



Generic Officer

Professional Military Education

REFERENCE CURRICULUM





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National Defence
Office of the Commander
Canadian Defence Academy
P.O. Box 17000 Station Forces
Kingston, ON K7K 7B4

1000-1 (SSO DEO)

21 September 2011

Generic Officer Professional Military
Education (PME) Reference Curriculum (RC)

Dear Partners,

It pleases me to share with you the document entitled *Generic Officer Professional Military Education (PME) Reference Curriculum (RC)*, developed by a multinational team of academics under the auspices of the Canadian Defence Academy on behalf of NATO and the Partnership for Peace Consortium (PfPC) of Defence Academies and Security Studies Institutes. This document aims to provide partner countries with in-depth learning objectives and curriculum support for academic courses related to officer professional military education; an important contribution to defence education and enhancement of military interoperability between NATO and its partners.

The Generic Officer PME Reference Curriculum consists of three phases: i) Pre-Commissioning, ii) Junior Officer and iii) Intermediate Officer; and three themes: i) Profession of Arms, ii) Command, Leadership and Ethics and iii) Defense and Security Studies. The three phases and themes have been carefully chosen to encompass the broadest spectrum of officers and to provide the most pertinent level of education for a medium size armed force.

This document is best understood as a resource to partners looking to reform and/or enhance the professional military education of their officers. It is presented in the hope that it

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Le 21 septembre 2011

Programme de référence (PR) – Études
militaires professionnelles (EMP) pour les
officiers

Chers partenaires,

Il me fait grand plaisir de partager avec vous le document intitulé *Programme de référence (PR) – Études militaires professionnelles (EMP) pour les officiers* développé par une équipe multinationale d'experts sous l'égide de l'Académie canadienne de la Défense au nom de l'OTAN et du Groupement d'institutions d'études de défense et de sécurité du Partenariat pour la paix (PPP). L'objectif de ce document est d'offrir aux pays partenaires un appui dans le développement d'objectifs d'apprentissage et de contenu pour les cours liés aux études militaires professionnelles des officiers. Ainsi, ce document contribue de façon importante à l'éducation militaire et à l'amélioration de l'interopérabilité militaire entre l'OTAN et ses partenaires.

Le programme de référence EMP pour les officiers se compose de trois étapes : i) pré-commission, ii) officier subalterne et iii) officier intermédiaire; et de trois thèmes: i) profession des armes, ii) commandement, leadership et éthique et iii) études sur la sécurité et la défense. Les trois étapes et les trois thèmes ont été choisis avec soin pour englober la plus grande gamme possible d'officiers et fournir le niveau le plus pertinent d'éducation pour une force armée de taille moyenne.

Ce document sert de guide pour les partenaires cherchant à réformer et/ou améliorer l'éducation militaire professionnelle de leurs officiers. Il est présenté dans l'espoir qu'il sera


Canada

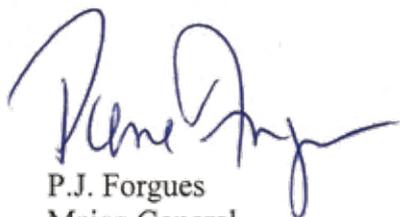
will be noted by NATO in due time through the appropriate committees. The next envisioned step will be to work with partner defence education establishments in their adoption and implementation of all or parts of this curriculum, guided by their Individual Partnership Action Plan (IPAP).

Only through dialogue and experiences can this document enhance the interoperability of alliance and partner officers, and in the defence education of officers in both. I invite your delegation personnel to distribute widely in your respective countries.

If you have any questions regarding this curriculum, please have your delegation personnel contact Dr. David Emelifeonwu, Senior Staff Officer, Defence Education Outreach, Canadian Defence Academy at 011-613-541-5010 ext. 3782.

Best wishes,

Le Commandant,
Major-Général



P.J. Forgues
Major-General
Commander

noté par l'OTAN en temps opportun par le biais de comités appropriés. La prochaine étape consistera à collaborer avec les institutions partenaires d'éducation militaire lors de l'adoption et de la mise en œuvre de ce programme, en tout ou en partie, selon leur plan d'action individuel pour le partenariat (IPAP).

C'est uniquement à travers le dialogue et l'échange d'expériences que ce document contribuera positivement à l'interopérabilité des officiers de l'alliance et des pays partenaires, et à leur éducation militaire. J'invite le personnel de votre délégation à le diffuser à grande échelle dans vos pays respectifs.

Pour de plus amples renseignements sur le programme, le personnel de votre délégation peut communiquer avec M. David Emelifeonwu, Ph. D., officier supérieur d'état-major – Partenariats en éducation de la Défense, Académie canadienne de la Défense, au 011-613-541-5010 poste 3782.

Je vous prie d'agréer mes salutations les plus distinguées.



About this Document

Before describing the structure of this document and how it ought to be used, it is instructive to say something about *officership* and professional military education.

I. AIM OF THIS DOCUMENT

This document is the result of the best intentions of a multinational team of academics (See pgs 93-94 in the curriculum for list of academics) drawn from 11 countries. Typically, every document has an underlying reason for its existence and this one is no exception. The aim of this document is modest. It does not pretend to be comprehensive nor does it purport to be the last word on officer professional military education. Rather, this document seeks to serve as a reference, a starting off place, for individuals or organizations in partner countries looking to develop or to approximate officer professional military education (PME) curriculum in western military academies. This document in essence is intended as a start of a dialogue within partner countries, on one hand, and between partners and NATO, on the other hand about the kind of education each country aspires to have and wishes to impart to its officer cadre. It is not intended to be adopted lock-step but rather to be adapted to fit particular national needs and aspirations. As a reference document this curriculum can serve to increase not only the intellectual interoperability between alliance members and partner countries but to also foster greater professionalism in partner countries armed forces.

II. OFFICERSHIP

The keystone to any PME program is the concept of officership. Officership is the practice of being a commissioned or non-commissioned officer imbued with unique professional identity, competence and ethos. In generic terms, officership promotes lifelong learning within a community of professionals to maintain an expert body of knowledge. It is possible to highlight certain inter-related roles and characteristics associated with officership which separate officership from other professions within society. The officer's roles demonstrate military ethos, leader of character, member of a profession, and a servant of the

country. The eight characteristics include: duty, honor, loyalty, service to country, competence, teamwork, subordination to civil authorities, and exemplary leadership. Seen in this light, officership occupies a central place in the development of a professional armed force.

III. PROFESSIONAL MILITARY EDUCATION (PME)

"The central task of education", according to Eric Hoffer, "is to implant a will and facility for learning; it should produce not learned but learning people."¹ Broadly interpreted, this conception of education implies that learning is contingent and continuous. Learning is contingent in the sense that it depends on a permissive institutional structure and environment, and on individual disposition and desire. Learning is continuous in the sense that even though one may formally graduate from an educational institution, it is a life-long activity.

However, unlike training which is inherently routine in nature and which, for the most part, focuses on "what to think", education is about developing the intellectual curiosity of the individual through its focus and emphasis on "why and how to think". While it is important to make this distinction, training and education should not be seen as mutually exclusive activities. On the contrary, they both in addition to experience are necessary for the complete development of an officer.

The necessity of education for armed forces personnel arises from their unique employment which includes, among other things, defense of the nation and provision and maintenance of peace and security abroad. To be successful at these tasks, armed forces members need to be intellectually agile in order to out-think their adversary and to be able to work with allies and increasingly non-armed forces personnel. Additionally the necessity of education inheres in the need as Williamson Murray put it: "to prepare [armed forces personnel] for missions across the full spectrum of conflict, ranging from deterrence at the high end to peace keeping and enforcement at the low end."²

Professional military education is therefore designed to prepare professional militaries to deal with the ever increasing ambiguities and multi-layered contemporary security environment and battle space. A PME curriculum should be broad enough to provide new academic horizons and deep enough to whet the intellectual curiosity of all officers.³ PME is a critical gateway to endow a

1 Judith Lloyd Yero, "The Meaning of Education", Web. 27 August 2011.

2 Williamson Murray, "Testimony House Armed Services Committee: Subcommittee on Professional Military Education," unpublished, 10 September 2009, p4.

nation's armed force with the ability to live up to and to meet this awesome national security responsibility.

IV. STRUCTURE OF THIS CURRICULUM

A curriculum is a specific learning program, a range of courses that collectively describes the teaching, learning, and assessment materials available for a given course of study.⁴ Creating a curriculum inheres in the need to provide learners with a road map of what they can expect to learn and a sense of how their learning is organized and structured. Typically, a curriculum has a nested structure, meaning there is an overarching program within which are several connected parts.

With respect to this Generic Officer PME RC, it is organized and structured in the following manner: First, the curriculum is organized with respect to three officer developmental phases: *Pre-Commissioning*, *Junior Officer and Intermediate Officer*. Each phase in turn is organized around three broad themes/programs: *Profession of Arms; Command, Leadership and Ethics; and Defense and Security Studies* (See Table 1.1). The first theme is designed to teach the officer about his/her professional identity; basically what distinguishes the individual as an officer and a member of the profession of arms. The second theme, command, leadership and ethics, focuses on the key components of military leadership and most importantly the ethics that underpin the profession of arms and the conduct of war. The last theme—defense and security studies—focuses attention at the strategic level and in particular on the embeddedness of the armed forces not only in society but in the terms of their service to the nation. Additionally, the defense and security studies theme aims to provide some understanding into the ingredients of national power and the implications of the changing geopolitical landscape for issues of war and peace.

Subsumed under each theme/program are several distinct courses. Courses under each theme/program constitute the blocks and include topics such as *Officership as a Profession*, under the theme of Profession of Arms in the Pre-Commissioning phase and *Crisis Management* under the theme of Defense and Security Studies in the Intermediate Officer phase. Blocks are what collectively give meaning and content to the themes. They contain learning objectives and outcomes which are in turn connected to the higher objectives of the theme/program. Recognising that courses (blocks) are taught over a period of time, they are subdivided into lessons (modules). Modules constitute the lowest unit in a curriculum and have a similar relationship

to blocks as blocks have to a theme/program. For example, lessons under the *Officership as a Profession* block include *What is a Profession and Officership in Action* and under the *Crisis Management* block include *Domestic Threats and Vulnerabilities* and *Consequence Management*. A sample of the structure of this curriculum is shown below.

Phase: Pre-Commissioning

Theme 1: Profession of Arms

Block 1.1: Officership as a Profession

Module 1.1.1: What is a Profession? The Study of the Military as a Profession

Module 1.1.2: etc

Block 1.2: Introduction to Military Fundamentals

Module 1.2.1: Introduction to Joint Service Capabilities and Operations

Module 1.2.2: etc

V. USING THIS CURRICULUM

This curriculum makes certain implicit assumptions. The first is that learning will take place in a permissive environment and interrogation will be part and parcel of the learning process and experience. Second, its governance will be decidedly pluralistic so that learners have some input in shaping future iterations of the curriculum. Furthermore, the success of this curriculum is tied to having effective personnel and promotions system in place as well as an overall strategy for officer development. Absent such a system and strategy, this curriculum will fall short of expectations.

It is recommended that this curriculum be implemented in a progressive or sequential manner across the three officer phases and more importantly across the themes within each officer phase. The themes and their associated blocks have been designed to progress from the tactical to the strategic level and similarly the degree of complexity of the courses under each theme rises across the three officer phases.

For ease of understanding and comparison across the North Atlantic community and with the partners we recommend making use of the table below to comprehend the target audience for this curriculum.

