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NATIONAL AGENCY
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PROGRAMMES AND MOBILITY

SALUS

Women leadership and
management empowerment

Private Security

2

TRAINING PROGRAM

for women leadership and management skills
and competences



*SALUS - EMPOWERING WOMEN FOR LEADERSHIP AND
MANAGEMENT*

**Training program for skills and competencies
for women's leadership and management**



2024

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1.GENERAL INFORMATION ABOUT THE ORGANIZER OF THE COURSE

COURSE ORGANIZER

A legal entity that performs private security in the form of providing services or for its own needs

COURSE TYPE

Additional course, specialized course for a specific target group

PROVIDERS OF THE COURSE (LECTURERS)

*Experts from practice, with experience in private security
Professors from university institutions in the field of security*

SPACE

The organizer of the course should provide material and technical conditions for conducting the course (room, projector, lab-top, internet connection, blackboard, flip-chart, etc.)

OTHER COURSES/TRAINING REALIZED BY THE ORGANIZER

Preparations for a mandatory course for obtaining a license for private security, specialized training in the sphere of interests and needs of private security (security of sports competitions and public events, transport of money, patrol security, methods of applying public powers, keeping records, protection of personal data etc.)

2. LEGAL BASIS FOR ORGANIZING THE COURSE

The legal basis for organizing a specialized course on private security derives from the provisions of the Law on Private Security for the provision of quality services by staff characterized by expertise, professionalism and who are constantly improving and improving. In addition, other legal acts, such as regulations, guidelines, development strategy, etc., should be included. which aim to operationalize the provisions of the laws, but also further recommendations for promotion and professional development.

Namely, the expertise of private security workers is initially verified by obtaining a private security license, after passing a professional exam. However, considering the needs, modern trends, new risks and threats to security in general, the need for continuous upgrading of the already acquired, as well as mastering of new knowledge and skills, inevitably arises. In that sense, the organization of an additional, specialized course to improve the expertise of those performing the activity is the obligation of every private security worker and legal entity that provides private security.

SConsidering that in the private security companies that perform their activity in the form of providing services, there is a lack of specialized training in the field of leadership and management, and based on the need and importance of this field, the need to create a specialized course that will contribute to improvement of general conditions, with a specific focus on women employed in this activity of public interest. Because of the above, it is recommended with possible future changes in the private security regulation to introduce an additional, specialized course for leadership management, which will follow the existing principle of attending a course, taking a professional exam and issuing a license, and will be intended for the acquisition of

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knowledge and skills for leadership management in private provision, with special emphasis on the characteristics of women.



3. JUSTIFICATION FOR INTRODUCING THE PROGRAM

In the past decades, in global frameworks, private security has seriously taken its respectable position and role. Every day, private security workers exercise public powers at their workplaces at airports, railways and other public transport, dams, electric and nuclear power plants, educational institutions, shopping centers, health facilities, pharmaceutical companies, industrial facilities, sports and other events, etc.

Research shows that the workforce in the private security sector is predominantly male, however, in the past years there has been an increase in women employed in private security legal entities and they are gradually taking their equal position in private security. Although these represent encouraging signals, it is necessary to point out that equal representation is still far from desired. Research shows that there is a disproportionate gender balance in operational and management positions in private security legal entities. According to the data of the Chamber of the Republic of North Macedonia for private security, about 6,000 people are employed in private security companies, of which only about 7% are women in companies that offer private security services, and the number of employed women at the operational level in companies with own security is even lower and amounts to about 5%. According to the data from the Central Registry, the Chamber determined that 17% of the private companies for security services have appointed a woman as manager. An additional worrying fact is that only about 15% women are placed in high and middle management positions (head of department, supervisor, controller, team leader, etc.) in private security companies, which is far lower compared to the situation at the global level,

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where the percentage of women in high management roles in 2021 grew to 31% as the highest number ever recorded.

In addition to the quantitative data presented above, it is necessary to point out the situations and challenges faced by women employed in private security, primarily in terms of barriers and gender discrimination in advancing to leadership and managerial positions in private security companies. Research shows that examples of barriers faced by women working in private security include: poor recruitment and promotion practices within companies, unconscious bias, poor career advancement practices and poor workplace/organizational culture regarding workforce diversification strength and inclusion of women in leadership and management roles, poor equality behaviour, attitudes of co-workers etc.

In North Macedonia, women employed in private security companies have different levels of education. The number of women with completed secondary education, or a diploma from the faculty of security, pedagogy, etc., is significant. At the same time, private security companies have employed women with previous work experience in the police or army, who are very experienced in security jobs. However, none of the listed categories have formal managerial education, nor formally acquired managerial and leadership knowledge, skills and competencies.

It should be pointed out that in the private security sector within the European framework private security is required by law training (in some countries with mandatory passing of a professional exam and obtaining a License). In our country, for employment in private security, a legally prescribed Private Security License is necessary, issued after completing training in 7 subjects, among which there is no subject in the field of management and leadership. In that sense, the lack of management and

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leadership knowledge is evident, which will improve the way of working and enable professional growth and development and career advancement. Because, when women become leaders, a better economic position is ensured for them personally and for their families, and at the same time, women bring talents, new views, structural and cultural diversity to companies, which results in greater success of companies. Women leaders and in managerial positions serve as role models, which is significant for the advancement of women in their careers, but at the same time, they make wider social impacts in terms of changes in workplace policies.

4. DEFINING LEADERSHIP AND MANAGEMENT

Leadership means influencing people to strive voluntarily and enthusiastically towards the realization of a common goal. Namely, the leader directs in which direction the work should move and the rest of the team members or other workers follow him. The leader conveys his vision for the future and encourages the followers as team members or other employees to work together towards the fulfillment of the set goal. Because of what has been explained, it can be concluded that the specific personal qualities of leaders are: vision, integrity, firmness, determination, trust, commitment, creativity, risk-taking, communication skills.

Management is defined as a universal activity that is applied in politics, education, economy, security, health, finance and in other spheres of the daily functioning of people and societies. Different functions of management are recognized in theory and practice, but there is a general consensus that the following are recognized as the basic functions of management: planning, leading, organizing, coordinating, controlling, motivating, directing, ordering, informing, communicating, deciding, predicting, negotiating, creating, evaluating, etc.

It is evident that leadership and management are two separate functions, extremely important and necessary for the implementation of basically all activities in profit and non-profit organizations, but this does not mean that they are mutually exclusive. It is considered that the main difference between managers and leaders is the method they apply to fulfill the company's goals, however, it can be concluded that for companies and employees the most efficient and productive is a function that incorporates management and leadership and generates the greatest success in every sense for all stakeholders. Hence, the skill of manifesting managerial and leadership

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abilities in accordance with the needs and opportunities at a given time is considered a key quality for persons in management positions.



5. WOMEN'S ROLE AND CONTRIBUTION IN PRIVATE SECURITY

In all sectors of society, women and men should enjoy the same rights and opportunities. It is evident that in the past decades, especially after 1991, the participation of women in the labor force has increased significantly, the principles of gender equality as a human first have been reflected in the legal order of modern democracies. In that sense, there are laws, strategies, programs and other documents that regulates issues of equal opportunities, participation of women in the labor market.

However, at the same time, in certain areas there is a disproportionate representation and a certain form of inequality between men and women. It is security, and specifically, private security, that is a male-dominated sector. Research shows that there is progress and increased involvement of women in private security at the operational level, as workers for private security at airports, concerts, sports competitions, hospitals, schools, other private and commercial facilities. It is the women employed in such working positions who have overcome all traditionally rooted stereotypes and prejudices about security as a predominantly laborious profession and have taken their place in the ranks of professionals who are concerned about the private security of property and people around the world. Unfortunately, such situations cannot be recognized in relation to the representation of women in leadership and management positions in private security companies. Research conducted by the Chamber of the Republic of North Macedonia for private security shows that only about 15% of managers in private security companies are women, which expresses the disproportionality reflects precisely the inequality in this domain.

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Hence, in order to ensure full gender equality at the level of management and leadership in private security, it is necessary to take into account the interests, needs and priorities of both women and men, to recognize the diversity of different groups of women and men with which will contribute to greater efficiency of private security companies in terms of exercising security powers, but also in the direction of increased profitability and improved image of the companies. Ultimately, the inclusion of women in leadership and management levels in private security companies will strengthen the position of women in societies and contribute to their personal increased self-esteem and well-being.



6.1 GOAL AND OBJECTIVES OF THE LEADERSHIP AND MANAGEMENT PROGRAM FOR WOMEN IN PRIVATE SECURITY

The general goal of the course and the specific goals and tasks are determined according to the identified needs of women employed in private security.

Additionally, the general goal, specific goals and tasks are directed and shaped according to the defined course subjects, with which women employed in legal entities for private security will acquire and upgrade their knowledge and skills.



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6.1 GENERAL PURPOSE

The main goal of this course will be the transfer of knowledge on the acquisition of skills and competencies for the advancement of women in leadership and management positions in private security legal entities. This course aims to contribute to raising the level of quality of execution of private security work in terms of management and leadership, increasing efficiency and effectiveness, developing new knowledge and skills, and developing good business practices. This general objective will contribute to the general improvement of gender equality at managerial levels in legal entities that provide private security. Hence, it is expected that after completing this course, women who are employed in operational positions in private security companies will have the basic prerequisites for their advancement in a certain management position.

This program was specially created for women employed in legal entities for private security, it is adapted and takes into account the real situations and challenges that women face in relation to opportunities for growth and career development and advancement in private security companies.

6.2 SPECIFIC GOALS AND TASKS

This course on leadership and management of women in private security will provide new knowledge and skills, as well as the advancement of existing knowledge and skills especially in relation to specific aspects as indicated below.

1. Acquiring knowledge and skills for leader and manager in private security in relation to: basic concept of entrepreneurship, definition of the terms leadership and management, differentiation of different styles of management and leadership; differentiating differences

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2. between a manager and a leader; characteristics of management and leadership in private security, time management techniques, prioritization, team building, etc.
3. Acquiring knowledge and skills for effective and efficient communication in relation to: general concept of communication, elements of communication, types of communication (verbal expression in a professional environment, non-verbal communication through movements, body posture, gestures, etc. forms of expressing a message through body position and professional written communication in the format of e-mail, minutes, letter, contract, etc.), feedback, crisis communication, etc
4. Acquiring self-confidence knowledge and skills regarding: concept of self-confidence and self-esteem, self-confidence building techniques.

6.3 EXPECTED RESULTS AND CAPABILITIES ACQUIRED

The following skills and knowledge are expected to be acquired by women employed in legal entities for private security, who complete this course:

LEADERSHIP AND MANAGEMENT SKILLS AND KNOWLEDGE:

- Understanding the concept of entrepreneurship;
- Distinguishing the principles of leadership and management;
- Ability to apply appropriate leadership and management skills in given circumstances;
- Creating a personal style of leadership and management;
- Skills in creating and managing a team, delegating and coordinating tasks.

SKILLS AND KNOWLEDGE FOR EFFECTIVE AND EFFICIENT COMMUNICATION:

- Creating your own style of professional communication in private security;
- Developing professional verbal communication skills in the private security sector with colleagues, clients, etc. stakeholders;
- Recognition of messages through body posture and basic techniques of non-verbal communication;
- Written communication in companies (order, official note, e-mail, minutes, contract);
- Ability to give feedback and deal positively with criticism;
- Acquaintance with basic crisis communication techniques;

SKILLS AND KNOWLEDGE FOR SELF-CONFIDENCE:

- Knowledge about basic concept of self-confidence and self-esteem;
- Self-care skills, self-confidence
- Ability to recognize gender roles, prejudices, stereotypes and various forms of gender-based discrimination;
- The skill of recognizing personal biases and their impact in specific situations;
- Knowledge for time management and setting priorities;
- Ability to self-control, maintain composure and appropriate reaction in a given situation;



7.COURSE PROGRAM (COURSE SUBJECTS)

The training program for the leadership and management course for women in private security will cover the following subjects:

- ***LEADER AND MANAGER IN PRIVATE SECURITY***
- ***EFFECTIVE AND EFFICIENT COMMUNICATION***
- ***SELF CONFIDENCE***

8.COURSE DURATION AND COURSE SCHEDULE

This course will be conducted during 1 working day with the following schedule:

- Leader and manager in private security (4 hours)
- Efficient and effective communication (2 hours)
- Self-confidence (2 hours)

The duration of 1 hour is 40 minutes.

9.TARGET GROUP - LISTENER

Women employed in private security for private security;

10.CONDITIONS OF PARTICIPATION

The person should have a private security license.

11.CHARACTERISTICS AND STRUCTURE OF THE TRAINING PROGRAM

11.1TYPE OF PROGRAM

It is a specialized leadership and management course, which will primarily be organized for women employed in legal entities for private security, who have received a License for private security.

This course will be organized periodically with the intention of developing the basic knowledge and skills of leadership and management for women in private security legal entities. However, based on the needs and situations in the private security sector, it is recommended that this course serve as the basis for creating a mandatory course for leadership and management in private security, regardless of whether it will be delegated for implementation to legal entities, with their internal capacities and resources, or a system solution will be devised in which the Private Security Chamber will be the organizer and implementer of such a course, course or other form of training.

11.2METHODOLOGY

The course will be conducted through live teaching, through: classic lectures with theoretical lessons and explanation of concepts, power point presentations with visual effects to the text, examples from practice and experiences, leadership and management manual for women in private security, interaction, guest lecturer etc.

11.3 VERIFICATION OF KNOWLEDGE - TESTING OF THE PARTICIPANTS

All participants in this course will be subject to testing in order to verify the knowledge they have acquired by attending the leadership and management course. Testing will be conducted

Written or electronic, and depending on the area, another form of testing (oral, combined, etc.) can be foreseen in the specific case. With the testing of the candidates, the aim is for all students to have the opportunity to assess their own progress in the acquisition of knowledge and skills.

11.4 COURSE EVALUATION

The organizer of this course will conduct periodic analyzes of the success of the course. The evaluation of the success will be carried out on the basis of the individually achieved results, however, if necessary, it is possible to carry out an evaluation individually, by subject.

In order to efficiently and effectively analyze the results of the course, the organizer can conduct a surprise, unannounced evaluation, through questionnaires and interviews, in order to get a picture of the impression and experience of the target group, of the level of knowledge and skills at the specific moment.



12. BASIC PRINCIPLES OF LEARNING IN ADULTS

The target group for which this course is intended are adults, who have no previous knowledge of the areas covered by the course, which is why it is important that the persons who will conduct the course (lecturers) apply the following basic principles for adult learning:

1. *PRINCIPLE OF INTERACTIVE LEARNING*

It is recommended to avoid classical teaching by narrating a lesson from a manual and dry transmission of Torah knowledge. It is necessary for the person who will conduct the course (lecturer, trainer) to present the content of the area (the subject) and to introduce the students to the material, as well as to enable mutual interaction through discussion, asking questions, answering questions and active involvement of the trainees in the course.

2. *PRINCIPLE OF DIRECT ACCESS*

The focus of the course should be the problems related to the specific topic. Specifically, instead of focusing primarily on the content of the topic, it is necessary to let the listeners discover the content themselves by mastering the subject by solving practical problems, which are close to their scope of work.

3. *PRINCIPLE OF CONNECTION WITH PREVIOUS EXPERIENCE*

The most effective way of accepting the new information and knowledge in each sphere and for each target group is through reference to previous experience. In that sense, during the transfer of knowledge in this course, it is necessary to pay special attention to

connecting the content with real experiences and practices faced by the participants in the course. Only in this way, the new ones knowledge and information, they will be adequately accepted for further application in daily work.

4. *PRINCIPLE OF RECOGNITION OF MEANING AND IMPORTANCE*

It is necessary the content, etcthat the aims of the course have a direct connection with the profession, that is, that the course itself is relevant to the work of the people who follow it.

5. *PRINCIPLE OF EMOTIONAL CONNECTION*

One of the methods of learning adults is that the person has the opportunity during the course, to receive information that offers a solution to a certain problem that the person has faced before. Learning, that is, understanding how to solve a known problem causes a feeling of satisfaction (positive emotion). It is thought that events associated with good emotions are remembered longer than those that caused unpleasant emotions.

6. *PRINCIPLE OF INDIVIDUALIZED MASTERY OF THE MATERIAL*

The participants in the course as adults already have a certain education and they are confident that they know how to learn. For this reason, it is extremely important that the person conducting the course (the lecturer) guides the learning process in a way that is known and

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accepted by the students, and above all through their involvement in the teaching in order for the content to be accepted in the right way.



13. PERSONS WHO WILL IMPLEMENT THE COURSE (TRAINERS/LECTURERS)

13.1 EXPECTATIONS OF THE TRAINER AS A LEARNING FACILITATOR

The person who will conduct the course (lecturer, trainer) is expected to be a facilitator of learning and create an "ambiance" for learning at the very beginning of the course. The lecturer/trainer should introduce the trainees to the course content and clearly demonstrate a strong connection and relevance of the content to the trainee's profession. It is necessary for the lecturer/trainer to indicate the purpose of the presentation and allow the participants to express their views on the topic by sharing their own experiences. When conducting a course for acquiring knowledge at the basic level, the person who will conduct the course (lecturer, trainer) should expect a higher proportion of rationalization and a lower proportion of intellectualization on the part of the participants, i.e. less formal knowledge versus higher participation with reactions, emotions and beliefs regarding the topic being addressed.



13.2 INSTRUCTIONS FOR THE TRAINER BEFORE STARTING THE COURSE

It is necessary at the very beginning that the person who will conduct the course (lecturer, trainer) initiates familiarization of the group with the matter, the content. It should be kept in mind that the students do not have previous knowledge in the field, so it is necessary to elaborate the content of the course in more detail.

It is necessary for the person who will conduct the course (lecturer, trainer) to clearly elaborate the objectives of the course for each subject (area) individually, as well as for each topic. The person who will conduct the course (lecturer, trainer) should determine and indicate to the students what the learning will be, that is, whether it will be based on knowledge, skill or behavior. (Types of learning KSAs: Knowledge, Skills, Attitudes).

13.3 INSTRUCTIONS FOR THE TRAINER DURING THE COURSE

During the course, the person who will conduct the course (lecturer, trainer) should undertake the following activities:

- To introduce himself to the participants, with his short biography and professional expertise for the area he will be teaching, which aims at the very beginning in the group to initiate an environment for work and cooperation.
- At the beginning of the class, the topic, methods, way of working, goals that should be achieved with the specific lecture should be presented. It is recommended that the objectives be presented in a descriptive manner, preferably in writing, on a board, flip chart or

–

- similar. It is necessary to return attention to the initial objectives at the end of the lesson to determine whether they have been achieved.
- It is recommended that the person who will conduct the course (lecturer, trainer) apply modern and acceptable techniques, which will ensure maximum involvement and attention of the people following the course, such as: presentations, analysis of specific cases, simulations, discussions, method of role playing.
 - Be careful, in a basic level course, you should start with an oral explanation, followed by a presentation that will show pictures, videos, short messages, etc., without a long text. Then, it is recommended to approach the active involvement of the listeners through discussion, role playing, etc. It is recommended at the end, after transferring theoretical knowledge, the interactive analysis of the contents through discussion, wherever applicable, to approach the analysis of a concrete case from practice, the so-called real case scenario, which will check whether and how much the content of the subject of the course has been understood and learned.

**14.LECTURE TOPICS AND STRUCTURE BY
LESSONS FOR
LEADER AND MANAGER IN PRIVATE SECURITY
4 HOURS**

LEADER AND MANAGER IN PRIVATE SECURITY				
	NAME OF THEMATIC UNIT	DESCRIPTION I BASIC POINTS	BASIC MATERIAL	CLASS DURATION
1	Concept of leadership	Leadership styles How to become a better leader? How to measure effective leadership? How can female leaders empower employees?	Manual Power point presentation A case study	45 min
2	Gender equality and women's leadership	The role and contribution of women in companies Leadership and Management for Women	Manual Power point presentation	30 min
3	Concept of management	Defining management Functions of management Levels of management Management styles	Manual Power point presentation Exercise	45 min
4	Manager in private security	Objectives of the manager Traits of a manager	Manual Power point presentation	30 min
5	Leadership vs. Management	Similarities between leadership and management Differences between leadership and management When to manage and when to lead?	Manual Power point presentation	30 min

**15.LECTURE TOPICS AND STRUCTURE BY LESSONS
FOR
EFFECTIVE AND EFFICIENT COMMUNICATION
2 HOURS**

EFFECTIVE AND EFFICIENT COMMUNICATION				
	NAME OF THEMATIC UNIT	DESCRIPTION I BASIC POINTS	BASIC MATERIAL	LESSON DURATION
1	Defining the communication process	Communication concept Communication process	Manual Power point presentation	15 min
2	Effective communication at a workplace	Benefits of effective communication in the workplace Barriers in communication	Manual Power point presentation	15 min
3	Types of communication	Verbal communication Written communication Non-verbal communication	Manual Power point present, Exercise (role play)	25 min
4	Definition of workplace conflict	A notion of conflict What causes conflict in the workplace Techniques and skills for effective conflict resolution	Manual Power point presentation	10 min
5	Feedback	Feedback	Manual Power point presentation	10 min
6	Crisis communication	Concept of crisis communication	Manual Power point presentation A case study	15 min

16.LECTURE TOPICS AND STRUCTURE BY LESSONS
FOR
SELF CONFIDENCE
2 HOURS

SELF CONFIDENCE				
	NAME OF THEMATIC UNIT	DESCRIPTION I BASIC POINTS	BASIC MATERIAL	LESSON DURATION
1	Balance – work life with the rest of yourself	Meaning of work-life balance Steps to achieving work-life balance Schedule and time planning	Manual Power point presentation	30 min
2	Self-confidence	A concept of self-confidence General concept of stress and stress management Setting goals	Manual Power point presentation	20 min
3	Confidence building techniques	Increasing environmental impact Mentorship	Manual Power point presentation	20 min
4	Self respect	A notion of self-esteem Emotional intelligence	Manual Power point presentation	20 min



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