning: operational planning process as a procedure for problem solving and decision-making within the Joint Operations Planning Group of a multinational staff (operational management level NATO / EU) under supervision.	



EU Member State: **Greece**

<u>Provider:</u> Prof. Athanasios Mertzemekidis - Hellenic Air Force Academy	
	+30 6983521554 ; +30 2108593319
	amertzemekidis@gmail.com

<p><u>Course provided:</u></p> <p>Diploma in Aeronautical Science (240 ECTS). The application of modern methods of Management and Leadership in military organizations.</p>	
<p><u>Provider:</u> Dr. Ioanna K. Lekea, War Games Laboratory Director, Department of Aeronautical Sciences</p> <p>Division of Leadership-Command, Humanities and Physiology - Hellenic Air Force Academy</p>	
	+30 2108193840 ; +30 6983513063
	ioannalekea@gmail.com ; ioanna.lekea@hafa.haf.gr
<p><u>Courses provided:</u></p> <ul style="list-style-type: none">• Applied Ethics course, which includes the following areas:<ul style="list-style-type: none">• leadership ethics,• leadership at the organizational level,• team work and team management,• decision making,• ethics and organizational culture,• values-vision-mission,• crisis management at the organizational level• War ethics course, which includes the following areas:<ul style="list-style-type: none">• military ethics and leadership ethics in extremis,• leadership at the tactical and operational level,• theories and tools of decision making,• game theory and decision making,• parameters in individual and collective decision making models [ethics, organizational culture, physical (as in neuroscience), psychological and mental factors],• negotiations,• crisis management in extremis,• crisis management and hybrid threats,• conflict management, command and crisis management: individual and group involvement <p>As part of the War Games Lab activities, we have developed and educationally use a number of different types of simulations, such as:</p>	

- board games,
- serious e-games (video games),
- role-playing,
- TEWTs,
- real time and place simulations,
- card games,
- computer-assisted simulations,
- play-by-(e)mail

In order to discuss leadership ethics, decision making and crisis management at:

- the tactical level,
- the operational level, and,
- the strategic level.

Some of the areas we explore through our simulations are the following:

- crisis prevention,
- crisis management in extremis,
- tactical/operational leadership,
- tactical/operational planning,
- understanding and overcoming biases and errors in urban warfare environments,
- discussing responsibility/accountability and liability for leaders,
- prevention of war crimes and team management during war operations,
- tactical/operational decision making when dealing with adversaries who do not abide by the IHL rules (the terrorist example),
- discussing discrimination and proportionality in tactical/operational decision making.



EU Member State: **Ireland**

Provider: Military College - **Irish Defence Forces**



info@military.ie

Courses provided:

- **Joint Command and Staff Course:** Specific requirements for the training and Education of Defence Forces senior leadership; Role and influence within rapidly evolving national and international security architecture to recognize the inevitability of change and of the need to effectively manage the consequences of change; awareness and competence to communicate defence capabilities and requirements effectively; advanced understanding of capability management and acquisition, incorporating a Prince 2 qualification in project management;
attitudinal and behavioural change through learning in order to promote organizational development;
- **Land Command and Staff Course:** equip officers to hold a Commandant's (NATO OF3) command; to acquire a knowledge of handling commands; Tactical Exercises without Troops (TEWT) and Command Post Exercises (CPX); Battlefield and leadership experience;
Six tables of instruction that include:
 1. Military Decision Making Process – (Crisis Management operations at the tactical and operational level, analysis and critical thinking);
 2. Land Component Studies (capabilities of organic Battalion and Brigade assets eval);
 3. Joint Studies (to associate and integrate critical thinking into all aspects of land component studies and exercises);
 4. Crisis Management Operations ;
 5. Campaign Analysis, Strategic Studies and Contemporary Security ;
 6. Command, Leadership and Organizational Studies (leadership styles, self-development, leadership theories).



EU Member State: **Italy**

Provider: **Centro Alti Studi Difesa (CASD)**, Rome



diafr.upsc.capo@casd.difesa.it

Courses provided:

Master: Strategic Leadership and Digital Transformation

Language: English

Duration: 2 months

Audience: OF5/OF6, Civ. Exe. Manager

The Course provide education in the following areas:

- V.U.C.A Environment;
- Complexity Theory;
- Strategic Communication;
- Strategic Thinking;
- Accountability;
- Visioning;
- Aligning;
- Leading Change;
- Cultural and Cross-Cultural Awareness.