3 Murray, p.8.

4 Wikipedia, "Curriculum," Web. 27 August 2011.

Educational Level	Function	Rank
Pre-Commissioning/Basic Officer	Capable of leading troops at the platoon level	2nd Lieutenant/Lieutenant
Junior Officer	Capable of leading troops at the company level	Captain/Junior Major
Intermediate/Senior	Designed to serve on a general command staff for a battalion, brigade etc.	Senior Major/Lieutenant Colonel



Professional Military Education Reference Curriculum Writing Teams Workshop, Rome

TABLE 1.1 GENERIC OFFICER PME REFERENCE CURRICULUM

I. Pre-Commissioning Phase	II. Junior Officer Phase	III. Intermediate Officer Phase
T1. Profession of Arms	T1. Profession of Arms	T1. Profession of Arms
B 1.1 Officership as a Profession		
B 1.2 Introduction to Military Fundamentals	B 1.1 Comprehensive Approach	B 1.1 Comprehensive Approach to Operations
B 1.3 Introduction to Military Operations	B 1.2 Military Operations	B 1.2 Operational Planning and Operational Design
B 1.4 Introduction to the Operations Process	B 1.3 Staff Planning Process / Tactics and Planning	B 1.3 Operational Roles, Missions and Capabilities
	B 1.4 Service Capabilities	B 1.4 Operational Level Intelligence
		B 1.5 Information Operations
T2. Command, Leadership and Ethics	T2. Command, Leadership and Ethics	T2. Command, Leadership and Ethics
B 2.1 Introduction to the Professional Military Ethic	B 2.1 Ethics of the Military Profession	B 2.1 Ethics
B 2.2 Military Leadership	B 2.2 Organizational Culture and Leadership	B 2.2 Leadership
B 2.3 Introduction to Command and Control	B 2.3 Command and Control	B 2.3 Command and Control
B 2.4 Introduction to the Law of Armed Conflict	B 2.4 Law of Armed Conflict	B 2.4 Law of Armed Conflict
T.3 Defense and Security Studies	T.3 Defense and Security Studies	T.3 Defense and Security Studies
B 3.1 Introduction to Military Thought and History	B 3.1 Theory of Warfare	B 3.1 History and Theory of War – Evolution of Operational Art
B 3.2 Introduction to Communication and Media	B 3.2. Communications and Media	B 3.2 Communications
B 3.3 Introduction to Resource Management	B 3.3 Resource Management: Personnel	B 3.3 Joint and Multinational Logistics and Resource Management
		B 3.4. International Security
B 3.4 International and National Security	B 3.4 International Security	B 3.5 National Security Policy Formulation and Structure
B 3.5 Civil-Military Relations: The Integration of the Profession with Society	B 3.5 Civil-Military Relations	B 3.6 Civil-Military Relations
	B. 3.6 Cultural Awareness	B 3.7 Contemporary Operating Environment
		B 3.8 Crisis Management



Partnership Training and Education Centres' Conference of Commandants



Defence Education Enhancement Programme - Armenia



Defence Education Enhancement Programme - Azerbaijan



Defence Education Enhancement Programme - Republic of Moldova



Defence Education Enhancement Programme - Kazakhstan



Professional Military Education Visit to the Military Academy of Belarus



I. Pre-Commissioning Phase

Themes (T), Blocks (B) and Potential Modules (M)

T1. Profession of Arms

B 1.1 Officership as a Profession..... 13

- Module 1.1.1 What is a Profession? The Study of the Military as a Profession
- Module 1.1.2 Domains of Expert Knowledge in the Military Profession:
Military-Technical, Moral-Ethical, Political-Cultural, Human Development
- Module 1.1.3 Officership in Action: Battle Command Capstone Exercises

B 1.2 Introduction to Military Fundamentals..... 14

- Module 1.2.1 Introduction to Service Capabilities & Operations (Component and Joint)
- Module 1.2.2 Introduction to Military Doctrine: Application of Principles of War,
Functions in Combat, Framework of Operations and Core Functions
as Fundamentals of Military Doctrine
- Module 1.2.3 Fighting Power
- Module 1.2.4 Integration of Combat Multipliers
- Module 1.2.5 Land Navigation, Map Reading and Military Symbols
- Module 1.2.6 Individual Military Training

B 1.3 Introduction to Military Operations 15

- Module 1.3.1 Weapon Systems/Communications Systems
- Module 1.3.2 Introduction to Offensive Operations
- Module 1.3.3 Introduction to Defensive Operations
- Module 1.3.4 Introduction to Stability Operations
- Module 1.3.5 Small Unit Tactics
- Module 1.3.6 Small Unit Logistics

B 1.4 Introduction to Operations Process..... 16

- Module 1.4.1 Battle Command (Understand, Visualize, Describe, Direct)
- Module 1.4.2 Introduction to Planning, Preparation, Execution and Assessment Processes
- Module 1.4.3 Troop Leading Procedures
- Module 1.4.4 Orders Productions and Briefings
- Module 1.4.5 Introduction to Intelligence Preparation of the Operating Environment (IPOE)
- Module 1.4.6 Gender Analysis of the Operating Environment
- Module 1.4.7 Capstone Exercise

T2. Command, Leadership, and Ethics

B 2.1 Introduction to Professional Military Ethics 19

- Module 2.1.1 Professional Culture
- Module 2.1.2 Legal and Moral Foundations of Professional Military Ethics
- Module 2.1.3 Values of Armed Forces/Services
- Module 2.1.4 Meaning of an Officer's Oath

Module 2.1.5	Common Ethical Core
Module 2.1.6	Promoting Equality and Respect for Human Rights
Module 2.1.7	Prostitution, Human Trafficking and Sexual Exploitation and Abuse

B 2.2 Military Leadership 20

Module 2.2.1	Individual Leadership Awareness
Module 2.2.2	Group Leadership Theory and Leading Organizations
Module 2.2.3	Leading Teams and Organizations
Module 2.2.4	Military Discipline

B 2.3 Introduction to Command and Control 23

Module 2.3.1	Command and Control Systems at the Tactical Level
Module 2.3.2	Command Authorities
Module 2.3.3	Mission Command
Module 2.3.4	Command Posts
Module 2.3.5	Communication and Information Systems

B 2.4 Introduction to the Law of Armed Conflict (LOAC) 24

Module 2.4.1	Introduction to Jus ad Bellum. Regulating the Use of Force in International Relations. International and Non-International Conflict
Module 2.4.2	Legal Framework for Peace Support Operations
Module 2.4.3	Basic Rules, Principles and Applicability of International Humanitarian Law (IHL) and its Relationship with Human Rights Law
Module 2.4.4	Conduct of Hostilities: Means and Methods of Warfare
Module 2.4.5	Protection of Civilians and Cultural Property in Armed Conflict Special Measures to Protect Women and Girls. Sexual Violence in Armed Conflict
Module 2.4.6	Rules of Engagement (ROE) and Standards of Behaviour on the Battlefield
Module 2.4.7	Responsibility for Violating LOAC and ROE

T3. Defense and Security Studies

B 3.1 Introduction to Military Thought and History 27

Module 3.1.1	Heritage & Traditions of Armed Forces
Module 3.1.2	Evolution of Military Thought
Module 3.1.3	Development of the National Armed Forces
Module 3.1.4	Historical Study of Major Combat Operations
Module 3.1.5	History of Counterinsurgency
Module 3.1.6	Technology's Influence on Warfare

B 3.2 Introduction to Communication and Media 28

Module 3.2.1	Models of Communication
Module 3.2.2	Communicating with Local Communities
Module 3.2.3	Communication & Leadership
Module 3.2.4	Defense & Media
Module 3.2.5	Professional Code of Ethics for Journalists
Module 3.2.6	Visits to a National Media & the National Military Public Affairs Office

B 3.3 Introduction to Resource Management	29
Module 3.3.1	Subunit Management in Peace Time
Module 3.3.2	Subunit Management in War Time
Module 3.3.3	Administration at Small Unit Level
B 3.4 International and National Security	30
Module 3.4.1	Theories and Concepts of International Relations
Module 3.4.2	Concepts of International and Transnational Security
Module 3.4.3	International Security Structures and Process
Module 3.4.4	Contemporary Issues in World Politics
Module 3.4.5	International Political Economy
Module 3.4.6	Globalization and International Development
Module 3.4.7	National Security Structures and Processes
B 3.5 Civil-Military Relations: The Integration of the Profession with Society.....	32
Module 3.5.1	Theoretical Framework/Foundations of Civil-Security Sector Relations
Module 3.5.2	Democratic Control of Security Forces
Module 3.5.3	Limitations of a National Armed Force in Policing Society



PfP Consortium Annual Conference - Defence Education Enhancement Programme
Panel with Representatives from Armenia, Azerbaijan, Georgia, Kazakhstan and the Republic of Moldova

Theme 1: Profession of Arms

Goal

The Profession of Arms theme introduces students to their profession through the concept of officership. This theme provides students an understanding of tactics, military training, operations and planning relevant to current and future military operations. The students apply their understanding through hands-on military training. At the end of the pre-commissioning phase, graduates will be technically competent members of the armed forces profession.

Description

The Profession of Arms theme serves as one of the three principal interrelated developmental programs within the professional military education (PME) curriculum. The Profession of Arms is the foundation for sequential and progressive military training and leadership development requirements, experiences, and activities designed to support military skills training and leadership development while introducing the concept of officership in the profession of arms. This theme introduces students to professional ethics, the history and traditions of the country's armed forces and civil society's ideas on the profession of arms. This program will focus specific attention on developing students with the requisite attributes to be leaders of character. Inherent in this approach is the establishing, teaching, enforcing and modelling of the standards that permeate military culture and are essential to discipline and readiness. Teaching students the value of standards prepares them to function effectively as military leaders. Students must learn and demonstrate rigorous standards of conduct in the intellectual, military, physical, ethical, and social domains of development. As students mature, they are expected to progress from adhering to standards to modelling, enforcing and setting standards.

Learning Objectives

- 1) In support of the overarching goal, graduates will:
 - Embody the identity of officership in the profession of arms, both written and orally, and through physical demonstration in the capstone exercises;
 - Through the study of military fundamentals, demonstrate proficiency in the basic military skills required of an officer and understand ser-
- 2) By completing the theme, each graduating student will:
 - vice capabilities and general military doctrine;
 - Develop an understanding of the military operations planning process at the tactical and operational levels;
 - Demonstrate superior performance in military skills. For example, future army officers will demonstrate proficiency in marksmanship, land navigation, and preparation and delivery of small unit operations orders; and
 - Demonstrate the capacity to solve military problems during periods of high stress as evident in the series of capstone exercises.

Block 1.1 Officership as a Profession

Description

This aim of this block is to begin the discussion on the concept of officership and the individual officer's identity with his/her future profession in the military—the Profession of Arms, encapsulating the *member of the profession* characteristic of officer identity. The block is best introduced by a senior strategic leader as a guest lecturer or keynote address for the beginning of an academic year. Students should be allowed a question and answer period with the guest. Finally, they will be released to small groups/seminars to discuss the lecture experience and apply it towards their ideals, each group mediated by a faculty member.

Learning Objectives/Outcomes

- 1) Explain the meaning of profession and describe the differences in types of professions.
- 2) Explain the role of the individual officer in maintaining the military profession. Explore the possibilities of maintaining the profession in the students' future career, describing what this means to you personally and in relation to your family and community.
- 3) Discuss and determine as a group the attributes essential for leaders of character to operate effectively in a contemporary operating environment.

Issues for Consideration

- a) What is the difference between the military profession and any other profession?
- b) Can the military profession operate without individual leaders of character?
- c) How have the requirements for the military profession changed in recent decades?
- d) The class should build on a list of attributes throughout the block that include but are not limited to concepts such as: expert knowledge, concept of duty, or commitment to the organization, desire for lifelong learning, desire to innovate, a thorough understanding of service, and understanding civil-military relations (CMR).

Potential Modules

- What is a profession? The military as a profession;
- The domains of expert knowledge in the military profession: military-technical, moral-ethical, political-cultural, human development; and
- Officership in action: battle command capstone exercises.

Learning Methodology/Assessment

- Lectures; discussions; in-class exercises, small group discussion and participation; scholarly articles; reflective journaling.

