

A STRATEGY FOR MANAGEMENT AND LEADERSHIP TRAINING FOR THE EUROPEAN DEFENCE COMMUNITY

**H. Heumann
CONSULTUM
Toepferweg 19
D-93333 Neustadt - Bad Goetting
Germany**

ABSTRACT

The aeronautics and space community (industry, research institutes, aerospace societies and governmental organisations) has been and will be a pioneer in international cooperation and especially in furthering progress of building competitive European entities.

This paper deals with a strategy developed and implemented by the Defence Ministries and their Defence Technology Academies of the so-called Letter-of-Intent (LoI) nations.

It is not a surprise that the LoI group consists roughly of the same nations as the partners of CEAS. These countries have vital aerospace capabilities and interests. Therefore, both organizations have focused their attention

- to international cooperation among academia, research and industry as well as
- education and training for aeronautics and space, attracting high-talented engineers.

The Human Resources Directors of the Defence Ministries of the LoI nations have agreed in October 2004 on the prerequisites of joint training such as

- entry level qualification
- basic skills to be expected and
- goals of training.

Based on these significant achievements the Defence Technology Academies have implemented a three stage international training program - open to all European nations - in cooperation with industry.

The paper covers

- the roots and traditions of German education philosophy
- the education and training concept for the Civil Service in the Bundeswehr
- the achievements in international cooperation in leadership training and
- the prerequisites for further progress in joint European education and training.

AWAY AHEAD?

Ladies and Gentlemen,

Allow me to congratulate the CEAS National Member Representatives for putting the issue of education and training for aerospace engineers on the agenda of the very first CEAS Air and Space Conference.

I've spent my whole professional life in the conception and management of air and space technologies and programmes on the government side.

A lucky star allowed me at the end of my career as President of the German Federal Academy of Defence Administration and Defence Technology to contribute to the breeding of our young lions.

Why do I present to you a strategy for education and training of defence acquisition personnel when only a number of aerospace engineers are working in this specialised field?

Being a German, allow me to give a typical blunt German answer:

The member nations of CEAS and those of the Letter of Intent group (I'll explain this expression a little bit later) are nearly identical.

The same is true for the basic goals and methods.

Therefore I believe that a dialogue in the field of education and training will lead to a migration of ideas and better products on both sides.

When I was preparing this presentation on training strategy I purposely selected "a strategy" instead of "the strategy".

Education and training of top personnel in defence acquisition and management is embedded in the overall education policy and the defence sector has to take into account the Bologna-Process of the European Union.

The Human Resources Directors of the European Defence Ministries follow this developments very closely because this part of the education is the fundament on which they build the strategy for education and training of defence acquisition and management personnel.

The whole world is in the process of continuous change - and this process applies naturally to the acquisition community and the training concepts, too.

This change is often described as TRANSFORMATION - suggesting that - opposite to a classical reform - we do not know the exact final point of our journey. However, in my view, uncertainty about future doesn't preclude having a vision and clear intermediate goals to be achieved.

Not too long ago I discovered valuable guidance by one of our greatest European statesman which I'd like to share with you:

Il faut bâtir l'Armée de nos besoins et non conserver l'Armée de nos habitudes.

I dare to say: This statement applies to every citizen when he replaces "army" by "government" or "society".

In my presentation I'll try to cover

- The roots and traditions of German education philosophy,
- the education and training concept for the Civil Service in the Bundeswehr,
- the achievements in international cooperation and
- the prerequisites for further progress in joint European training.

In discussions with my friends from foreign Academies they tease me very often that Germany has no education philosophy and on top of it, has no overall national consensus, goals, priorities and action agreements.

The first accusation I strongly deny - the second I'm willing to discuss during the coffee break.

The German approach to science and education assumes individual self responsibility and has its roots in the Wilhelm and Alexander von-Humboldt-philosophy of education and knowledge.

The goal of the great Prussian reformers 200 years ago was the creation of independent free thinking individuals based on a **universal** education.

Education and science were considered as end of itself.

Practical applications were of minor importance.

As a result, even nowadays engineers don't have the same social prestige as humanistic educated people.

Von Humboldt and his reformers expected improvement of society by individual contributions by better universal education.

The Prussian science and technology program of the 19th century - supported by industrial sponsoring - was in contradiction to this philosophy.

Combined with the foundation of "Technische Hochschulen" - similar to the "Ecole Supérieure Polytechnique" concept in France - these activities led in my view to the high time of German science and engineering from the mid of the 19th to the mid of the 20th century.

With this short excursion into history I hope I've explained why the German dualism of academic freedom and the Polytechnique approach looks from the outside a little bit without concept, especially when you're used to an education system based on strict curriculum.

It is important to notice that even in civil service the individual has a high influence on his professional and leadership training.

The internal question in Germany remains how to melt the merits of academic freedom with the HR-requirements of the government.

Let's turn now to the professional background of German defence acquisition and management personnel.

We differentiate between engineering with specialised branches and administrative functions such as

- law
- economics
- specialists (e.g. psychology).

As a general rule, in addition to the University degree comparable to the master of science, a state examination after a roughly 1 1/2 year training program is required for a career in senior ranks of civil service.

The applicants with legal degrees obtain their State Examination outside the Bundeswehr; all engineers are trained and examined at the Federal Academy.

This State Examination concludes the education for senior civil service and provides the base for our leadership and advanced professional training.

Like all countries we're faced with the need of pluridisciplinarity in leadership function.

At the same time a drastic reduction of civilian staff has to be taken into account.

What are the solutions to deliver the same quality of services to the Armed Forces?

Based on my own professional experience it is indispensable for fulfilling management functions to have a solid professional background and to develop and widen these skills in several functions.

In addition, knowledge has to be acquired in areas necessary for the different leadership levels

such as

- security policy
- Administration / Law
- soft skills
- economics
- engineering and

an interdisciplinary understanding and teambuilding has to be developed.

This concept of so-called Complementary Competence is part of the approved German Leadership development strategy.

How do we structure our national leadership training?

It consists of mandatory courses on leadership training, individual training depending on job description and activities in several job functions depending on leadership level.

How do we take into account the von Humboldt principles and the needs of the HR development?

We have implemented a process oriented training concept based a Human Resources Development Dialogue between supervisor and staff member resulting in an agreement on training objectives.

After a transfer and sustainability yield Assessment the loop will be closed by an adjustment of training objectives.

The creation of a national concept is an indispensable prerogative for a successful international cooperation.

This holds true not only for industrial cooperation but also for education and training.

The basis for joint training was created in 1998 by the major arms-producing European nations (namely France, German, Italy, Spain, Sweden and UK), the so-called Letter of intent or Lol-nations.

The aim of the Lol is to remove barriers to European industrial restructuring and improve cooperation.

It is interesting to note that the Lol-nations and the CEAS member societies are having nearly identical communities.

Both have common goals and rules and most important: Both respect and depend on well proven national organizations.

I consider it a great achievement when the Human Resources Directors of the Lol-nations agreed in October 2004 on the basis for joint training such as

- entry level qualification
- basic skill to be expected and
- goals of training.

The Federal Academy of Defence Administration and Defence Technology (BAkWVT) and Centre des Hautes Etudes de l' Armement (CHEAr) which were working together before on a bilateral basis agreed to conceive a three stage leadership training programme.

With the first step - the European Defence Acquisition Management Intercultural Course (EDAMIC) - we try to provide the necessary skills for our future international acquisition manager. Special attention is being given to intercultural competence. It is important to understand the national procedures but more important to get a feeling for the national cultures which drive the rules.

As the second stage we agreed on the well established SERA - course of CHEAR (Session Européenne des Responsables d'Armement) where representatives of government and industry learn and work together on projects.

With the STAMP course (Seminar for Top Armament Management Personnel) the needs of the decision makers, e.g. members of Steering Committees, OCCAR, NATO organizations or the new European Defence Agency EDA are being met.

We have balanced the joint European training with our activities in the global International Defence Education Arrangement - the so-called IDEA conference.

I dare to say that aerospace engineers have played a major role in the conception and implementation of our international leadership programme and aerospace engineers from government and industry are over-represented as participants.

I think we're all aware that we're still far away from an European entity.


But with bottom-up approaches like CEAS or the Lol initiatives we pave the way.

It is indispensable to act with intercultural sensitivity.

CEAS and the Lol leadership training are good examples for the respect of deeply rooted cultures.

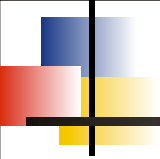
Mutual opening for a "horizontal Europeanisation" - as the sociologist Dr. Beck called it - is only viable if there is common understanding and trust.

I wish CEAS success in contributing to better understanding and trust in this difficult time for Europe's aerospace community.



A strategy for management and leadership training for the European Defence Community

Dipl.-Ing.
Helmuth Heumann
President (ret.)
Federal Academy
of Defence Administration and Defence Technology
Mannheim – Berlin
CEAS 2007 Berlin



**“We have to create
the armed forces
which we need
and not
maintain those
we are used to.”**

General de Gaulle
„Vers l’Armée de métier“
1934





Content

- Roots and traditions of German education philosophy
- Education and training concept for the Civil Service in the Bundeswehr
- Achievements in international cooperation
- Prerequisites for further progress in joint European education and training



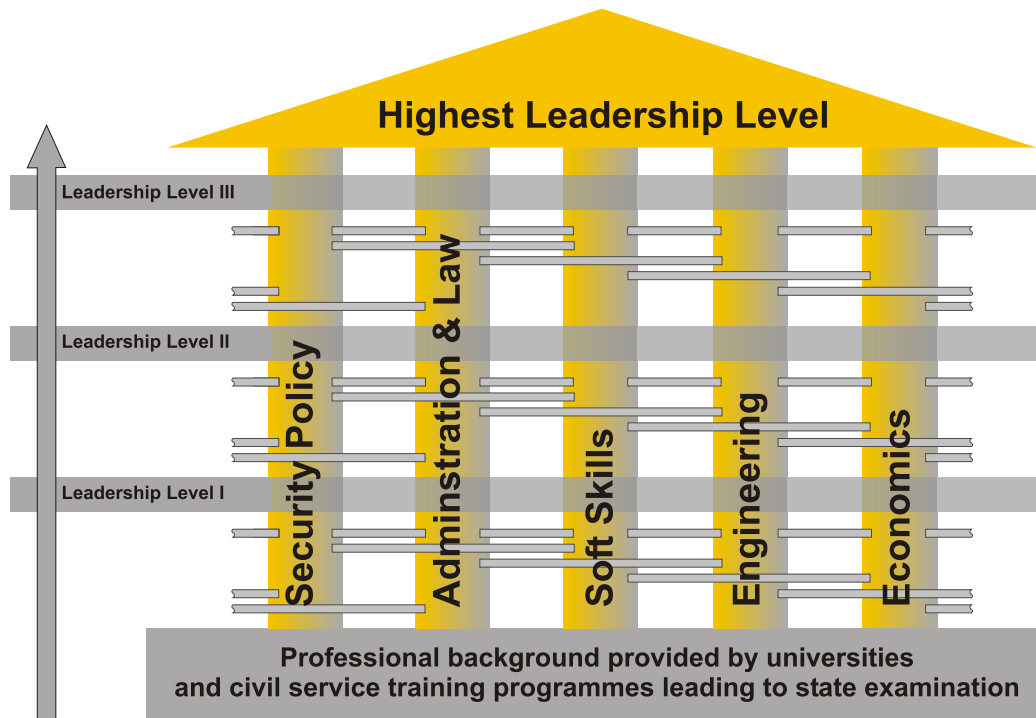
Divergence of national training concepts

German approach: Self responsibility ↔ many other countries: Strict curriculum

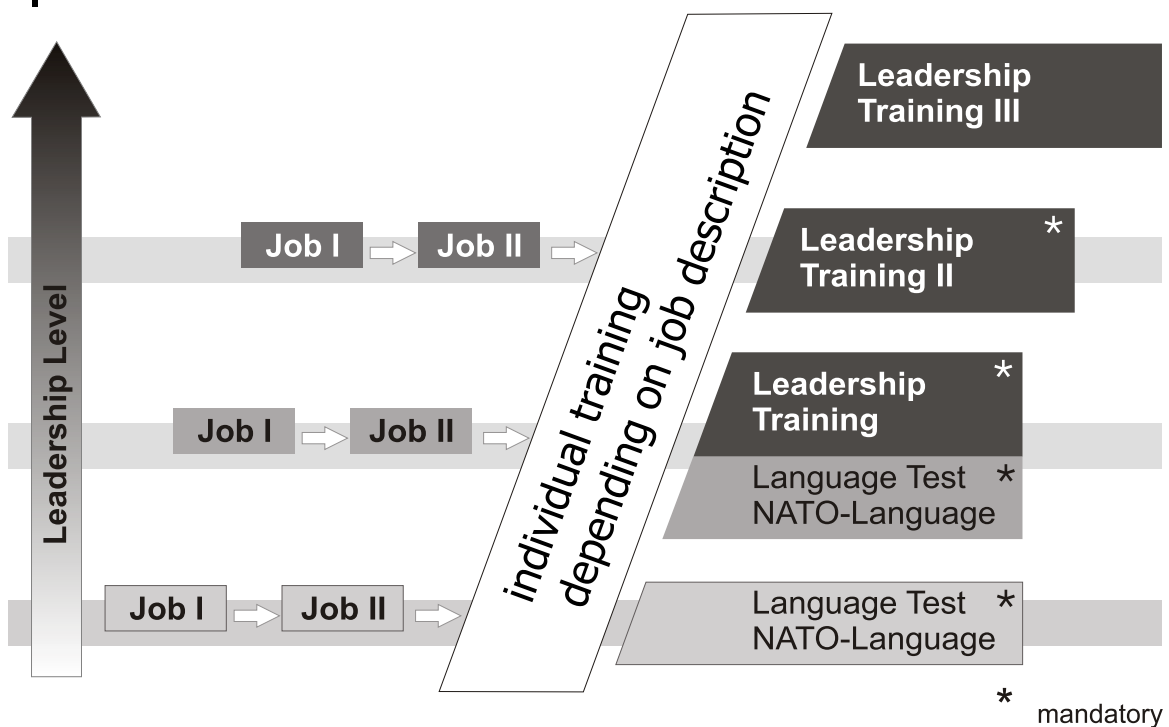


Humboldt philosophy of education and knowledge → Balance between HR-requirements and individual initiative

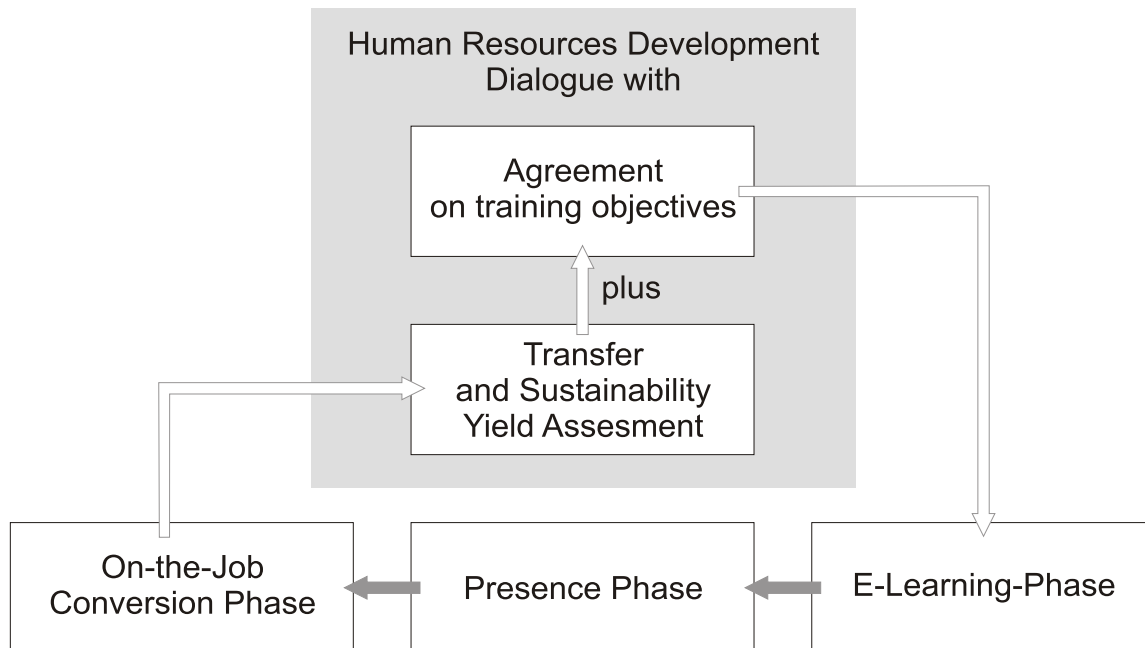
Concept of Complementary Competence



German leadership training stages



Process orientated training concept



Agreement of HRD - LoI nations

for European Defence Acquisition Manager (EDAM)

Entry qualification:

The following skills describe the performance and personal qualification of the personnel selected for an EDAM training:

- excellent specialised knowledge in technical and organisational matters from different positions in national defence acquisition programmes
- good language skills in one of the two NATO-languages, sufficient skills in the other language (either French or English)
- skills and abilities in negotiation and leading discussions from different positions in the national defence acquisition scheme
- personal flexibility
- correctness and politeness in interpersonal and intercultural relations
- experience from bi- or multinational acquisition programmes in a subordinated function



Conclusion and way ahead

- European armaments cooperation demands the adaptation of national leadership training and joint efforts for standardization in advanced leadership training
- Mutual opening and respect of national cultures and differences
- “horizontal Europeanisation” indispensable

Dipl.-Ing.
Helmuth Heumann

Born on 5 October 1941

Married



Professional Career

- | | |
|-------------|--|
| 1962 - 1967 | Aeronautical Engineering at the
Technical University of Stuttgart |
| 1968 - 1970 | First state examination,
Federal Defence Administration
trainee for senior civil service |
| 1970 | Second state examination Aerospace engineering |
| 1970 - 1972 | Exchange engineer at the White Sands Missile Range / USA |
| 1972 - 1975 | Test engineer at Flight Test Center 61 in Manching |
| 1975 - 1987 | Assistant branch chief "Aircraft" in FMOD |
| 1985 | NATO Defense College in Rome |
| 1987 - 1990 | Branch chief "Combat Aircraft"
in the Federal Office of Defence Technology and Procurement (BWB)
in Koblenz |
| 1990 - 1994 | German Space Agency (DARA)
Authorized signatory; Director "Planning, Budget, Technology" |
| 1994 - 1998 | Director "Aircraft and Aeronautical Materiel Technology (LG)"
in the Federal Office of Defence Technology and Procurement (BWB) |
| 1998 - 2001 | General Manager
NATO Helicopter Management and
Logistics Agency (NAHEMA)
in Aix-en-Provence |
| 2001 - 2002 | Director "Telecommunications and Electronics (FE)";
Additional functions: disposal commissioner (BVW);
coordinator for the support of Bundeswehr missions abroad |
| 2002 - 2006 | President of the Federal Academy
of Defence Administration and Defence Technology
in Mannheim - Berlin |
-
- "Aircraft Design Award"
American Institute of Aeronautics and Astronautics
 - "Messerschmitt Medal "
German Society for Aeronautics and Astronautics
 - President of the German Section of the NATO Defense College Anciens' Association