Methodology:

The course is based on a learn-by-doing methodology and lessons. Following past experiences of the involved professors in execute MBAs, Masters, and Company Innovation Groups creation, the candidates will apply the topics to a real project immediately.

Master: Leadership and Digital Innovation

Language: Italian

Duration: 6 months

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Audience: OF4/OF5/OF6, Civ. Exe. Manager, Officials.

The Course provide education in the following areas:

- V.U.C.A Environment;
- Complexity Theory;
- Strategic Communication;
- Strategic Thinking;
- Accountability;
- Strategic Thinking;
- Visioning;
- Aligning;
- Leading Change;
- Cultural and Cross-Cultural Awareness;

Methodology:

The course is based on a learn-by-doing methodology and lessons. Following past experiences of the involved professors in execute MBAs, Masters, and Company Innovation Groups creation, the candidates will apply the topics to a real project immediately.

Lt. Gen. Fernando Giancotti (fernandogiancotti6@gmail.com) is Subject Matter Expert in the following areas:

- Leadership
- V.U.C.A. environment
- Command and Control
- Empowerment and engagement
- Strategic Thinking
- Innovation and Change

Short bio:

Born and raised in Rome, after a Classical Humanities High School, he joined the Air Force Academy, going through scientific studies. He graduated in 1980 and was sent to the United States for pilot training and a fighter lead-in course. As Lieutenant, he served as operational pilot on the F104 Superstar fighter, Flight Safety Officer, Training Officer, Flight Commander, Operation Officer and eventually Squadron Commander as Lieutenant Colonel. From September 2000 to September 2002 he was the Commander of the 36th Fighter Wing, in Gioia del Colle, operating on Tornados both in the Air to Air and Air to Ground roles. Back in the Air Staff, he was appointed Chief of the Operation, Training and Exercise Office until 2004 and Chief of the Policy, Doctrine and General Planning Office until his promotion to Brigadier General, on July 2005.

From 2006 to 2010, he was the Chief of the Organization and Personnel Division in the Italian Air Staff and subsequently selected as Defense Attaché in the Italian Embassy in Berlin.

As of July 2011, he was promoted to Major General and in September 2013, he was appointed Commander of the Air Force Academy. On January 2014, he was promoted to Lieutenant General.

From December 2015 to July 2016, Gen. Giacotti was the Deputy Chief of Staff of the Air Force, until he was appointed as Commander of the ITAF Air Education and Training Command and of the 3rd Air Region.

From October 2017 to June 2019, he was the Commander of the Italian Air Force Operational Command (20.000 personnel, 350 aircrafts).

From the 12th of June 2019 to 25th of June 2021 Lt. Gen. Giacotti was the President of Center for High Defense Studies in Rome.

Lt. Gen. Giacotti has flown about 3.000 flying hours, mainly on F-104's and Tornado aircrafts. His major training and education records include the Italian Flight Safety Course (1984), the Captain and Lieutenant Colonel courses at the Air War College in Florence (1986/1987 and 1993/1994), the Flight Safety Course at the University of Southern California (1989), a BS in Military Science at the University of Naples, a BS in International and Diplomatic Sciences at the University of Trieste and a Master Degree in Strategic Studies at the Air War College, Maxwell AFB, AL (1999).

In 2006 he graduated as the top student of the Industrial College of the Armed Forces 2006 master's degree program, National Defense University, Washington DC. His research on reserve forces won the United States Army Association Award for Research Excellence, while his other research, co-authored with Col. Shaharabani, won the NDU President "Strategic Vision Award", the top award of the National Defense University.

He is the author of many articles published in defense and management magazines, a book of short novels published in Italy and winner of a national literary prize and two essays about leadership published on the USAF Leadership textbook, AU-24, and widely used for strategic leadership education. He has contributed a chapter to the book "Project and Complexity, Taylor and Francis, 2012", and his book "Leadership agile nella complessità" (Agile Leadership in Complexity), published by Guerini is still on the market.

Lt. Gen. Giacotti has an excellent knowledge of English and a good knowledge of the German language.

Provider: **Politecnico di Torino** (Prof. Guido Perboli, Prof. Antonino Giannone and Prof. Fiorenzo Franceschini)



guido.perboli@polito.it

Course provided:

Strategic thinking and soft skills: the path to excellence in leadership. This course will give to its participants the unique occasion to be introduced in the best practices in topics as leadership, group management, strategic thinking, innovation management, decision making under uncertainty, and the ethical aspects of the decision making by worldwide known experts with a strong background as engineers, professionals, managers.

The course will be taught by worldwide experts in the domain, covering the following subjects:

- Leadership – Prof Ethics – Proff. G. Perboli and A. Giannone
- Ethics – Prof. A. Giannone
- Decision under uncertainty, Decision Making – Proff. G. Perboli and F. Della Croce
- Project Management - Proff. C. Rafele and A. De Marco
- Program Management - Prof. A. De Marco
- Portfolio Management - Proff. A. De Marco and M. Cantamessa
- Quality Management – Proff. F. Franceschini, M. Galetto, and D. Maisano
- Military Logistics – Proff. M. Velardocchia and G. Perboli
- Knowledge Management - Proff. G. Scellato and E. Paolucci
- Innovation Management - Proff. M. Cantamessa, F. Montagna, and E. Paolucci)
- Digitalization Management - Proff. E. Paolucci and P. Neirotti

As for many Executive MBAs, we suggest organizing the course in biweekly/monthly seminars during the weekend (or end of the week) lasting the full day for about 50% of the hours (workgroups) and online courses for the remaining 50% (theoretical part). The total course will cover about 80 hours of classes (theoretical and practical sessions) and last 2 months (biweekly) or 4 months (monthly), plus about 20 hours of a workgroup.

The course will be organized with the support of the Specializing Masters Programs and Lifelong Learning School of the Politecnico di Torino, which is in charge of the promotion, organization and management of 1st and 2nd level Specializing Masters Programs and Lifelong Learning Courses offered by our university (see the endorsement letter attached to this proposal).

Thanks to the previous experiences and teaching facilities of Politecnico di Torino, the course will be organized to facilitate the participation of the candidates. The candidates will have the possibility to take the course both online and in face-to-face classes. Thus, the candidate will be able to take the classes independently from her/his professional constraints. The course will be opened both to Italian and Foreign officers, fostering the creation of international networks of experts among the course candidates. The course will also have 3 sessions face-to-face (preferably) to foster networking among the candidates.

Audience:

The typical audience of this course is made by high-ranking officers with a master aiming to improve their strategy and leadership skills.

Methodology:

The course will be based on a learn-by-doing methodology. Following past experiences of the involved professors in execute MBAs, Masters, and Company Innovation Groups creation, the candidates will apply the topics to a real project immediately. The candidates will be split into groups and, for each group, a project topic will be assigned. The same topic will cover all the different classes, letting the candidates analyze the same problem from different points of view and to experience immediately the difficulty in leading a heterogeneous group.

The course will follow the OCSE methodology for creativity and soft skills development (Politecnico di Torino is one of the universities leading the project in Europe and several professors in this course are already using this approach in their courses).

Provider: **University of Bari** (Prof. Baldassarre Maria Teresa, Prof. Caivano Danilo, Prof. Curci Antonietta, Prof. Fortunato Nicola, Prof. Lanciano Tiziana, Prof. Rivolta Davide)



mariateresa.baldassarre@uniba.it ; danilo.caivano@uniba.it ; antonietta.curci@uniba.it ;
nicola.fortunato@uniba.it ; tiziana.lanciano@uniba.it ; davide.rivolta@uniba.it

All the Professors are Subject Matter Expert on the following area:

- Neuroscience and cognitive structure;
- Emotional intelligence;
- Locus of control;
- Introspection;
- Flexibility;
- Intellectual honesty (moral courage);
- Ethics: loyalty, integrity, courage.
- Communication (verbal, non-verbal, para-verbal)
- Listening;
- Assertiveness;
- Conflict management;
- Negotiation;

- Mentoring and coaching.

Provider: **SDA Bocconi School of Management**



info@sdabocconi.it



<https://www.sdabocconi.it/en/home>

Courses provided:

The following are LIVE Online, Face-to-Face and Blended Programs

- **Senior management program**
- **Senior leadership program**
- **Emerging leaders program** (in partnership with Esmt – one module in Milan one module in berlin)
- **Public speaking**
- **Digital communication - online edition**
- **Strategic innovation in the digital era**
- **Real estate valuation and financing**

The following are ONDEMAND ONLINE PROGRAMS – these are pre-recorded video sessions and can be accessed anytime anywhere by individual participants

- **Fundamentals of python** – (in English)
- **Data analysis for business foundation** – (in English)
- **Fundamentals of accounting** – (in English)

Custom programs:

SDA Bocconi is able to further develop specific programs that are designed according to the clients/customer's needs. These are created hand in hand with professors and client to achieve the level of depth and understanding that is required for the participants.

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To name a few topics developed within the Leadership area:

- people management
- advanced problem solving &
- decision making
- conflict management
- advanced communication
- time management
- negotiation techniques
- risk management & safety culture
- change management
- empowering people
- managing teams

Please contact info@sdabocconi.it directly for this type of customized approach.

Masters provided:

EMMIO - Executive Master in Management of International Organizations

MIHMEP - Master of International Health Care Management Economics and Policy

MCF - Master in Corporate Finance

MBA:

An intense, international MBA in the heart of Milano, the hub of Italy's culture and innovation, and at SDA Bocconi, one of the highest-ranked schools of management in the world and a trailblazer in European business education.

A 1-year MBA, designed to flexibly meet the needs of students, with personal care and global exposure.

A program which goes beyond conventional managerial knowledge, and connects students with top-notch, inspirational leaders and iconic brands: from Google to Starbucks, from Prada to Illy. A program which offers students new perspective and ample opportunities through a bunch of Special Seminars, Leadership Series and Extra-curricular and Club Activities.

This is what your MBA is going to be like.

(Duration: 1 year. Language: English. Format: Full-Time)

GEMBA:

The Rotman-SDA Bocconi Global Executive MBA (Master in Business Administration) is a modular program that combines the expertise and perspectives of a leading European and a leading North American business school in a transformative journey hosted in international business hubs. A launching pad for future career phases and an integrated preparation for senior management roles, GEMBA provides a highly personalized focus on leadership development, and introduces participants to a global network of exceptional managers, faculty, executives and thought-leaders.

This unique 18-month program, spanning seven cities in four continents, will change the the way you think, network and do business in some of the world’s biggest markets and will give you a wider range of opportunities, contacts and experiences. The Rotman-SDA Bocconi GEMBA is offered in partnership with the Rotman School of Management at the University of Toronto in Canada.

(Duration: 18 Months. Language: English. Format: Modular)

Provider: **University of Bologna** (Prof. Francesco Moro)



francesco.moro4@unibo.it ; didatticasociale.rilm@unibo.it

Prof. Francesco Moro is Subject Matter Expert in the following areas:

- Forecasting
- Innovation and Change

Short bio:

Francesco Niccolò Moro is Associate Professor of Political Science at the University of Bologna and Adjunct Professor of International Relations at the School of Advanced International Studies of the Johns Hopkins University (Europe Campus). His research focuses on collective violence, with reference to the strategies and organizational features of armed groups (and organized crime), on the relationship between violence and governance, and on national security policies, focusing on how armed forces adapt to the changing global security environment.

He has been teaching and/or researching, among else, at the University of Florence, the University of Milan-Bicocca, LUISS Guido Carli in Rome, Istituto Italiano di Scienze Umane, Dickinson College in Bologna, MIT Center for International Studies, Istituto di Scienze Militari Aeronautiche of the Italian Air Force, and the Fondazione Bruno Kessler's Research Project on International Politics and Conflict resolution (CeRPIC).

Course provided:

- **Master's Degree in International Relations Curriculum in Forecasting, Innovation and Change:** the Master's Degree in International Relations trains specialists able to critically analyse political systems, the relationships between them, geopolitical areas, the reasons for tensions and conflicts, conflict resolution methods, and the political and economic role of international organizations, including the EU. The Curriculum in Forecasting, Innovation and Change aims to provide students with a set of methodological tools to implement the ability of foresight thinking applied to topics of interest in the field of International Relations. Analytical tools are provided to interpret and predict technological, social and geo-political changes on a global scale, through teaching focused on both quantitative and qualitative forecasting methodologies.

Content:

- Evolution of the International System
- Forecasting and Analyzing Conflict and Instability
- Institutional Adaptation and Evolution
- Foreign Language
- Economic History of Globalization
- Quantitative Methods for the Social Sciences
- Big Data for the Social Sciences
- Forecasting and Analyzing Conflict and Instability
- Ethical Issues and Social Change
- Prediction and the Future of Public Policy
- Political Effects of Social Mobilization
- Social Consequences of Algorithms (nuovo)
- Ethical Issues and Social Change
- Prediction and the Future of Public Policy
- Political Effects of Social Mobilization
- Social Consequences of Algorithms
- Big Data Workshop

Audience:

20 students with BA degrees across social sciences and humanities.

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Methodology:

Master’s Degree (2 years) based on Lectures, Small Class Seminars, Workshops, Webinars, and a final dissertation.
All Material as well as Official Language is English.

Provider: **Genoa University** (Prof. Agostino Bruzzone)



info.strategos@diten.unige.it ; agostino@itim.unige.it



<http://www.itim.unige.it/cs/strategos/index.html>

Course provided:

Engineering Technologies for Strategy and Security University Master of Science (MSc, 2 years long): Create new Strategic Engineers able to support Strategic Decision Makers by designing, developing and using innovative Solutions combining Modeling & Simulation (M&S), Data Analytics and Artificial Intelligence (AI). Create a Capability to elaborate Facts, Hypotheses, Big Data from multiple sources into information to understand what happens and what is ongoing as well as to predict by M&S the consequences of Decisions. To support the use of Decision Support Systems with the capability to apply machine learning in a closed loop with reality to refining models and to succeed in applying strategies.

Content:

Knowledge and Understanding Skills in:

- Complex Systems;
- Computational Intelligence & AI;
- Conflict Management;
- Cultural Elements of different Cultures (e.g. Italian, Anglo-Saxon, Spanish, Latin America, China)
- Cyber Security;
- Decision Making,
- Game Theory;
- Hybrid Threats;
- Innovation;
- Intelligence, Methodologies;

- Modeling;
- Operational Research; Project Management;
- Organization Management;
- Simulation;
- Risk Analysis;
- Strategic Engineering;
- Strategies in Economy;
- Strategies in Communications;
- Strategies in Energy;
- Systems Engineering;

Intellectual Skills:

- Analysis of Complex Systems;
- Critical Factors & Variables identification;
- MOM (Measures of Merit) & KPI (Key Performance Indicators) Design;
- Model Development;
- Solution Implementation

Audience:

- Young Students with a Bachelor in Engineering, Management or other Scientific Sectors (~80% current figure)
- Managers & Executives with experience (~10%)
- Military Officers and Commanders with Experience (~10%)

Methodology:


Master of Science (2 years) based on Lectures, Workshops, Webinars, Virtual Labs, Computer Simulations, Role Play Games (3 Semesters) and Internship with Project Work on Field (1 Semester). Already tested to work both Live as well as Virtually, thanks to innovative solutions and Virtual Labs.



All Material as well as Official Language is English.

Provider: **University Federico II of Naples** (Prof. Sergio Beraldo)



sergio.beraldo@unina.it

	https://www.docenti.unina.it/sergio.beraldo
<p>Professor Sergio Beraldo is Subject Matter Expert in the following areas:</p> <ul style="list-style-type: none">• Decision making and Behavioral economics• Leadership (Economics and Business management) <p><u>Short bio:</u></p> <p>Associate Professor of Economics at the University of Napoli Federico II. He got an Msc in Public Economics at the University of York (UK) and a PhD in Economics at the University of Napoli. He uses both theoretical and experimental methods to investigate issues traditionally in the domain of public and behavioral economics, as well as issues concerning the economic theory of social institutions. He is research fellow at the Centre for Studies in Economics and Finance (University of Naples, Bocconi University, University of Salerno) and at the Institute for Research in Economics and Fiscal Issues (IREF, Paris). He has been visiting at the University of East Anglia (Norwich, UK) and at the University of Prague (Laboratory for Experimental Economics). His current research projects concern the emergence of cooperation in evolutionary environments, the experimental analysis of the social processes related to the formation of individual preferences, nudging and other issues related to individual decision making and behavioral welfare economics. He, also, is a Subject Matter Expert in the rational decision making and behavioral economics".</p>	

<p><u>Provider:</u> University Federico II of Naples (Prof. Roberto Vona)</p>	
	roberto.vona@unina.it
	https://www.docenti.unina.it/roberto.vona
<p>Professor Roberto Vona is Subject Matter Expert in the following areas:</p> <ul style="list-style-type: none">• Decision making and Behavioural economics• Leadership (Economics and Business management) <p><u>Short bio:</u></p>	

Full Professor of Business Management, University of Naples "Federico II".

Department of Economy, Management, Institutions, University of Naples "Federico II".

President of the Spin-Off Technical Committee, University of Naples Federico II.

Invited Guest Lecturer in "Comparative Analysis of Entrepreneurship and Innovation", coordinator: prof. Tom Byers BING OVERSEAS program, Stanford University.

In 2014 he was awarded the Civicrazia (<http://premiocivicrazia.wordpress.com/about/>), recognition established and operated under the patronage of the Presidency of the Italian Republic.

Invited Guest Speaker in 2018 in “Challenges of Researching in Crime Organization Business Strategic Evolution”, about Master of Studies in Social Innovation managed by Centre for Social Innovation of Cambridge Judge Business School (Cambridge University).

Chief of Department of Economy, Management, Institutions, University of Naples "Federico II".

Provider: **University of Salerno**



cirpa@unisa.it



www.cirpaunisa.it

Course provided:

Master in Organizational behavior and soft skills (duration: 55 hours). The course aims to provide the student with tools for critical analysis of the main topics of "organizational behavior".

Content:

Analysis of soft-skills in complex organizational systems contexts. In addition, the main themes of resource management will be discussed analyzing human beings in a perspective of organizational behavior, guaranteeing students the acquisition of a high critical capacity in the analysis of the characteristics and implications of human resource management ability to apply knowledge and understanding.

The Educational activities will allow the student to develop greater awareness of the complexity of organizational action, offering the opportunity to deepen often-neglected themes in traditional teachings.

Methodology:

The lessons will be experiential, to stimulate the ability of learners to critically interpret the dynamics of organizational behavior.

The participant will improve his communication skills in the managerial field, become more familiar with issues of organizational behavior of extreme importance for the good development of public sector and private sector organizations. In addition to acquiring the basics of organizational jargon, students will be involved in the presentation of cases of study and group work focused on the key themes of organizational behavior.

Because of the training course, the learner will be in a position to make autonomous decisions and will be aware of organizational behavior. He will also be able to identify the soft skills necessary for the organizational insertion and improvement of individual and group contexts in highly complex work contexts.

Course provided:

Master in Leadership, quality management and decision making (duration: 45 hours approximately). the course is divided into two modules. During the first module, the student will acquire knowledge related to the systems and tools linked to quality assurance, methodologies and analysis processes for the implementation of quality certification models. During the second module, the focus will be mainly on leadership and decision-making processes, in order to promote a culture of organizational change in complex environments.


Content:


Students will develop the awareness of the complexity that characterizes leadership and decision-making within organizational systems and will be able to apply the knowledge acquired for the application of quality management approaches and working groups.


Methodology:

The lessons include an approach based on experiential training – through laboratories, case studies and project work – that allows to stimulate the practical application of the knowledge and theories learned. The educational objectives of the course "leadership and decision making" (curriculum "cyber risk management for advanced defense strategies") refer only to the second module.

Provider: Prof. Carlo Odoardi - **University of Florence**

	carlo.odoardi@unifi.it
<p>Professor Carlo Odoardi is Subject Matter Expert in the following areas:</p> <ul style="list-style-type: none">• Innovation Management in complex organizations and analysis of the climate of innovation;• Human Resource Management for Innovation;• Evaluation of innovation performance in organizations;• Analysis and evaluation of innovation potential in organizations;• Training and organizational development (motivation for training, training and development of working groups, assessment and development of professional skills);• Organizational development and analysis of innovation and entrepreneurial potential in large and medium-sized enterprises);• Processes of entrepreneurship and business creation (the psychological processes of entrepreneurship, assessment, orientation and training of entrepreneurial skills);• Integration processes (psychological analysis of integrated organizational systems and working groups in complex organizations);• Education, guidance and training in business start-ups;• Continuing training in organizations.	

<p><u>Provider:</u> University of Florence (Prof. Nicola Cangialosi)</p>	
	https://it.linkedin.com/in/nicola-cangialosi-67733a53
<p>Professor Nicola Cangialosi is Subject Matter Expert in the following areas:</p> <ul style="list-style-type: none">• Culture and Climate;• Mission, Vision, Values;• Innovation and Change Management.	

<p><u>Provider:</u> École Universitaire Internationale of Rome (Prof. Sabrina Magris)</p>	
	president@ecoleuniversitaireinternationale.net

Professor Sabrina Magris is Subject Matter Expert in the following areas:

- Mind-set and operational tools for Defense and Security
- Negotiation
- Overcoming biases and cognitive errors of perception
- Strategic thinking, Cultural and cross-culture
- Leadership and neuroscience techniques for soft-skills enhancement
- Human Enhancement for leaders’ analysis, planning and foresight capabilities.

Short bio:

President of École Universitaire Internationale - institute of research and training of peace and security studies - she is an investigative psychologist and has obtained a PhD in investigative psychology in the USA as well as a law degree in Italy. She is an expert in operational counterterrorism and psyops. She was assistant to NATO – NRDC teaching in hostage negotiations. She was scientific director and COTIPSOUN professor in Counterterrorism and new ways of terrorist communication. She was COTIPSO-A Supervising Instructor. She was a lecturer at the RAI school of journalism in terrorism and communication. She carries out teaching and research activities in the following areas: counter-terrorism, hostage negotiation, psyops, investigations, drug facilitated sexual assault. She has been awarded with international honors for research activities. She is a scientific collaborator in the Department of Psychiatry – Harvard Medical School on the topic of sexual violence and the brain. She is a lecturer for the U.S. Government in DFSA.

Provider: **School of Advanced Studies Sant’Anna** (Prof. Roberto Barontini)



roberto.barontini@santannapisa.it

Professor Roberto Barontini is Subject Matter Expert in the following areas:

- Corporate culture;
- Work motivation;
- Leadership, V.U.C.A. environment, Command and Control, empowerment and engagement;
- Decision-making processes and leadership, cognitive biases, bounded rationality, Behavioural insights into decision-making;
- Negotiation and conflict management, emotional awareness and specific communication techniques;
- Competency-based HR;
- Project & Change Management;

- Teaching methods and public speaking;
- Process management and quality;
- Organization and Human Resources Management.



EU Member State: **Spain**

Provider: Prof. Mirko Antino - **University Complutense of Madrid**



m.antino@psi.ucm.es

Professor Mirko Antino is Subject Matter Expert in the following areas:

- Teamwork effectiveness;
- Data science and soft computing for social analytics and decision aid;
- Teamwork, leadership and health organisations equipos de trabajo, liderazgo y organizaciones saludables.

Private Institutes

Provider: The NeuroLeadership Institute



<https://neuroleadership.com>



roospluimers@neuroleadership.com

Aim:

To provide leadership and management training, which aligns with the core competencies for the personnel working in the political, strategic and operational levels, through a science driven approach. The training will equip participants with the tools & materials needed to adopt new habits, supported by neuroscience research and data.

NLI's approach will help build awareness and embed relevant habits/skills in leaders, which are needed for each competency.

Content:

Knowledge, understanding and experience in the following areas:

- Inclusive leadership
- Bias mitigation
- Growth mindset
- Quality conversations
- Feedback conversations
- Driving behavior change
- Effective communication
- Neuroscience of Speaking Up
- Coaching & Mentoring
- Better recruitment
- Effective evaluations
- Neuroscience of Advocating for Others
- Change agility
- Neuroscience of Thriving through Disruption
- Increasing employee performance
- Neuroscience of Long-Term Growth Conversations
- Neuroscience of Better Hiring
- Resilience
- Emotional intelligence
- Stress management
- Management development
- Leadership development
- Employee motivation
- Effective team skills
- Empathy
- Habit formation
- Active listening

- Direct communication
- Creating awareness
- Meeting ethical & professional standards
- Establishing trust & intimacy
- Planning & goal setting
- Decision making
- Problem solving
- Critical thinking
- Cognitive psychology
- Behavioural science
- Contemporary neuroscience
- Diverse cultures (global)

Courses provided:

- **Performance Leadership Program:** 2 to 2.5 x full day sessions
- **21st Century Leadership Training:** Delivered in 90-min, half-day or full-day session
- **The Neuroscience of Inclusion:** Delivered in 90-min, half-day or full-day session
- **The Neuroscience of Growth Mindset:** Delivered in 90-min, half-day or full-day session
- **Culture & Learning Training:** Delivered in 90-min, half-day or full-day session

Audience:

All levels and ranks within organizations (with any background)

Methodology:

- 21st Century Leadership – The Neuroscience of thriving in a VUCA World
- 21st Century Leadership – Power & Decision Making
- POWER - The Neuroscience of Power
- Resilience - The Neuroscience of Resilience
- INCLUDE - The Neuroscience of Smarter Teams
- GROW - The Neuroscience of Growth Mindset
- DECIDE - The Neuroscience of Breaking Bias
- PLP - Performance Leadership Program
- PHS – Priorities, Habits & Systems