References

An Army White Paper: The Profession of Arms. CG TRADOC Approved, 2 December 2010. <http://cape.army.mil/repository/ProArms/ProfessionWhite%20Paper%208%20Dec%202010.pdf>

Deakin, Stephen, and Peer de Vries, eds. "Take Me to Your Officer" Officership in the Army." *Strategic Studies Institute. The Occasional* #54, (2008).

Officership and the Profession: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Snider, Don M., and G.ayle L. Watkins, eds. *The Future of the Army Profession*. Boston, MA: McGraw-Hill Publishers, 2002.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.2 Introduction to Military Fundamentals

Description

The aim of this block is to further students' understanding of the Profession of Arms by giving them a broad overview of military fundamentals, including the study of their nation's respective service capabilities and their general employment in a joint operating environment. Students are introduced to map reading skills, including identifying terrain features and communicating through tactical terminology and symbols. Finally, they are exposed to the principles of war and encouraged to apply them using historical examples. Specific studies within this block will introduce the concept of fighting power and reinforce officership throughout the course of instruction. The understanding of fighting power will be enhanced by discussing the role of combat multipliers in creating the synergetic effects on the battlefield.

Learning Objectives/Outcomes

- 1) Describe the composition, capabilities and missions of their nation's military services, e.g., army, navy, air force, etc.
- 2) Discuss how the respective military services are employed in joint operations.
- 3) Describe the combat multipliers and explain how they add effects in support of manoeuvre.
- 4) Explain the principles of war, and their tactical projection – functions in combat - and how they apply in tactical situations.
- 5) Identify and describe the military symbols and terrain features on a map.
- 6) Explain the components of fighting power and how they interrelate.
- 7) Complete the after action review process and explain its importance at all levels.

Issues for Consideration

- a) Given that students will join different branches of service and occupational specialties, what core fundamentals of organizing combat power are inherent to all?
- b) Principles of war and their relevance throughout history. Functions in combat as practical projection of the principles of war: command, movement and manoeuvre, intelligence, fire, sustainment and protection.

- c) The concept of fighting power. Physical, moral and conceptual components of the fighting power.
- d) What are the most important combat multipliers and enablers?
- e) Should squads and platoons all have the proportions of women and minorities? Should be equitably distributed in gender and minorities.

Potential Modules

- Introduction to service capabilities & operations (component and joint);
- Introduction to military doctrine. The application of principles of war, functions in combat, framework of operations and core functions as fundamentals of military doctrine;
- Fighting power;
- Integration of combat multipliers;
- Land navigation, map reading and military symbols; and
- Individual military training.

Learning Methodology/Assessment

- Lectures, discussions, exams, in class exercises, small group discussion and participation, reflective journaling.

References

Relevant NATO doctrine source¹:

Allied Procedural Publication (APP) — 6 (B). *Joint Symbology*. June 2008.

Allied Joint Publication (AJP) 3(A). *Allied Doctrine for Joint Operations*. July 2007.

AJP-3.1. *Allied Joint Maritime Operations*. March 2004.

Allied Tactical Publication (ATP) 3.2.1. *Allied Land Tactics*. November 2009.

ATP-3.2.1.1. *Guidance for the Conduct of Tactical Stability Activities and Tasks*. September 2010.

AJP-3.3 (A). *Allied Joint Doctrine for Air & Space Operations*. November 2009.

ATP-3.2.2. *Command and Control of Allied Land Forces*. February 2009.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.3 Introduction to Military Operations

Description

This block aims to ensure students achieve a basic understanding of military operations at the small unit level. This foundation will be practically applied in basic and advanced field training. During this block, students will learn principles of offense, defense and stability operations. They will learn to employ weapons and communications systems specific to their service and how to conduct small unit operations. Students will execute tactical decision exercises, laying the foundation necessary to build competent tactical decision-makers who understand the principles of service doctrine and are able to apply creative thinking and common sense in solving tactical problems.

Learning Objectives/Outcomes

- 1) Describe the effects of weapon systems of their service and their method of employment.
- 2) Practice the standard communications procedures within a tactical scenario.
- 3) Describe the manoeuvre systems and the capabilities of each component.
- 4) Demonstrate gender-sensitive cultural and security analysis.
- 5) Discuss the characteristics of the offense, including platoon attack, ambush, raid, and counterattack.
- 6) Discuss the characteristics of the defense and the fundamental principles of a platoon defense, including delay operations.
- 7) Describe the principles and purposes of various stability and security tasks such as patrolling, manning check points, and dealing with local populations.
- 8) Describe logistic support at subunit level for different types of operations and explain how logistics contribute to the success in operations.

Issues for Consideration

- a) What are the issues associated with:
 - weapons characteristics and effects?
 - spectrum of conflict and military activities?
 - types of offensive operations?
 - types of defensive operations?
 - types of stability and security operations?

- combat support and combat service support functional areas?

Potential Modules

- Weapons systems/Communications systems;
- Introduction to offensive operations;
- Introduction to defensive operations;
- Introduction to stability operations;
- Small unit tactics; and
- Small unit logistics.

Learning Methodology/Assessment

- Students receive instruction and participate in discussions and decision-making exercises; students are assessed with graded tactical decision-making games, quizzes and participation.

References

Relevant NATO doctrine source:

- AAP-6. *NATO Glossary of Terms and Definitions*. 2010.
- APP-6 (B). *Joint Symbolology*. June 2008.
- AJP-3(A). *Allied Doctrine for Joint Operations*. July 2007.
- AJP-3.1. *Allied Joint Maritime Operations*. March 2004.
- ATP-3.2.1. *Allied Land Tactics*. November 2009.
- ATP-3.2.1.1. *Guidance for the Conduct of Tactical Stability Activities and Tasks*. September 2010.
- AJP-3.3 (A). *Allied Joint Doctrine for Air & Space Operations*. November 2009.
- ATP-3.2.2. *Command and Control of Allied Land Forces*. February 2009.
- AJP-3.4.4. *Allied Joint Doctrine for Counterinsurgency (COIN)*, February 2011.
- ATP-3.4.4.1. *Guidance for the Application of Tactical Military Activities in Counterinsurgency Study*, first edition.
- BI-SC Directive 40-1, Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structure including Measures for Protection during Armed Conflict.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.4 Introduction to Operations Process

Description

The focus of the Operations Process block is to build effective tactical decision-makers who understand military doctrine and are able to apply creative thinking and commonsense in solving tactical problems.

This block will enhance each student's tactical planning and decision-making skills by challenging their character and testing their decisiveness in scenarios with limited information and under time constraints in order to prepare them for the challenges of leading troops on today's battlefields. Students will learn to analyze missions and terrain, internal and external actors in planning feasible operations and how to communicate the resulting plans to subordinates and superiors.

Learning Objectives/Outcomes

- 1) Analyze terrain, weather, internal and external actors' capabilities and apply this analysis to tactical planning and decision making.
- 2) Apply principles in making tactical decisions under pressure with limited information and limited time and information.
- 3) Explain the fundamental principles that underlie military doctrine and small unit tactics and apply them to mission planning.
- 4) Apply and properly nest tactical mission tasks and purposes within higher headquarters intent.
- 5) Apply gender analysis of the operating environment into the planning process.
- 6) Apply the planning principles at a basic tactical level and formulate the concept of operations.
- 7) Communicate a tactical concept of operations both verbally and visually.
- 8) Practice tactical mission planning, and effectively communicate that plan at the squad and platoon level, using the appropriate operational terms and graphics in order to build tactical problem solving skills at the small unit level.
- 9) Analyze various tactical scenarios, conduct mission analysis, plan a mission and describe the conduct of mission.
- 10) Integrate planning sequences and tools and practice the associated skills.

Issues for Consideration

- a) Belligerent/opposing/friendly and neutral forces, terrain, weather, climate, demographics, legal and political impact on mission.
- b) Tactical planning process, stages, outcomes and deliverables.
- c) Production and extraction process of orders, prepare and deliver operational briefings.
- d) Tactical level planning tools: intelligence preparation of the operating environment (IPOE), war-gaming, targeting, mission rehearsal.
- e) Integration of all planning sequences and tools in a Capstone exercise.

Potential Modules

- Battle command (understand, visualize, describe, direct);
- Introduction to planning, preparation, execution and assessment processes;
- Troop leading procedures;
- Orders productions and briefings;
- Introduction to intelligence preparation of the operating environment (IPOE);
- Gender analysis of the operating environment; and
- Capstone exercise.

Learning Methodology/Assessment

Students receive instruction and participate in discussions and decision-making exercises and are assessed with graded tactical decision-making games, quizzes and participation.

References

Relevant NATO doctrine source:

AJP-3(A). *Allied Doctrine for Joint Operations*. July 2007.

AJP-3.1. *Allied Joint Maritime Operations*. March 2004.

ATP-3.2.1. *Allied Land Tactics*. November 2009.

ATP-3.2.1.1. *Guidance for the Conduct of Tactical Stability Activities and Tasks*. September 2010.

Jointness:

A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Theme 2: Command, Leadership and Ethics

Goal

The Command, Leadership and Ethics theme introduces students to their profession through the professional military ethic (including values, character and ethics education), leadership theory, military command and control concepts, and the law of armed conflict. The students are evaluated in numerous leadership positions throughout their pre-commissioning experience and are provided specific feedback (360 degrees if possible) concerning their leadership, character and ethics. At the end of the pre-commissioning phase, graduates will be capable of leading subordinates in section, team or platoon size elements of approximately 50 or less. They will be able to lead cross-cultural, mixed gender teams in a multinational or coalition environment.

Description

This theme focuses on the officer's development as a commander, leader of character, member of the profession and servant for the country. A few key definitions in this theme include:

Leadership – influencing people while accomplishing the mission and improving the organization;

Character – moral qualities that constitute the nature of a leader and shape his or her decisions and actions; and

Leader of Character – seeks to discover the truth, decide what is right, and demonstrate the courage and commitment to act accordingly. Character includes not only moral and ethical excellence, but also resoluteness, self-discipline, and sound judgment.

Learning Objectives

- 1) Demonstrate leadership expected of a junior officer in accomplishing assigned missions. This implies they will be able to: lead by example, build effective teams, promote values of gender and racial equality, exercise initiative within the commander's intent, care for subordinates and be involved in their success, communicate effectively, accept accountability for self and unit, coach subordinates effectively and provide them with useful feedback.
- 2) Meet the expectations of the military and society for exemplary conduct in all aspects of their public and private lives.

- 3) Accept moral responsibility for maintaining the competency of their soldiers and units.
- 4) Understand the public expectation that military officers are held to the highest ethical standards.
- 5) Exhibit respectful conduct as a student and understand the importance of enforcing the prevention of sexual harassment and equal opportunity violations.
- 6) Display empathetic leadership and respect for all people, their customs and property.
- 7) Demonstrate commitment to promotion of equality and respect for human rights.
- 8) Demonstrate courage, character, integrity, and toughness, by embracing the spirit of the honour code, treating others with dignity and respect, living by military values and displaying a military ethos.
- 9) Apply the provisions of military law and International Humanitarian Law appropriate to their duty and rank, with an emphasis on issues that might arise on the battlefield at a tactical level.

Block 2.1 Introduction to the Professional Military Ethic

Description

This block will introduce students to the ethical dimension of the military profession by focusing on values education, character development, officership and leadership. Students will be exposed to the values of the service and the national armed forces to which they belong, analysing the importance of human rights in peace time and on the battlefield. The Professional Military Ethic is important because it transcends the entire curriculum, aiming at developing leaders of character.

Learning Objectives/Outcomes

- 1) Explain the meaning of the oath of office for a commissioned officer, and the specific responsibilities it imposes on the junior officer.
- 2) Describe the military ethos and the values of the armed forces.
- 3) Discern the concept of duty in the context of sound moral reasoning informed by personal morality and professional ethics.
- 4) Explain the importance of not tolerating unethical conduct as a student and as an officer in the Profession of Arms.
- 5) Explain the relationship between the non-toleration condition and the professional obligation of officers in the Profession of Arms.
- 6) Explain the foundations of the concept of Officership.
- 7) Distinguish respectful dealings with civilians from facilitation of human trafficking and prostitution.
- 8) Identify sources of personal challenges in assuming leadership roles.

Issues for Consideration

- a) Legal foundations, e.g., the constitution, treaties, oath of commission, rules of engagement (ROE).
- b) Moral foundations, e.g., military/service/branch culture, universal norms of behaviour, universal human rights, creeds and mottos, Codes of Conduct, Soldier's rules of conduct.
- c) The core values of the armed forces:
 - Selfless commitment, i.e., selfless service;

- Moral courage and personal responsibility;
 - Discipline;
 - Integrity, e.g., cheating and plagiarism;
 - Conflicting loyalties; and
 - Trustworthiness and teamwork, respect as a combat multiplier and equality and human rights.
- d) Future leader competencies needed for full-spectrum operations.

Potential Modules

- Professional culture;
- Legal and moral foundations of professional military ethics;
- Values of armed forces/services;
- The meaning of an officer's oath;
- Common ethical core;
- Promoting equality and respect for human rights; and
- Prostitution, human trafficking and sexual exploitation and abuse.

Learning Methodology/Assessment

Lectures, Discussions, Case studies.

References

Coker, Christopher. *The Warrior Ethos: Military Culture and the War on Terror*. New York, NY: Routledge Press, 2007.

EU Standards of behaviour in operations. <http://register.consilium.europa.eu/pdf/en/05/st08/st08373-re03.en05.pdf>

Ethics: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Hackett, John, Sir. *The Profession of Arms: The 1962 Lees Knowles Lecture Given at Trinity College Cambridge*. Times Publishing Company, 1962.

Janowitz, Morris. *The Professional Soldier: A Social and Political Portrait*. New York, NY: The Free Press, 1971.

NATO Policy On Combating Trafficking In Human Beings <http://www.nato.int/docu/comm/2004/06-istanbul/docu-traffic.htm>

Snider, Don M. and Lloyd J. Matthews, eds. *The Future of the Army Profession*. Second Edition. New York, NY: McGraw Hill Custom Publishing, 2005.

UNDOC Online Edition - *Toolkit to Combat Trafficking in Persons*; <http://www.unodc.org/unodc/en/human-trafficking/2008/electronic-toolkit/electronic-toolkit-to-combat-trafficking-in-persons---index.html>

UN/EU/OSCE/NATO. *Gender, Peace and Security Documents* (or referring to gender), http://www.esdpm.org/pdf/2009_artrel_343_09-10isis-gender-doc-list.doc

U.S. Department of Defense. *The Armed Forces Officer*. The National Defense University Press and Potomac Books, Inc. 2007.

Women in the Military: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.2 Military Leadership

Description

This block is a multidisciplinary study of leadership in an organizational context which focuses on the integration of theory and practice. Throughout the block, students will explore the leader's direct influence on individual motivation and group processes through the application of leadership theories, skills, and attributes. They will also learn how to influence subordinates indirectly through organizational systems and procedures, organizational culture, and ethical climate.

In addition, students will explore the different roles of a commander such as moral and ethical arbiter, tactician, soldier, and mentor. Students will develop a greater knowledge and understanding of the challenges, obligations, and responsibilities of leaders in the profession of arms. Students will also begin, or continue to gain, greater insight into their own personal philosophy of command and leadership. This may be achieved by the means of writing papers on specific leadership topics.

Learning Objectives/Outcomes

- 1) Leading oneself:
 - a) Explain challenges and benefits of leader growth and development;
 - b) Illustrate the connection between emotional intelligence and leader effectiveness; and
 - c) Illustrate what facets of one's life influence his/her ability to develop an authentic self.
- 2) Leading Others:
 - a) Explain how mental models are formed and their influence on leader behaviour;
 - b) Use life examples to discuss a leader's role in leading others;
 - c) Define power theory;
 - d) Distinguish power theory from other bases of power;
 - e) Predict possible outcomes of using a particular base of power;
 - f) Apply various contexts and the best power base to use as a leader;
 - g) Predict which influence tactics you are likely to use given what you know about yourself and the situation;

- h) Illustrate how influence tactics can help you build your bases of power;
- i) Summarize why leaders negotiate and illustrate the importance of negotiation preparation;
- j) Explain an individual's level of motivation using different theories of motivation;
- k) Illustrate the influence of feedback on motivation;
- l) Use personal experiences to describe various motivational techniques and theories;
- m) Summarize leader behaviours and skills that facilitate an effective counselling session; and
- n) Synthesize key leadership concepts in preparation for real-world counselling scenarios.
- 3) Leading Teams and Organizations:
- a) Infer how leaders influence group formation;
- b) Infer how group membership impacts individual behaviour;
- c) Explain the formation and structural dimensions of group;
- d) Explain the leader's role in the socialization process;
- e) Summarize how to design an effective socialization process;
- f) Explain the sources of group conflict;
- g) Analyze the fundamentals of group cohesion and understand the impact of one's leadership on the group;
- h) Explain how leaders assess and build cohesion in teams;
- i) Differentiate the ways in which leaders make decisions;
- j) Summarize the differences between extreme and routine environments;
- k) Summarize leadership considerations following a death or tragedy;
- l) Explain organizational culture and the leader's role in assessing it;
- m) Analyze the levels of organizational culture;
- n) Describe problems of sexual harassment and sexual abuse within military organizations;
- o) Predict the need for organizational change; and
- p) Analyze potential sources of resistance to change.
- Issues for Consideration**
- a) Leading oneself:
- Leader growth model, failure and tolerance;
 - Self-awareness, self-regulation, motivation, empathy, social skill; and
 - Commitment to self, follower perceptions, follower attributions.
- b) Leading Others:
- Define the following types of power: reward power, legitimate power, coercive power, expert power, referent power, and information power;
 - Pressure tactics, exchange tactics, rational persuasion;
 - Positions, interests, reservation;
 - Expectancy theory, equity theory, goal setting, practical applications of goal setting; and
 - Active listening, open-ended questions.
- c) Leading Teams and Organizations:
- Stages of group development, forming, storming, norming performing, adjourning;
 - Group structural dimensions: roles, status, norms, composition, cohesion;
 - Socialization considerations: commitment, internalization innovation, psychological contract;
 - Sources of conflict, strategies for managing group conflict;
 - Team cohesion, task cohesion, social cohesion, team building, cohesion intervention strategies;
 - Rational decision making, intuitive decision making;
 - Characteristics of extreme environments, attributes of effective leaders in extreme environments;
 - Dealing with death and tragedy;
 - Assessing culture; and
 - Organizational change: sources of resistance, embedding mechanisms; reinforcing mechanisms.

Potential Modules

Leading oneself - Individual leadership awareness:

- Learning from experience, emotional intelligence, transformational leadership, full range leadership, authentic leadership.
- Leading others - Group leadership theory and leading organizations:
- mental models, bases of power (reward, coercive, legitimate, expert, and referent power), influence tactics, negotiations, motivation, counselling and leader development.
- Leading teams and organizations:
- Group development, group structural dimensions, socialization, group conflict, cohesion, decision-making, leading in extreme environments, dealing with death and tragedy, organizations: assessing culture, cultural awareness & understanding, organizational change, standards of behavior in operations.
- Military discipline.

Learning Methodology/Assessment

Lectures, discussions, case studies.

An important part of this block learning experience is building a relationship with a mentor. Writing papers and essays on leadership involves developmental meetings with a mentor. The purpose of the meetings is to both share and gain information, generally focused on the student's major writing assignment. For example, the student could share his/her strengths and weaknesses with the mentor in order to gain his/her recommendations and improvement strategies or his leadership philosophy and learn from mentor's philosophy.

References

Bi-SC Directive 40-1. Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structure including Measures for Protection during Armed Conflict. http://www.nato.int/nato_static/assets/pdf/pdf_2009_09/20090924_Bi-SC_DIRECTIVE_40-1.pdf

Cohen, Eliot A. *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime*. New York, NY: The Free Press, 2002.

Coker, Christopher. *Waging War Without Warriors: The Changing Culture of Military Conflict*. Boulder, CO: Lynne Rienner Publishers, 2002.

EU Standards of behaviour in operations, <http://register.consilium.europa.eu/pdf/en/05/st08/st08373-re03.en05.pdf>

Human Dimension of Strategic Leadership: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Mentorship: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Resilience: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.3 Introduction to Command and Control

Description

This block will introduce students to the C2 structures, command relationships as well as principles of Command and Control. As part of the modules within the block, students will be exposed to the language of C2 and how this language is used to plan, direct, coordinate and control forces and operations in the accomplishment of the mission.

Learning Objectives/Outcomes

- 1) Describe the principles of C2.
- 2) Describe C2 structure and C2 relationships, specifically at individual Service level.
- 3) Discuss C2 considerations and challenges at Joint and Combined levels.
- 4) Compare and discuss different command philosophies: Tutorial command (centralized command) and Mission Command (decentralized command).
- 5) Describe the elements of communication and information systems.
- 6) Describe the art of design in mission command and C2.

Issues for consideration

- a) C2 principles.
- b) Command authorities.
- c) Centralized command vs. decentralized command.
- d) Command post characteristics, organization, change of control.
- e) The role of the commander on the battlefield, e.g., location and influence.
- f) Communication and information systems.

Potential Modules

- Command and control systems at the tactical level;
- Command authorities;
- Mission command;
- Command posts; and
- Communication and information systems.

Learning Methodology/Assessment

Lectures, case studies, group discussion and practical exercises.

References

ATP 3.2.2 *Command and Control of Allied Land Forces*. February 2009.

Cardon, Edward C, and Steve Leonard. "Unleashing Design: Planning and the Art of Battle Command." *Military Review* (March 2010). http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20100430_art004.pdf

Corbett, Art. *United States Marine Corps (USMC) Mission Command*. <http://www.mcu.usmc.mil/LLeadership/LLI%20Documnets/Required%20Reading%20Mission%20Command.pdf>

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.4 Introduction to the Law of Armed Conflict (LOAC)

Description

The general aim of the block is to provide students with the basic knowledge of LOAC and enable them to apply the LOAC appropriate to their duty and rank, with an emphasis on issues that might arise on the battlefield at a tactical level. Education during this block will seek to implement LOAC by simulating conflict situations during exercises. The block should also enable future junior commanders to solve problems inherent in the implementation of LOAC, to take decisions accordingly and to take into account LOAC limitations and precautions during the planning, preparation and conduct of operations within the framework of their assignment. The ethical and historical background of LOAC will be examined, including the Geneva Convention and associated protocols and the problems and processes associated with the enforcement of LOAC at the international and national levels. At the end of the block, students attain a basic knowledge of the principles and rules of LOAC and are able to apply these in a practical manner in a range of operational scenarios.

Learning Objectives/Outcomes

- 1) Explain the spectrum of armed conflict and how LOAC applies at each point on the spectrum.
- 2) Describe the legal framework for the use of armed force.
- 3) Describe human rights law in the operational context.
- 4) Discuss the basic principles of LOAC and simulate decision making under those principles.
- 5) Identify persons that have special status in armed conflict and to be able to explain their rights and protective status.
- 6) Explain the means and methods of warfare, including the prohibition against the use of certain weapons.
- 7) Apply the rules of engagement in tactical scenarios/exercises.
- 8) Explain the consequences of disobeying LOAC and the obligation of commanders to report violations of LOAC.

Issues for Consideration

- a) Armed Conflict:
 - Definition of armed conflict; law relevant to situations of international/non-international armed conflicts; situations of internal internationalised armed conflicts; situations of internal violence and disturbances.
- b) Legal grounds of use of force:
 - The UN Charter and the principle of self defense; humanitarian intervention, the use of force against non-state actors.
- c) Weapons: Regulating means of warfare:
 - General principles, prohibited and regulated weapons, legal issues relating to the transfer of weapons, and new weapons.
- d) Human rights law:
 - human rights in peace time and war time; relationship with LOAC; fields of application and overlapping areas.
- e) Combatant status and protection of prisoners of war:
 - Distinction between civilians and combatants and contemporary challenges to this distinction; special cases: levée en masse, spies, saboteurs, mercenaries, privileges and rights of prisoners of war, and status of defense contractors working within a war zone.
- f) Protection of civilian population against the effects of hostilities:
 - Basic rules and principles (distinction, proportionality, necessity, military advantage, chivalry, humanity) special measures of protection and protection of women and girls.
- g) Protection of civilians in the power of the enemy:
 - Definition of “protected persons” and relevant rules: Geneva Convention IV, Additional Protocol I and II, and legal status of aliens in the territory of a party to a conflict.
- h) Law of military occupation:
 - Rules protecting persons living in occupied territories; obligations of the occupying power.
- i) Detention of civilians:
 - Legal grounds for detention; treatment in detention; women and children in detention,

the right to access protected persons (protecting powers/International Committee of the Red Cross, and humanitarian assistance to protected persons).

j) Criminal repression of violations:

- Individual criminal responsibility, including command responsibility, national and universal jurisdiction, and the role of the International Criminal Court;
- Refugees and armed conflict;
- Collective security operations and LOAC;
- Applicability of LOAC to terrorism; and
- Rules of engagement. Definition, scope, development, soldier's rules.

Potential Modules

- Introduction to jus ad bellum. Regulating the use of force in international relations. International and non-international conflict;
- Legal framework for peace support operations;
- Basic rules, principles and applicability of LOAC and its relationship with the Human Rights Law;
- Conduct of hostilities: Means and methods of warfare;
- Protection of civilians and cultural property in armed conflict. Special measures to protect women and girls. Sexual violence in armed conflict;
- Rules of engagement (ROE); and
- Responsibility for violating LOAC and ROE.

Learning Methodology/Assessment

Lectures, discussions, case studies, trial simulations, decision-making exercises.

References

Baldini, Stefania, and Guido Ravasi. Eds. *Humanitarian Action and State Sovereignty*, International Congress on the Occasion of its XXXth Anniversary, San Remo, 31 August - 2 September 2000, International Institute of Humanitarian Law. (available online)

European Union. *Guidelines on promoting compliance with International Humanitarian Law* (2005/C 327/04); <http://www.unhcr.org/refworld/category,LEGAL,,THEMGUIDE,,4705f7462,0.html>

Haines, Steven. "The Influence of Operation Allied Force on the Development of the Jus Ad Bellum." *International Affairs* 85: 3 (2009): 477–490.

The International Criminal Court <http://www.icc-cpi.int/Menu/ASP/states+parties>

The Law of Armed Conflict: User's Guide. International Committee of the Red Cross. Geneva, Switzerland. (available online)

NATO STANAG 2449, *Training in the Law of Armed Conflict*. 29 March 2004; <http://www.informaworld.com/smpp/content-db=all-content=a792289443>

Roberts, Adam, and Richard Guelff Eds. *Documents on the Laws of War*. 2nd Ed. Clarendon Press, Oxford 1989.

Rome Statute of the International Criminal Court <http://untreaty.un.org/cod/icc/statute/romefra.htm>

Rules of Engagement Handbook, International Institute of Humanitarian Law, San Remo, November 2009. <http://www.iihl.org/Default.aspx?pageid=page12090>.

Schmitt, Michael N. "Counter-Terrorism and the Use of Force in International Law." *The Marshall Center Papers* 5 (November 2002). (available online)

UN/EU/OSCE/NATO Gender, peace and security documents (or referring to gender), http://www.esdpm.org/pdf/2009_artrel_343_09-10isis-gender-doc-list.doc

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Theme 3: Defense and Security Studies

Goal

Students will anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.

The Defense and Security Studies theme introduces students to their profession through a discussion of military thought and history, communication and media, resource management, international and national security and civil-military relations. The students are evaluated through their written work and participation in class. At the end of the pre-commissioning phase, graduates will have a broad understanding of the complexities in conducting operations in the contemporary operating environment with constrained resources and public scrutiny.

Description

This theme will create the foundation on which students will build their professional expertise within the context of the larger society to which they belong as citizens. Students will be introduced to military history as a prerequisite for a sound doctrinal understanding of tactics, operations and strategy. Future officers should understand the place of the state within global politics, including factors affecting political and economic outcomes and the limitations of international law.

Learning Objectives

- 1) To develop students' critical thinking skills based on the study of military history.
- 2) To analyze international relations theory in an historical and contemporary context by interpreting the current international system, the effects of globalization and the dynamics of international conflict on the military.
- 3) To assess the dimensions of the national and international security environment and its constituent elements.

Block 3.1 Introduction to Military Thought and History

Description

The aim of this block is to integrate historical awareness and critical thinking skills into the training and education of self and future subordinates. First, this block traces the evolution of the art and science of war from the Napoleonic era to the wars of the 21st century. Emphasis is placed on the changing nature of warfare as nations adjust to social, political, economic and technological developments. Analysis focuses on causation, the interrelationship of events as warfare evolved over the ages, operational and logistical aspects of military history, and the role of society in warfare. Second, examines the contributions of selected theorists (Clausewitz, Sun Tzu, Jomini, Mahan, Fuller, Liddell Hart, Brodie, etc.). The student reads the theorists' major writings, analyzes their principal ideas, and studies their influence on military affairs. This will help the student reach his or her own conclusions about fundamental questions concerning the conduct and fundamental nature of war, such as the relative strength of offense vs. defense, or of material vs. morale factors. Third, combines the study of military campaigns with the political, economic, social, and cultural factors shaping military developments. It explores the impact of changing technology on the conduct of war, the development of nationalism, wars between nation-states, and wars for national freedom. A distinct portion of the block will refer to the national heritage and traditions of the armed forces, the nature and intensity of wars and the effect of changing technology on society and the conduct of war.

Learning Objectives/Outcomes

- 1) Explain the evolution of national armed forces;
- 2) Review and discuss historical events to identify critical change;
- 3) Explore and discuss lessons from experience;
- 4) Trace the evolution of military concepts and doctrine;
- 5) Describe the lives of soldiers in the past and leadership issues;
- 6) Explore strategy and tactics in an historical perspective; and
- 7) Discuss the impact of terrorism insurgencies and other forms of sub-conventional threats on the world arena and the ways to defending against, preventing and combating it.

Issues for Consideration

- a) The successes and failures of the Napoleonic campaigns.
- b) The origins and conduct of the wars of the twentieth century: 1871-1940 period in European history: the Great War, 1914-1918 and WWII: road to war, the pre-war plans, the major campaigns/offensives, and the effect the war had on European society and culture.
- c) Origins, progress and end of the Cold War: events that reflected, created or exacerbated international tensions during the Cold War, the Korean War, the Cuban Missile Crisis, the nuclear arms race, and the Vietnam War.
- d) The impact of modern information and communication technology on modern conflicts, including asymmetric conflicts.
- e) Peacekeeping and Peace Enforcement Operations in the 20th and 21st Centuries: the theory and practice of peace operations; differences between traditional peacekeeping and the more robust peace enforcement operations; causes of internal conflict that result in peace operations; differing types of mandates, e.g., United Nations, regional alliances, and unilateral); factors that contribute to success; various peace operations strategies; gender and peacekeeping, and the key non-military components of peace operations; case studies of successful and failed peace operations; overview of peace enforcement operations in Afghanistan and Iraq.
- f) Modern counterinsurgency.
- g) Terrorism and the defense against terrorism; Combating Terrorism Operations post 9/11.
- h) National military history: the impact of technological, national (social, political, economic, and cultural); international contexts (including territorial expansion, the nation's strategic and diplomatic situation, strategic culture and defense policy); civil-military relations; changes and continuities in mission, organization, and method; levels of readiness and capability; the process and character of professionalization; and the Army's impact on civil society and the nation.
- i) The impact of modern information and communication technology on modern conflicts, including asymmetric conflicts.

Potential Modules

- Heritage and traditions of armed forces;
- Evolution of military thought;
- The development of the national armed forces;
- Historical study of major combat operations;
- Modern counterinsurgency;
- Terrorism and defense against terrorism; and
- Technology's influence on warfare;

Learning Methodology/Assessment

Lectures, discussions, case studies, battle field staff rides, films and analysis.

References

Clausewitz, Carl von. *On War*. Trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1989.

Eyre, K.C. and Ann Livingstone, eds. *Peace Operations Anthology: Foundations*, Canadian Peacekeeping Press, Pearson Peacekeeping Centre, 2006. <http://www.pea-cooperations.org/>

Howard, Michael. *War in European History*. Oxford: Oxford University Press, 1976.

Keegan, John. *A History of Warfare*. New York, NY: Random House, 1993.

Kitson, Frank E. *Low Intensity Operations: Subversion, Insurgency and Peacekeeping*. Faber and Faber, 1991.

Murray, Williamson, MacGregor Knox and Alvin Bernstein, eds. *The Making of Strategy: Rulers, States and War*. Cambridge: Cambridge University Press, 1994.

Paret, Peter, ed. *The Makers of Modern Strategy: From Machiavelli to the Nuclear Age*. Princeton, NJ: Princeton University Press, 1986.

Sun Tzu, *The Art of War*. Trans. Samuel B. Griffith. Oxford: Oxford University Press, 1963.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.2 Introduction to Communication and Media

Description

This block is intended to introduce students to communication skills and to provide an understanding of the relationship between the Armed Forces and mass media. This understanding should in the long term enhance the young officer's ability to communicate accurate and timely messages to various audiences, and build and maintain a win-win relation with the media during their future missions and operations.

Learning Objectives/Outcomes

- 1) Communication:
 - a) Communicate effectively, in both oral and written forms;
 - b) Develop communications for non-literate audiences;
 - c) Produce logical, fluent, convincing and accurate written work;
 - d) Articulate orders in a confident, succinct and competent manner; and
 - e) Brief and present effectively.
- 2) Media relations:
 - a) Manage relations with the media effectively;
 - b) Prepare coherent statements and messages;
 - c) Participate effectively in a press conference;
 - d) Give an effective audiovisual interview;
 - e) Explain the role and the evolution of the mass media including the internet and social media; and
 - f) Consider his/her relations with the mass media as a key factor for the success of the assigned missions.

Issues for Consideration

- a) Communication:
 - Models of communication and
 - Communication and leadership: the role and the place of communication in the leadership of the young officer.
- b) Media relations:
 - Defense and media: overview of the national

media (organization, coverage, editing line, attitude towards the military, etc) and presentation of the most important international media including news agencies present in the different areas of military operations;

- National guidelines about contact between military personnel and media in normal peacetime and during operations; and
- The professional practices and ethics of the media and their applicability to military operations.

Potential Modules

- Models of communication;
- Communicating with local communities;
- Communication and leadership;
- Dealing with media; and
- Visits to a national media and the national military Public Affairs Office.

Learning Methodology/Assessment

Lectures, plenary discussions, case studies, films.

References

Public Speaking: A Selected Bibliography. US Army War College Library. Permanent URL: <http://www.carlisle.army.mil/library/bibliographies.htm>

Carafano, J. "Mastering the Art of Wiki: Understanding Social Networking and National Security." *Joint Forces Quarterly* 60 (January 2011). (available online)

Mayfield, Thomas D. III. "A Commander's Strategy for Social Media." *Joint Forces Quarterly* 60 (January 2011). <http://www.ndu.edu/press/commanders-strategy-social-media.html>

Severin, Peters. Strategic Communication for Crisis Management Operations of International Organisations: ISAF Afghanistan and EULEX Kosovo, *EU Diplomacy Papers*, 10 (2009): 1-34. http://aei.pitt.edu/12358/1/EDP_1_2010_Peters.pdf

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.3 Introduction to Resource Management

Description

The block will address the major organizational issues that an officer must understand at the beginning of a career and includes the administrative, logistical, personnel and financial aspects of resource management and running an organization. Students will learn how to administer subunit affairs both in peace (garrison) and war time (operational and contingency missions), including discipline, personnel management, overall wellbeing and evaluation of his or her subordinates. Resource management is not only material but also personnel management, including: discipline, welfare, quality of life and moral aspects

Learning Objectives/Outcomes

- 1) Describe the responsibilities of the subunit leader in managing subunit property.
- 2) Discuss the importance of the soldier's physical and moral wellbeing in peace time and wartime.
- 3) Analyze the impact of long deployments on the morale of troops and their families.
- 4) Discuss the dimension of discipline, health maintenance, rewards and corrective measures within the context of a subunit.
- 5) Explain subunit administrative affairs.

Issues for Consideration

- a) Quality of life (moral component):
 - Welfare and soldier management; the officer/soldier relationship; individuality; making time; social misconduct and use of drugs and alcohol; family care; maternity and paternity provisions (provisions whilst pregnant and nursing; leave after birth or adoption); leave policy and absence policy; awards; general counselling; health management, including mental and sexual health; HIV/ AIDs; military discipline and corrective training policy; sexual harassment; improper relationships between personnel; improper relationships with civilians, including prostitution and sexual exploitation and abuse.
- b) Physical component:
 - Fitness; dress and military bearing; punctuality; property management of small units; responsi-

bilities of a subunit leader for the property in the possession of the personnel he/she supervises; property accountability; monthly inventories; subunit budget composition; indebtedness of military personnel environmental and hazardous material policy; small unit logistics: maintenance, supply, basic loads, medical support, conducting inspections.

- c) Conceptual component:
- Professional knowledge; risk and mistakes.

Potential Modules

- Subunit management in peace time;
- Subunit management in war time;
- Military discipline;
- Standards of behaviour on the battlefield; and
- Administration at small unit level.

Learning Methodology/Assessment

Lectures by expert practitioners, seminars, case studies, exercises and classroom simulations.

References

Canada. *Operational Training Volume 2, Unit Administration*. <http://armyapp.dnd.ca/ael/pubs/B-GL-344-002-FP-001.pdf>

Joint Doctrine Publication (JDP) 1-05. *Personnel Support for Joint Operations*. 2010.

<http://www.mod.uk/NR/rdonlyres/B2C679AB-A88D-4632-8694-788F2E6ADFD8/0/201010506WebVersioncover.pdf>

JSP 886. *Defense Logistics Support Chain Manual*. 2010. http://www.mod.uk/NR/rdonlyres/5298643B-BE15-4FEC-A758-094C669B1145/0/JSP886_Vol4_Pt201_ManMat20100827V1_2.pdf

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.4 International and National Security

Description

The aim of this block is to introduce students to the fundamental theories and concepts of international and national security and the analytical tools necessary to evaluate “why states and transnational actors do what they do.” Students examine key issues such as the consequences of anarchy, the need for security, the role of power, the use of force, international trade and markets, alternative political philosophies, foreign policy-making, sovereignty, the influence of culture in international affairs, the concept of global governance and the impact of the internet on global politics and security relationships.

Learning Objectives/Outcomes

- 1) Discuss classic international relations theory in an historical and contemporary context, and the concepts, structures, and institutions, both governmental and non-governmental, that define the global system.
- 2) Describe international security structures and processes.
- 3) Describe national security structures and processes.
- 4) Interpret the current international system, and the political, economic and cultural factors that influence security policy formulation.
- 5) Discuss the main aspects of international political economy, the effects of globalization and the concept of global governance, problems and prospects in the developing world, the role of regionalism and of regional integration and the dynamics of international conflict and conflict resolution.
- 6) Discuss the impact of conflicts at the end of the 20th century and the first part of the 21st century on sovereignty, the right of self defense, collective security and international peace and security.

Issues for Consideration

- a) Major concepts of international relations: power, the international system, balance of power, hegemony, conflict, cooperation, integration, globalization, interdependence, dependence, regimes, Intergovernmental Government Organizations (IGOs), Non-governmental Organizations (NGOs), equality, justice, sustainability, and international political economy.

- b) Theories and approaches to international relations: realism, liberalism and constructivism.
- c) Concepts of international and national security, including human security.
- d) Key actors in international relations, including IGOs, NGOs, transnational corporations, global civil society, and individuals, to understand relationships among and between them and their impact on security.
- e) Key dimensions, events and processes of international relations within their historic context, e.g., the formation of the modern state system, the Treaty of Westphalia, the evolution of global capitalism, the origins and expiration of the Cold War, the post-Cold War system, the role of race, gender and class in the structure of the modern world system, major conflicts, and effects of globalizing market capitalism, growing environmental problems, terrorism and human rights.
- f) Consider the multi-disciplinary nature of international relations including the connections with factors that continuously shape and influence international relations, e.g., politics, economics, society, culture, history, language, race, ethnicity, and gender.

Compiled by Marc Finaud, Geneva Center for Security Policy, 2010. <http://www.gcsp.ch/Resources-Publications/Research-Tools/Glossary-of-Acronyms>

Bell, Coral. *The End of the Vasco da Gama Era*. Lowy Institute for International Policy, Sydney, Australia, 2007. <http://www.isn.ethz.ch>

Burrows, Matthew, and Grevi, Giovanni. "Global Governance 2025: At A Critical Juncture." *Atlantic Council of the United States* Washington, DC, 2010. <http://www.isn.ethz.ch>

Holsti, K.J. "The Problem of Change in International Relations Theory." *The University of British Columbia, Working Paper*, 26 (December 1998):1-24. <http://www.isn.ethz.ch>

Singh, Robert et. al. "Rethinking Liberalism." *Whitehead Journal of Diplomacy and International Relations* 10.1 (2009). <http://www.isn.ethz.ch>

Smith, Tony. "Wilson, Bush, and the Evolution of Liberal Foreign Policy." *MIT Center for International Studies (CIS)* 4 (2008): 1-4. <http://www.isn.ethz.ch>

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Potential Modules

- Theories and concepts of international relations (realism, neo realism, liberalism, structuralism, constructivism, postmodernism);
- Concepts of international and transnational security;
- International security structures and processes;
- Contemporary issues in world politics;
- International political economy;
- Political geography;
- Globalization and international development; and
- National security structures and processes.

Learning Methodology/Assessment

Lectures, discussions, case studies.

References

Acronyms / Abbreviations in International and human security,

Block 3.5 Civil-Military Relations: The Integration of the Profession with Society

Description

This block is aimed at establishing a theoretical framework for understanding various forms and dimensions of civil-military relations. It explores the division of roles and responsibilities between the civilian and military sectors while providing an understanding of why conflict may occur between the sectors. The students will be introduced to the main dimensions of civil-military relations: democratic civilian control in defense organisations. Traditionally, democratic civilian control has been the central focus of civil-military relations. This implies the subordination of the military and other security apparatuses to the governing institutions in a liberal democracy, and includes the internalization of liberal democratic norms and values by agents of these institutions. Effectiveness and efficiency of defense institutions, on the other hand, focus respectively on the ability of military and security institutions to fulfil their assigned roles and missions, and on the appropriate resourcing levels of the military and other security institutions to accomplish assigned roles and missions.

Learning Objectives/Outcomes

- 1) Discuss the distinct and overlapping roles between civilian and military institutions in the security sector.
- 2) Explain the meaning of democratic civilian control of the armed forces.
- 3) Analyse the factors that contribute to military effectiveness in a democracy.
- 4) Discuss the ways in which the military participates in the political process.

Issues for Consideration

- a) How the division of roles and responsibilities between civil and military sectors is determined.
- b) How internal security forces enhance or impede security sector reform.
- c) Internal and external influences on security sector reform;
- d) The appropriate role of civil society in security policymaking and security sector reform.

Potential Modules

- Theoretical framework/foundations of civil-security sector relations;
- Democratic control of security forces; and
- The limitations of a national armed force in policing society.

Learning Methodology/Assessment

Teaching delivery will include lectures by expert practitioners, seminars, case studies, exercises and classroom simulations.

References

- Bland, Douglas L. "A Unified Theory of Civil-Military Relations." *Armed Forces and Society* 26.1 (Fall 1999): 7-26.
- Bruneau, Thomas and Harold Trinkunas, eds. *Global Politics of Defense Reform*. New York, NY: Palgrave, 2008.
- Cottey, Andrew, Timothy Edwards, and Anthony Forster, eds. *Democratic Control of the Military in Post-Communist Europe: Guarding the Guards*. New York, NY: Palgrave, 2002.
- Eekelen, van Willem F. *Democratic Control of Armed Forces*. DCAF 2002; DCAF Occasional Papers (2) <http://www.dcaf.ch/Publications/Publication-Detail?lng=en&id=18357>
- Feaver, Peter. *Armed Servants: Agency, Oversight and Civil-Military Relations*. Cambridge, MA: Harvard University Press, 2003.
- Huntington, Samuel. *The Soldier and the State: The Theory and Politics of Civil Military Relations*. Cambridge, MA: Harvard University Press, 1957.
- Moskos, Charles, James Williams, and D. Segal, eds. *The Postmodern Military, Armed Forces After the Cold War*. Oxford: Oxford University Press, 2000.

Subject matter experts (SMEs) will work with host country to select appropriate readings.



Enduring Partnership - Afghanistan



Partnership Training and Education Centres' Marketplace, NATO HQ Brussels



Defence Educators Program - Slovenia



Defence Education Enhancement Programme - Azerbaijan



Professional Military Education Reference Curriculum Writing Teams Workshop, Rome



Enduring Partnership - Afghanistan



II. Junior Officer Phase

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Module 3.7.7	Economy, Infrastructure, and Communications in the Mission Area
Module 3.7.8	Main Actors in the Region



PME Reference Curriculum Writing Teams Workshop, Junior Officer team, Vienna

Theme 1: Profession of Arms

Goal

The *Profession of Arms* theme introduces students to their profession through the concept of officership. This theme provides students an understanding of tactics, operations and strategy relevant to current and future military operations while producing leaders with a deep understanding of their profession. They then apply their understanding through hands on military training while being evaluated in a leadership position. The *Profession of Arms* theme encapsulates characteristics of *military commander and member of the profession* in the officer identity.

Description

The Profession of Arms serves as one of the three principal interrelated developmental programs within the professional military education (PME) curriculum. The Profession of Arms is the foundation for sequential and progressive military training and leadership development requirements, experiences, and activities designed to support individual military and leader development, and internalization of the roles and principles of *Officership*. This program will focus specific attention on developing students with the requisite attributes to be leaders of character. Inherent in this approach is the establishing, teaching, enforcing and modeling of the standards that permeate military culture and are essential to discipline and readiness. Teaching students the value of standards prepares them to function effectively as military leaders. Students must learn and demonstrate rigorous standards of conduct in the intellectual, military, physical, ethical, and social domains of development. As students mature, they are expected to progress from adhering to standards to modeling, enforcing and setting standards.

Learning Objectives

1) Introduction to Comprehensive Approach

Be introduced to the basic concept that includes:

- a) Define and explain the meaning of Comprehensive Approach that considers the nature of future conflicts and how it will effect future military command, and relate it to concepts of "total" or "comprehensive defense"

2) Military Operations

Distinguish a myriad of factors that contribute to military operations to include:

- a) The basics of combat operations in land warfare considering joint and multinational operations;
- b) The fundamentals of full spectrum operations, battle command, and the operations process;
- c) Gender analysis (the different needs and roles of men and women) in operations;
- d) An overview of Non-Combatant Evacuation Operations (NEOs) to include roles, coordination, and interaction;
- e) An overview of humanitarian assistance operations;
- f) Interagency coordination, roles and responsibilities, and principal organizations related to humanitarian assistance;
- g) NATO's structure and organization;
- h) The history of transformation and the organizational structure of allied command transformation, and its impact on future NATO operations;
- i) NATO doctrine and guidelines for peace support operations (PSO);
- j) The significance of the normative framework for PSO and the role of UN Security Council;
- k) The large number of military tasks or activities that need to be conducted throughout the range of PSO;
- l) The requirements of the Security Council Resolutions on women, peace and security (1325, 1820, 1888 and 1889) and how to meet them in operations;
- m) The significance and issues of international organizations (IO), government organizations (GO) and non-governmental organization (NGO) cooperation in peace support operations;
- n) Identify the tasks and roles involved in stability operations;
- o) The principles of joint operations;
- p) The major operations and campaigns and understand the range of joint operations; and
- q) The principles used in joint force organization.

3) Staff Planning Process / Tactics and Planning

Be introduced to planning processes that include:

- a) The steps in the military decision making process;
- b) Identification of the areas of operations within a theater;
- c) Differentiation the theater of war from theater of operations;
- d) Physical factors associated with operations in the air, land, maritime, and space domains;
- e) Gender analysis of the area of operations;
- f) The dimensions of the information environment;
- g) Planning for tactical operations to include the use of firepower and maneuver, the integration of different arms and the immediate exploitation of success to defeat the enemy, as well as the sustainment of forces during combat;
- h) Comprehension of the *technical* application of combat power, which consists of those techniques and procedures for accomplishing specific tasks *within* a tactical action; and
- i) An introduction to the joint operational planning process.

4) Distinguish Service Capabilities

Be proficient as an officer in their service:

- a) Describe and explain services' capabilities;
- b) Explore the aspects of interaction between services; and
- c) Develop skills to apply capabilities of different service during combined, joint and multinational operations.

Block 1.1 Comprehensive Approach

Description

Block will provide students with a knowledge of the *comprehensive* approach with focus on future trends of military command and officers corps.

Learning Objectives/Outcomes

- 1) Define and explain the meaning of comprehensive approach and relate it to the concepts of "total" or "comprehensive defense" where appropriate.
- 2) Describe the nature of future conflicts.
- 3) Demonstrate how comprehensive approach will effect future military command.

Issues for consideration

- a) Definition of comprehensive approach;
- b) Nature of the future conflicts;
- c) Necessity of comprehensive approach; and
- d) Comprehensive approach and future military command.

Potential Modules

- Nature of Future Conflicts and
- Comprehensive Approach and Future Military Command

Learning Methodology/Assessment

Teaching delivery will include lectures, case studies, group discussion and practical exercises.

References

Gross, Eva. *EU and the Comprehensive Approach*; DIIS REPORT 2008: Copenhagen, 2008, <http://www.diis.dk/sw69236.asp>

Great Britain. House of Commons: Defense Committee "The Comprehensive Approach: The Point of War is Not Just to Win But to Make a Better Peace." Seventh Report of Session 2009-10.

Bentley, Lorne W., and Scott M. Davy. *The Paradoxical Trinity, War as a Complex Adaptive System and How to Approach It Using Systems Thinking and Design*. Canadian Forces Leadership Institute, 2009.

Braithwaite, Rodric. "Survival: The Struggle for Afghanistan, Global Politics and Strategy." 51.1 *International*

Institute for Strategic Studies 51.1 (February – March 2009).

Roberts, Adam. *Nations in Arms: The Theory and Practice of Territorial Defence*. New York, NY: St. Martin's Press, 1986

Wass de Czege, and Brigadier General Huba. *Refining the Art of Command for the 21st Century* (12 August Draft).

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.2 Military Operations

Description

This block introduces the students to principles of military operations. They will learn the elements of combat operations, non-combatative operations, humanitarian operations, multinational operations and Peace Support Operations. Though the students will be predominantly approaching the operations from a tactical point of view, at this point the student will be introduced to operation in a joint environment.

Learning Objectives/Outcomes

- 1) Discuss basics of combat operations in land warfare, consider joint and multinational operations.
- 2) Discuss the fundamentals of full spectrum operations, battle command, and the operations process.
- 3) Provide an overview of Non-Combatant Evacuation Operations (NEOs).
- 4) Discuss NEOs roles, coordination, and interaction.
- 5) Provide an overview of Humanitarian Assistance Operations.
- 6) Discuss interagency coordination, roles and responsibilities, and principal organizations related to Humanitarian Assistance.
- 7) Explain NATO's structure and organization.
- 8) Discuss the history of transformation and the organizational structure of Allied Command Transformation, and its impact on future NATO Operations.
- 9) Explain NATO doctrine and guidelines for Peace Support Operations (PSO).
- 10) Recognize the significance of the normative framework for PSO, the role of UN Security Council in strengthening the peace in the world.
- 11) Recognize the large number of military tasks or activities that need to be conducted throughout the range of PSO.
- 12) Explain the significance and issues of International Organizations (IO), Government Organizations (GO) and Non-Governmental Organization (NGO) cooperation in Peace Support Operations.
- 13) Describe the tasks and roles involved in stability operations.
- 14) Recognize the principles of Joint Logistics.
- 15) Recognize the principles of Joint Operations.
- 16) Identify the major operations and campaigns and understand the range of Joint Operations.
- 17) Describe the principles used in Joint Force organization.
- 18) Explain the place of gender analysis (the different needs and roles of men and women) in operations.
- 19) Identify the requirements of the Security Council Resolutions on women, peace and security (1325, 1820, 1888 and 1889) and how to meet them in operations.

Issues for consideration

- a) Discuss how to gain the initiative, build and maintain momentum, and exploit success in combat operations.
- b) Consider factors in the scope and tempo of full spectrum operations in war and military operations other than war.
- c) Consider NEOs command and control, and contingency and pre-deployment planning considerations.
- d) Cover employment and evacuation operation procedures providing guidance on evacuee processing.
- e) Discuss NEO intermediate staging base and safe haven operations.
- f) Discuss the planning for humanitarian assistance operations, to include legal authorities and funding.
- g) Address the execution and assessment of all aspects of humanitarian assistance operations.
- h) What is the role of UN Security Council in establishing a PSO?
- i) Why is the status of force agreement necessary for the countries involved in a PSO mission?
- j) What are the basic principles required in a PSO mission?
- k) What planning and resources are needed to meet the different needs of men, women, boys and girls in humanitarian assistance operations and PSOs?
- l) Who is in charge during stability operations?
- m) The Combined Joint Task Force (CJTF) concept, the NATO Response Force Concept, the CJTF/DJTF relations, CJTF/DJTF implementation.

- n) Roles and responsibilities in the Operational Planning Process: Stage I- Initiation; Stage II- Orientation, Roles and Responsibilities in the Operational Planning Process, and Stage III- Concept Development.

Potential Modules

- Combat operations;
- Non-Combatant Evacuation Operations (NEOs);
- Humanitarian assistance;
- Multinational operations;
- Peace support operations;
- Stability Operations;
- Introduction to joint logistics;
- Introduction to joint operations; and
- Operational impacts of gender.

Learning Methodology/Assessment

Teaching delivery will include lectures by expert practitioners, seminars, case studies and exercises.

References

BI-SC Directive 40-1, *Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structure including Measures for Protection During Armed Conflict*

“Canadian Forces Doctrine.” (B-GJ-005-000/AF-000), 2003-05-21.

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Inter-Agency Standing Committee (IASC). *Guide to Gender-Aware Post-Disaster Needs Assessment*. 2010.

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Joint Publication 3-29. *Foreign Humanitarian Assistance*. 17 March 2009.

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Joint Operation Planning and Execution System (JOPES) Volume I, 14 July 2000.

Multinational Force Standing Operating Procedures (MNF SOP) HA/DR Mission Extract Version: 2.5. January 2010.

NATO Handbook. 17 June 2004. <http://www.nato.int/docu/handbook/2001/index.htm#CH3>

NATO's Role in Disaster Assistance. May 2001 <http://www.nato.int/eadrcc/mcda-e.pdf>

Peace Support Operations AJP-3.4.1

Security Council Resolution 1325

Security Council Resolution 1820

Security Council Resolution 1888

Security Council Resolution 1889

U. S. Army Field Manual 3-0. *Operations*. 14 June 2001.

UK Joint Doctrine Publication 01 (JDP 01). March 2006.

UN Department of Peacekeeping Operations, *Core Pre-Deployment Training Materials Unit 3 - Part1(c): Women, Peace and Security: The Role of UN Peacekeeping Operations*. 2009.

UN Department of Peacekeeping Operations. *Peacekeeping Best Practices Unit, Gender Resource Package for Peacekeeping Operations*. 2004.

Watson, Cynthia A. *Nation-Building and Stability Operations: A Reference Handbook*. New York, NY: Praeger Security International, 2007.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.3. Staff Planning Process / Tactics and Planning

Description

This block introduces the students to principles of conducting service, joint, interagency, and multinational planning activities across the full range of military operations. Discussions will focus on the core of conducting planning for various evolutions, and establishes the framework for our forces' ability to fight as a team. With the turn of the 21st century, the joint operation planning process and supporting capabilities will continue to evolve as our forces transform to meet emerging challenges.

Learning Objectives/Outcomes

- 1) Identify and discuss the steps in the Military Decision Making Process.
- 2) The student will identify the Areas of Operations within a theater.
- 3) The student will differentiate Theater of War from Theater of Operations.
- 4) Identify physical factors associated with operations in the air, land, maritime, and space domains.
- 5) Indicate the dimensions of the information environment.
- 6) Demonstrate gender analysis of the area of operations.
- 7) Discuss planning for tactical operations to include the use of firepower and maneuver, the integration of different arms and the immediate exploitation of success to defeat the enemy, as well as the sustainment of forces during combat.
- 8) The student will be able to comprehend the *technical* application of combat power, which consists of those techniques and procedures for accomplishing specific tasks *within* a tactical action.
- 9) Describe the basic concepts of logistics.
- 10) Discuss the joint operational planning process.
- 11) Recognize the stages of joint operational planning process.
- 12) Recognize the influences of gender in operations.

Issues for consideration

- a) The Commander's Appreciation Process to include the planning components of Situational Update and

Commander's Situational Assessment, and the Commander's Framing of the Problem.

- b) The elements of Operational Design and the Commander's Decision Cycle.
- c) Operational area is an overarching term encompassing more descriptive terms for geographic areas in which military operations are conducted.
- d) The size of these operational areas and the types of forces employed within them depend on the scope and nature of the crisis and the projected duration of operations.
- e) The operational environment encompasses physical areas and factors (of the air, land, maritime, and space domains) and the information environment. Included within these are the adversary, friendly, and neutral systems that are relevant to a specific joint operation.
- f) The variety of physical, moral, and mental factors that can affect the application of tactics.
- g) What country is in charge of logistics?
- h) The tactical actions and counteractions between opposing forces, including the use of maneuver, supported by the application and coordination fires, to gain advantage in order to defeat the enemy.
- i) How does the Estimate of Situation assist the commander in developing a thorough appreciation of conditions likely to impact military operations through an Estimate of the Situation in the Joint Operations Area as well as other areas of interest?
- j) Operational Art, Operational Design, the Design Elements, and their Relationship to the Joint Operating Planning Process (JOPP).

Potential Modules

- Military decision making process;
- Intelligence preparation of the battlefield;
- Tactics;
- Logistics;
- Joint Operational Planning Process / Design (Introduction to); and
- Conducting gender analysis in planning an operation.

Learning Methodology/Assessment

- Teaching delivery will include lectures by expert practitioners, seminars, case studies and exercises.

- Specific tactical problems should be given to the students to plan and assess.

References

Joint Publication 3-0. *Joint Operations*. 17 September 2006.

Joint Publication 4-0. *Joint Logistics*. 18 July 2008.

Joint Operation Planning and Execution System (JOPES) Volume I, 14 July 2000.

Joint Publication 5-0. *Joint Operation Planning*. 26 December 2006.

Military Decision Making Process- Multinational - (MDMP-M) Version 2.4 January 2009.

U.S. Marine Corps Doctrinal Publication (MCDP) 1-3. *Tactics*. 30 July 1997.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.4 Service Capabilities/ Introduction to Joint Capabilities

Description

This block describes combined, joint, and multinational operations, which are very important to maintain Interaction between the different services of the Armed Forces. For better interaction, every commander must understand the capabilities of all Services. In modern warfare, the capabilities all services are applied in concert to achieve victory.

Learning Objectives/Outcomes

- 1) Describe and explain services' capabilities.
- 2) Explore the aspects of interaction between services at the junior officer level.
- 3) Develop skills to apply capabilities of different service during combined, joint and multinational operations.

Issues for consideration

- a) National context: organization of the armed forces.
- b) Force structure, service capabilities and service doctrine.
- c) Service interaction during operations, including combined, joint and multinational operations.
- d) Joint planning and conduct of operations.
- e) Description and explanation of services and capabilities with focus on interaction between services at junior officer level.

Potential Modules

- Land;
- Sea;
- Air;
- Cyber;
- Space; and
- Introduction to joint capabilities/organizing the joint force

Learning Methodology/Assessment

Lectures, case studies, group discussions, exercises.

References

Joint Publication 3-0. *Joint Operations*. 17 September 2006.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Theme 2: Command, Leadership and Ethics

Goal

The *Command, Leadership and Ethics* theme introduces students to leadership theory, values education, character development, and officership. This theme is encapsulated in the *military ethos* and *member of the profession* characteristics of officer identity.

Description

This theme focuses on the officer's development as a commander, leader of character, member of the profession and servant for the country. A few key definitions in this theme include:

Leadership – influencing and commanding people while operating to accomplish the mission and improving the organization.

Character – those moral qualities that constitute the nature of a leader and shape his or her decision and actions.

Leader of Character – seeks to discover the truth, decide what is right, and demonstrate the courage and commitment to act accordingly. Character includes not only moral and ethical excellence, but also firmness, resoluteness, self-discipline, and sound judgment.

Command and Control — The exercise of authority and direction by a properly designated commander over assigned and attached forces in the accomplishment of the mission. Command and control functions are performed through an arrangement of personnel, equipment, communications, facilities, and procedures employed by a commander in planning, directing, coordinating, and controlling forces and operations in the accomplishment of the mission. Also called C2.

International Humanitarian Law - Military activities must be conducted within limits of the law and with respect for human rights.

Learning Objectives

- 1) Describe and define values.
- 2) Describe and define morals.
- 3) Describe and define ethics.
- 4) Discuss moral theory.
- 5) Discuss ethical decision-making.
- 6) Discuss how questions of human rights and inequality (e.g. gender, racial) influence ethical decision-making.
- 7) Describe organizational culture.
- 8) Describe the culture (values, costumes, traditions and meanings) within one's organization.
- 9) Identify problems with organisation culture within the military as regards gender, diversity and equality issues.
- 10) Analyze the concept of mission command.
- 11) Explain Command and Control (C2) considerations and challenges at joint and combined levels.
- 12) Apply International Humanitarian Law appropriate to their duty and rank, with an emphasis on issues that might arise on the battlefield at a tactical level.

Block 2.1. Ethics of the Military Profession

Description

Ethics is the ability to value your own moral behaviour.

Ethics are standards by which one should act based on values. Values are core beliefs such as duty, honour and integrity that motivate attitudes and actions. Not all values are ethical values (integrity is; happiness is not). Ethical values relate to what is right and wrong and thus take precedence over no ethical values when making ethical decisions. To qualify as an applied ethical issue, the issue must be more than one of mere social policy; it must be morally relevant as well.

The ethics of most military forces generally mirror the ethics of the society that they are part of. The aspects that distinguish the military system from their civilian counterparts are based on those forces being the defense for their respective countries.

Learning Objectives/Outcomes

- 1) Describe and define values.
- 2) Describe and define morals.
- 3) Describe and define ethics.
- 4) Discuss moral theory.
- 5) Discuss ethical decision-making.
- 6) Discuss how questions of human rights and inequality (e.g. gender, racial) influence ethical decision-making.

Issues for consideration

- a) The understanding of ethics and moral may differ from country to country, so it has to be adapted.
- b) Biggest part of lesson should be case studies. Some of the “cases” should reflect local thinking.
- c) Teacher/trainer must have the ability to change between lecturing and coaching.
- d) How can values of equality be promoted within military organizations and in areas of operations?
- e) What roles do codes of conduct play in ethical behavior?

Potential Modules

- Values, Ethics and Morality;
- Moral issues in military decision making;

- Moral constraints in war: principles and cases;
- Promoting human rights;
- Recognizing and overcoming gender inequality; and
- Gender security: standards of behavior/codes of conduct.

Learning Methodology/Assessment

Teaching delivery will include lecture to introduce Ethics, Case studies (ex. Movie “Saving Private Ryan”) and group discussion.

References

- Joint Ethics regulation. (1993) www.dod.mil/dodgcl/defense_ethics/ethics_regulation
- Coppetiers, Bruno, and Nick Fotion. eds. *Moral Constraints on War: Principles and Cases*. Lexington Books. 2002.
- Hartle, Anthony E. *Moral Issues in Military Decision Making*. Kansas: University Press of Kansas, 2004.
- Hinman, Lawrence M.. (1998). *Ethics: A Pluralistic Approach to Moral Theory*. Ft Worth: Harcourt Brace & Co, 1998.
- Mackie, John L. *Ethics: Inventing Right and Wrong*. New York NY: Penguin Books, 1990.
- Moore , G.eorge E. *Principa Ethica*. Cambridge: Cambridge University Press, 1977.
- Turiel, E. *The Development of Social Knowledge: Morality and Convention*. New York, NY: Cambridge University Press, 1983.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.2. Organizational Culture

Description

This module will describe the psychology, attitudes, experiences, beliefs and values (personal and cultural) of an organization. It has been defined as “the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organisation. Corporate culture is the sum of values, customs, traditions and meanings that makes an organization unique.

Learning Objectives/Outcomes

- 1) Describe the concept of organizational culture.
- 2) Identify problems with organization culture within the military as regards gender, diversity and equality issues.
- 3) Characterize the culture (values, customs, traditions and meanings) in your organization.
- 4) Describe the concept of organizational climate.
- 5) Characterize the organizational climate (recurring patterns of behavior, attitudes and feelings that characterize life) in your organization.

Issues for consideration

- a) How does conflict within an organization get resolved?
- b) Discuss organizational cultures of neighbouring countries to understand differences.
- c) How might women and men within the military experience the organizational culture differently?
- d) How do women and men at different ranks participate in shaping the organizational culture?
- e) How does leadership shape organizational culture as regards gender equality and diversity?
- f) How is leadership demonstrated with regards to enforcement of codes of conduct?
- g) How can gender balance be improved?

Potential Modules

- Leadership applications;
- Organizational climate vs. culture;
- Fostering a culture of respect for diversity; and
- Fostering a culture of gender equality.

Learning Methodology/Assessment

Teaching delivery will include lectures, case studies, group discussion and practical exercises.

References

Schein, Edgar H. *Organizational Culture & Leadership*. San Francisco, CA: Jossey-Bass, 2004. <http://www.tnellen.com/ted/tc/schein.html>

DCAF, *United Kingdom: Addressing Sexual Harassment in the Armed Forces* in Gender and SSR Training Resource Package, Examples from the Ground (2009)

Rao, Aruna, Rieky Stuart, and David Kelleher. *Gender at Work: Organizational Change for Equality*. Sterling, VA: Kumarian Press, 1999.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.3 Command and Control (C2)

Description

This block will enhance students' understanding of C2 structures and Command relationships as well as principles of Command and Control. This lesson discusses the language of Command and Control and how this language is used to plan, direct, coordinate and control forces and operations in the accomplishment of the mission. The student will become familiar with how information is attained, integrated, and disseminated effectively within and across a task force. Additionally, the student will become familiar with Information Management concepts, information sharing processes and procedures.

Learning Objectives/Outcomes

- 1) Review the principles of C2.
- 2) Describe C2 structure and C2 relationships, specifically at individual service level.
- 3) Comprehend C2 considerations and challenges at joint and combined levels.
- 4) Investigate how different mission types and different operational environments drive different C2 relationships and structures.
- 5) Compare and contrast the command philosophies: restrictive control (Ex Warsaw Pact) and mission command (the West).
- 6) Analyze the concept of Mission Command.
- 7) Describe communication and information systems terms/principles.
- 8) Define the key principles of information management (IM).

Issues for consideration

- a) What are the general C2 principles?
- b) Why are unity of command and unified action crucial for mission success?
- c) What is/are the predominant C2 systems of the countries engaged in an operation?
- d) What is the interaction between operational and mission variables in framing the commander's tactical problem?
- e) The difference between a communication system and an information system.

- f) How the following will be incorporated into a coalition force: communication and information systems structure, communication and information systems information management, economy of communication and information systems employment, interoperability, flexibility, information assurance, availability, integrity/information ownership and custodianship, leadership and organizational structure, information sharing, information standardization, information assurance, information needs.

Potential Modules

- Command authorities;
- Mission command; and
- Communication and information systems.

Learning Methodology/Assessment

Lectures, case studies, group discussion and practical exercises.

References

(AAP)-31, NATO Glossary of Communication and Information Systems Terms and Definitions.

AJP-6. *Allied Joint Doctrine for Communication and Information Systems*.

FM 6-0 Mission Command: Command and Control of Army Forces.

Joint Publication 3-0. *Joint Operations*. 17 September 2006.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.4 Law of Armed Conflict

Description

This block covers a significant amount of material on a wide range of topics associated with the law of armed conflict. There is a lot of material contained in this block with no intent for it all to be covered. It deals with the historical, political, legal and institutional setting of International Humanitarian Law (IHL) development, and provides a basis for understanding the role and importance of IHL in an International Law system. In addition, it introduces students to the most significant International Organizations, their place and role. It deals with the historical appearance of International Committee of the Red Cross (ICRC), general principles of its activity. It provides a basis for understanding the role and importance of ICRC during international and internal armed conflicts, during tensioned and escalating violence situations.

This block also reviews general provisions regarding military actions, and provides a basis for understanding participants on armed conflicts according to Additional Protocols 1977 to Geneva Conventions 1949, and introduces the notion of combatant and non-combatant. The primary normative frame of international legal protection of victims of war will be reviewed in the context of it defines victims of law and rules of conduct with them. The Protection of Civil Population, civil objects and cultural values from consequences of war will be discussed based on the IV Geneva Convention and I and II. Additional Protocol regarding protection of civil population during an armed conflict, international legal protection of civil population from consequences of war, protection of civil medical personnel and medical units.

In addition, this block will discuss the regime of military occupation, its notion and conditions of its settlement. As well, this block reviews law of neutrality and introduces students to permissible battle actions on neutral territory.

Finally, this block will discuss the responsibility for breaking norms of international humanitarian law, and deals with international responsibility for war of aggression. It also focuses on international penal responsibility of individuals for war crimes and crimes against humanity. It will review the international legal regulation of the end of military actions and state of War, and provides a basis for armistice, capitulation and signing of peace treaties.

Learning Objectives/Outcomes

- 1) Describe the current status of IHL.
- 2) Analyze the main doctrines, rules, provisions and role of IHL.
- 3) Describe the role of ICRC in the international legal system.
- 4) Explain the legal statute of all participants to armed conflict and distinguish between legal and illegal participants in armed conflicts.
- 5) Explain the rules of conduct with victims of war.
- 6) Describe the general provisions on protection of civil population from consequences of war.
- 7) