

## Curriculum

To be reviewed by <b>Feb. 2027</b>	Activity number <b>85</b>	<b><i>Strategic Leadership in Security and Intelligence Culture (SLISC)</i></b>	ECTS <b>1</b>
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CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
No correlation	No equivalence.

Target audience	Aim
<p>Participants should be mid-level professionals in MSs involved in the implementation of CSDP (ministries of foreign affairs, defence, intelligence, internal affairs). Practitioners with management and leadership knowledge in security and intelligence from the authorities of the MSs and from related EU Institutions and Agencies could be as well invited to join the course. Depending on the design of the course, senior decision makers, Political Advisors to the Head of Mission/Commander could join the training, especially when the experts with field experience are invited to contribute with their expertise.</p> <p><u>Open to:</u></p> <ul style="list-style-type: none"> <li>EU member States / Institutions</li> </ul>	<p><b>The Strategic Leadership in Security and Intelligence Culture course (SLISC)</b> is an interactive and practical training program, ideal for young leaders and junior managers in security, diplomacy and intelligence. The course is designed to enhance leadership and management skills by focusing on the challenges specific to intelligence organizations transformation in the 21st century.</p> <p>The primary aim of this course is to provide participants with the knowledge and techniques to efficiently lead teams and successfully support intelligence organizations' transformative processes. Throughout the SLSIC, participants will be guided by highly experienced academia, industry specialists and senior leaders in the SRI who have hands-on intelligence organization management and leadership experience. The course combines formal and non-formal educational methods, experiential learning, coaching and mentoring.</p> <p>Towards the end of the course, under the supervision of expert tutors and coaches, participants are expected to conduct a practical, interactive exercise addressing challenges to security and intelligence organization transformation into learning, agile institutions, by incorporating future-making scenarios, predictive analysis, conflict resolution and mediation, negotiation skills etc.</p>

Learning Outcomes	
Knowledge	<p>LO1. Understand the strategic environment in which the EU is operating and the main security factors, threats, challenges and drivers of change necessary to be taken into account for managerial performance in security and intelligence organisations</p> <p>LO2. Identify the elements of transformation processes in security and intelligence organizations in the 21st century – needs, strategies and actions</p> <p>LO3. Understand the interplay of security, intelligence and diplomatic skills and competences that support transformation of learning organisations and promote human centric approaches in managerial roles</p>
Skills	<p>LO4. Identify lessons learnt and good practices in organisational transformation and change</p> <p>LO5. Apply leadership, coaching, mentorship and critical thinking skills, strategy and cooperation skills throughout the exercises and scenario making sections of the course</p> <p>LO6. Analyse coaching, mentoring and building autonomy opportunities and challenges during change and assess the impact they have on styles of leadership and organisational environment.</p>
Responsibility and Autonomy	<p>LO7. Use tools and techniques to properly assess managerial challenges, identify drivers of change and develop a strategic response to optimise organisational environment</p> <p>LO8. Learn how to optimize performance, build autonomy and consolidate initiative, in full respect of each other and of potentially diverging interests, to promote mutual understanding and respect within the team and the organization</p> <p>LO9. Translate academic knowledge into practical oriented solutions to be shared, negotiated and advanced in security, intelligence and foreign affairs organisations</p>

### Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation (based on participant's satisfaction with the course)*.

In order to complete the course, participants have to accomplish all learning objectives. They are evaluated based on the active contribution in the residential module, including their group work session and practical activities as well as on their completion of the eLearning phase (course participants finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz). Active observation by the course director/lead instructor and feedback questionnaire filled by course participants at the end of the course are used.

**However, no formal verification of learning outcome is foreseen; proposed ECTS is based on participants' workload only.**

### Course structure

*The residential module is held over four days*

Main Topic	Suggested Working Hours during residential Module (additional hours required for individual learning)	Suggested Contents
1. Security and intelligence – how to create continuously learning organizations and build strategic leadership	6 (7)	1.1. Accelerated change in intelligence organizations – sustainable models, development and performance 1.2. Transforming intelligence organizations in the 21st century – needs, strategies and actions 1.3. Learning organizations – from definition to innovation 1.4. Lessons learnt in the transformation process – national, European and transatlantic perspectives
2. Coaching, mentoring, training processes in sustainable developing organisations	6 (7)	2.1. Sustainable models of development and performance in security and intelligence organisations 2.2. Learning organizations – how to enhance performance by integrating change 2.3. Coaching, mentoring and building autonomy during change
3 A competitive human centric approach in intelligence security and organizations	6 (6)	3.1. The human centric approach: principles, perspective and impact 3.2. Implementing the human centric approach in intelligence organizations 3.3. Styles of leadership and organizational climate in the human centric model
4.Syndicate assignment	6 (6)	4.1.Working groups - Leadership styles assessment and optimization in the human centric approach 4.2. Case studies, simulation exercises 4.3.Life skills sessions and mentorship
<b>TOTAL</b>	<b>24 + (26) = 50</b>	

<p style="text-align: center;"><u>Materials</u></p> <p><b>Required:</b>  AKU 2 on European Global Strategy  AKU 6 CSDP decision shaping/making  AKU 300 Intercultural competence</p> <p><b>Recommended:</b>  Syndicate materials, scenario, other documents provided by Course director and the StratCom expert/trainer</p> <p>AKU 1 History and context of ESDP/CSDP development  AKU 4 CSDP crisis management structures and chain of command  AKU 25 EU Mutual Assistance Clause</p>	<p style="text-align: center;"><u>Methodology</u></p> <p>The course is based on the following methodology: lectures, panels, workshops, exercises and/or case studies</p> <p style="text-align: center;"><u>Additional information</u></p> <p>Pre-course questionnaire on learning expectations and possible briefing topic form specific area of expertise may be used.</p> <p>All course participants have to prepare for the residential module by going through the relevant eLearning preparatory phase, which is mandatory. The materials proposed for supplementary (eLearning) study will reflect current developments in the field of cybersecurity/cyber-defence in general and EU policies in particular. Course participants must be willing to contribute with their specific expertise and experience throughout the course.</p> <p>The Chatham House Rule is applied during all residential modules of the course: "participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed".</p>
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