



3 November 2014

## A STRATEGY FOR THE ROYAL DANISH DEFENCE COLLEGE

SAPIENTIA ET PROVIDENTIA – Knowledge and Foresight

### Purpose of the strategy

The overall purpose of this strategy is to create a shared framework for the further development of the Defence College, a framework that encapsulates both the merger with the officer academies and the present reorganisation of the educational system in the Danish Armed Forces.

More specifically, the intention is that this strategy will serve as a management tool to create common direction that will enable executive managers at the Defence College, together with their staffs, to draw up specific development plans within their respective areas of responsibility.

This strategy builds upon shared core values that have been adopted by the Defence College's joint works council, thereby rendering them mutually binding between employer and employee. In this way, the strategy also serves to shape behaviour and cultivate norms to impact cadets and students.

Furthermore, this strategy is intended to serve as a means of communication that can explain to partners, job applicants, the public and other interested parties who we are and what we stand for, and what our ambitions are within the Defence College's three key areas of output: education, research and dissemination of knowledge.

In short, the strategy is intended for real use and should reflect our factual activities.

### What is our main task – the mission

- The Defence College **educate** officers that can lead, manage, develop and support military units in peace, conflict and war.*
- Through its **research**, the Defence College generate military knowledge that supports the educational activities.*
- The Defence College **communicate** military knowledge to the Armed Forces and to society.*

## **What is our goal – the vision**

*The Defence College will develop and execute academic programmes that produce some of the most capable and respected officers in NATO.*

## **What we stand for – our core values**

We want to be a well-managed and well-led public institution that can retain talented employees and recruit among the best candidates across all personnel categories. As a public institution, we want to be known for having the courage and the will to trust our employees and managers, as well as our cadets and students, by offering them freedom with responsibility. We want the Defence College to be a posting and workplace to which people are proud to belong.

As executive managers at the Defence College, we will strive to make ourselves worthy of our employees' trust through cooperation and inclusiveness. We will make sure that employees will have no doubts as to what is expected of them and that everyone will enjoy the working conditions necessary for them to perform in their work.

The objective is for everyone to have a sense of doing and performing; and that their performance and commitment are valued.

As employees of the Defence College, we will be aware that everyone holds responsibility for creating an environment that allows good management and leadership. Our workplace must be characterised by respect for one another and for the contribution we each individually bring to the collective educational task.

We will place high demands on our cadets and students, and make sure that they know what is expected of them. At the same time, we will create the framework and conditions that render the Defence College's academic programmes and courses a meaningful, current and didactically excellent experience. We will create the knowledge, and thereby establish the foresight that makes us capable of developing our academic programmes to match the reality in which our cadets and students will be working, and which qualifies us to impact the development of the Danish Armed Forces as a whole.

We will promote a military ethos that is anchored in the past, adopted to the present and sighted on the future. We will ensure that our teaching and our conduct contribute to the professionalism and vocational integrity that form the foundation for serving as an officer. We will educate competent and credible military leaders and executives, who have the courage and will to practice leadership and management – also under extreme conditions. This is a great responsibility, and one that we can only hope to shoulder together. This is why we will prioritise our professional and collegial fellowship and exploit the strength in all the highly diverse military and civilian competencies that we jointly have at our disposal.

We want to be perceived by our surroundings as a credible academic and research institution that is studious and inquisitive. We want to do our part in helping the Armed Forces being perceived as an open and communicative organisation. This is why our researchers, educators and analysts must be among the best, and they must be able to speak their mind on subjects in which they are knowledgeable – and even speak painful truths.

We want to be known as a decisive organisation that carries out its tasks proficiently and provides the right academic programmes in the appropriate quantity, on time and on budget.

First and foremost, it is through results that the Defence College can accumulate the trust from the rest of the Armed Forces that in the end will grant us with the necessary degree of freedom. This is the context that allows us to act as an independent research institution while simultaneously being a military organisation under the jurisdiction of the Chief of Defence.

We want to make the Defence College a platform for networking and camaraderie across service branches and agencies, in order to contribute to cohesion and holistic understanding throughout the jurisdiction of the Ministry of Defence.

We will all – both individually and collectively – strive to be role models for cadets and students with whose professional and personal development we have been entrusted.

### **What is our role and how do we reach our objective – the strategy**

The latest 15-20 years have shown a clear trend in favour of quality over quantity. Increased complexity in materiel and a high operational tempo within tight financial frameworks have meant that the Armed Forces have grown still smaller but also more streamlined and effective in terms of combat power. There is no evident reason to believe that this trend will change in a significant manner. Large parts of the operational structure in the Armed Forces are, therefore, confronted with what could be termed the “challenge of critical mass”, which necessitates compensating measures. Cooperation with strategic partners is one way to compensate, but increased integration and cross-sectional use of operational resources are also a necessity if there is to be any hope of “doing more with less”, or merely “doing the same with less”.

In addition to an effective overall management structure in support of this effort, this also demands individual officers to show greater appreciation of comprehensive approaches and mutual professional understanding and respect for the different operational environments to which the three services and various operational components are subject. This holistic view must be established and cultivated at the Defence College.

All operational units share the requirement that they must be capable of deploying globally or regionally, together with alliance or coalition partners. The Defence College therefore wishes to ensure that cadets and students gain a strong international profile. Ambitious requirements must be made to officers’ abilities to function in international military partnerships and to their societal and cultural understanding, which again places requirements on the Defence College’s educational and research networks. English must be prioritised in basic officers’ training and at the Master’s level.

The period since the fall of the Berlin Wall has made clear that it is hard to predict with which missions the Armed Forces will be tasked, and the Armed Forces must continuously prepare to face the unexpected. In an educational perspective, this means that the Defence College must study both past and future conflicts in order to ensure that we learn from our mistakes and successes, and so that we try to create the foresight necessary to understanding the challenges that we face the next time our forces are deployed.

The Defence College’s research and analyses must be recognised by both the Armed Forces, elected politicians and the public, as well as international partners – our research and analyses should be a natural first choice when military issues are explained and communicated to

the Danish public. The Defence College must create an intellectual sanctuary that can promote officers' desires and skills for contemplation and deliberation on what is necessary for the continued development of the Armed Forces. This is what the Armed Forces need, and this is what the society that we serve has a right to expect.

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The connection between the profession-specific education and the research and studies that are to develop the profession, along with the reason for why our academic programmes must be research-based, is expressed with great accuracy in the following quote, from the book *Educating America's Military*, "*The society that separates its scholars from its warriors will have its thinking done by cowards and its fighting done by fools.*"

We will concentrate our research efforts and focus them so that they ensure a continuous development of the military profession. Further, there must be a clear connection between the basic and advanced levels of our officers' academic programmes. This is why the Defence College is to research, develop and educate to the benefit of both the practical and academic dimensions of the officer profession. The Defence College must therefore be neither a military vocational school nor a military university – we must span the entire field *in between* these two extremities. We must have a professionally relevant, research-based, progressive academic programme – from lieutenant to general – that is not offered anywhere else in the Danish educational system. This context must be the foundation for the education of military leaders and for research within military core competencies: *military operations, military strategy and military leadership*.

The military core competencies are, together with a number of military support competencies, all core professional areas associated with the military as a profession, and which are not pursued in the civilian academic world. These military competency areas are the drivers for the Defence College's model, in which institutes and centres generate and communicate the necessary knowledge and professional expertise for the benefit of the officer schools' academic programmes, including the programme for military linguists and the master's programme. In this manner, educational and research resources are concentrated in order to create a professionally-oriented, didactic development while the heads of the officer academies and the master's programme can focus on attitude formation and the quality of the academic programmes.

The educational setting must foster good learning, and the Defence College wants to ensure that both employees, cadets and students have access to a digital infrastructure. Blended Learning, especially, will place high demands on the didactic competencies and understanding of educational technologies. All academic programmes and courses taught at the Defence College must be designed so that a sensible balance between study loads, military service and family life is achieved.

The Defence College wants to generate focused military research, effective academic instruction and a holistic mind-set in officers and executives at all levels. The Defence College's academic programmes are to support the group management structure under the Ministry of Defence. The model consisting of functional government agencies under the Ministry of Defence and the Joint Service Defence Command entails an increased need for holistic understanding across the ministerial domain, for both military as well as civilian public servants. With the accredited master's programme, which is open to the public and the rest of the national government administration, and educational opportunities for military and civilian executives across the entire span of the Defence Ministry's jurisdiction, the fact that professional development

can take place in a broader societal and coordinated planning perspective must be exploited, along with the fact that our academic programmes are a platform for networking and cohesion.

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The Defence College must continuously make itself worthy of having the best possible employees in all categories at its disposal. This requires, first and foremost, that the Defence College is viewed as a well-managed and well-led institution, where employees thrive, both professionally and collegiately. The management at the Defence College finds its reference point in the Armed Forces Management and Leadership Principles.

Our high level of ambition requires that we provide a good framework and a good working environment for our employees. This will happen through, e.g., deliberate competency development of employees, so that we as an institution have the necessary competencies within all personnel categories at our disposal. We will, in this connection, supplement our financial freedom of action by taking advantage of the possibility for external funding.

We will take a broad view of the possibilities that we possess to develop our employees for the benefit of the Defence College and the individual employees themselves. The Defence College must at all times have up-to-date operational knowledge at its disposal, and our civilian researchers must have the necessary knowledge about the Armed Forces.

We will recruit new employees among the best, and we will actively seek them out. This means that the Defence College's brand as a visionary educational and research institution, which competently communicates its knowledge and insight, should be nurtured and developed on a continuous basis. Communication will be a key area, in which, e.g., the media group will play a central role in relation to the public's knowledge of the Defence College and our reputation. The communication and informational skills must be an integrated part of the competency profile for both officers and academic staff at the Defence College.

We must simultaneously provide a good framework for developing the individual service branch identities and the specific branch professionalism that is the prerequisite for being able to contribute to an operational and professional community. The Defence College's Campus, the Armed Forces Library Centre at *Kastellet*, the physical settings, athletics, social etiquette and traditions – old as well as the new – are therefore also important elements in the efforts to develop and implement academic programmes that will create some of the most competent and respected officers in NATO.

The Defence College will ensure that there is interaction between cadets at the officer academies so that robust networks and good camaraderie between service branches are established from the very outset of an officer's career. The professional community at the Defence College and the vision of *Nyboder* as the dormitories for the Armed Forces' officer cadets in Copenhagen, together with the whole campus idea that undergirds it, will at a very early stage provide the framework that will help the future leaders of the three branches become acquainted conceptually and personally with one another.

## **The Defence College's three pillars – education, research and communication**

### Education

If the Defence College did not exist, it would be necessary to invent it, since the academic services we deliver cannot be acquired from civilian institutions.

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This is the backdrop against which the academic programmes are to be viewed, and why core military subjects must shape everything we do. This underscores the importance of our educators having a thorough understanding of the Armed Forces' professional approaches, leadership philosophy and administrative activities, and that they enjoy ease of access concerning pertinent military knowledge.

A vision that aims to create some of the most competent and respected officers in NATO demands that everyone in the organisation understand that education, along with the complementary enabling support functions, is the focal point for everything that occurs at the Defence College. All other activities we undertake are something we can or are able to do because we are engaged in the activity of educating.

Education is also a central element in the Armed Forces' HR strategy, in that the social obligation in relation to the officer corps no longer is pinned to public servant status. Instead of being hired for life, the Armed Forces now offer officers a unique education that will always make them employable.

The Defence College's academic programmes must therefore live up to the Armed Forces' needs while students at the same time must experience that the academics satisfy their need for professional and personal development. The academic programmes at the Defence College should also in and of themselves contribute to young people desiring to pursue a career as an officer; and the subsequent academic programmes, the master's programme and the management programme must be of such a standard that they are a natural first choice among competing civilian educational opportunities.

The level of academic recognition and acclaim of the Armed Forces' academic programmes is ensured through accreditation. The fact that the foundation of this new educational paradigm is a diploma degree, underpinned by research, and a research-based master's programme makes the active participation of researchers at the Defence College a decisive element in maintaining the accreditation. However, it is the content of our academic programmes that will drive our research focus.

The academic programmes, in the meanwhile, will only be able to pursue relevant research if the associated competency goals correspond with the requirements that the Armed Forces and the individual service branches put forth. In other words, this is a type of circuitry that can only be connected if there is close contact between the Defence College and its end users. This connection is to be ensured by the appointed end-user panel and through ongoing quality control of all academic programmes. The close dialog is also meant to ensure that the triangular relationship between the Defence College, the individual students and their respective postings becomes as good as possible.

The prerequisite for all students to experience the Defence College's academic programmes and courses as meaningful, up-to-date and well-taught is that the necessary resources and competencies are allocated to this part of our activities. This also means that if production targets are raised in relation to the assumptions that form the basis of the organisational development of the Defence College, then either resources must be added or a reprioritisation of the overall range of tasks must be undertaken.

All academic programmes at the Defence College, to the greatest extent possible, should work in support of the overall desire to embed a comprehensive military occupational and managerial approach at all levels of the officer corps.

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## Research

The basic premise for research is that the Defence College must implement the so-called "accreditation model", which has been determined by the defence agreement. This means that the Defence College must base the master's programme on research, and must affiliate the diploma degree with research, and further that we are to produce the necessary professional knowledge and the military study and development activities that cannot be found or produced anywhere else, and which therefore cannot be acquired through external purchases.

The Defence College is to produce and deliver the necessary military occupational foundation, which we are able to deliver in an entirely unique manner due to the composition of our personnel, who consist of both military and civilian researchers and educators. The consequence is that the Defence College must deliver internationally recognised research within the core competency areas of military operations, military leadership and management, and military strategy, as well as the crosscutting subject areas of military history, theory of warfare, the laws of war and cultural understanding.

Research in military operations must be based on national and international thinking on war (theory, empirical knowledge and framework conditions), and it must be able to support the Armed Forces' development of doctrines, technology and planning methodologies.

Likewise, the central elements in the research of the Defence College in military management and organisation is framed by the military-operational context. The research here focuses on the use and administration of the instruments of state power, as well as management conditions in a reality where operational and administrative and political frameworks are in constant flux.

Finally, the central element in the Defence College's research in military strategy: the military's position in strategic deliberations; the military's complementary role in international relations; the military as a means in conflict processes; and the anatomy of armed conflicts, as well as international law's proportioning of the military's use of physical force.

The crosscutting subject areas comprise: the theory of warfare and identification of the contemporary relevance of war theories in relation to present and future conflicts and the history of warfare and military history in the 20<sup>th</sup> and 21<sup>st</sup> centuries in a societal perspective. In addition to this, cultural understanding is included in the planning of military operations.

The research at the Defence College has, owing to its research ambition, vision and strategy, initiated a developmental process that is expected to be fully implemented in research quality and volume in 2017.

## Communication of research and expertise

The Defence College must be branded as a unique, up-to-date and internationally recognised educational and research institution. The brand is to comprise a strong overall profile that both

educates and provides educational upgrades for the officers of the Armed Forces to become among the best in NATO.

The prerequisite for a strong shared brand is that the entire Defence College acts in accordance with our core values. This is why we will prioritise working internally on the Defence College's culture, values and cross-disciplinary character. And we will link communication to this effort, so that what we are actually doing becomes a part of the image that emerges of the Defence College as a workplace – on the homepages and social media platforms, via employees' networks, at civilian and military partners and via our students' networks.

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In order for the Defence College to be recognised by the wider world for its particular military approach to management, strategy and operations, this uniqueness must also be made known. This must happen through a targeted effort and prioritisation of communication activities directed toward both international stakeholders, Danish society and the Armed Forces. The Defence College's visibility in the wider world should therefore be ensured by the Media Group and through the communication initiatives concerning the specific knowledge that the Defence College can deliver in both Danish and English, in printed and digital publications, through lectures, seminars, etc. The Media Group provides a unique opportunity to supply military expertise to the public debate and at the same time render the Defence College's expertise and knowledge a decisive element in the political process.

These communication activities are at the same time meant to underpin the recruiting efforts on behalf of the officer programmes, in relation to which the recruitment office is launching a PR campaign. "Leadership in the Armed Forces" will be the focal point, and the Defence College's academic programmes and specialist knowledge about military leadership should be reflected by the PR materials used.

Actual recruitment activities concerning the officer programmes will be underpinned by educators and cadets, so that they are visible at all relevant educational fairs, social media platforms and open events.

Similarly, this communication effort is meant to create recognition within the Armed Forces. In the area of education, we must achieve understanding from the executives and managers concerning their employees' wishes for further education and the new conditions for completing it. The executives must likewise be urged to make use of the employees' newly acquired knowledge, so that they again in the future will consider releasing an employee for further education.

At the same time, the entire Armed Forces must understand how to make use of the knowledge that the Defence College generates. Danish Defence in general must be urged to include researchers from the Defence College in national projects and international missions, so that research can be based on the Armed Forces' own empirical knowledge. Internally, this will heighten the quality of the Armed Forces' knowledge and analyses; externally, this will maintain the Defence College's unique position among other research institutions that work with defence-related matters.

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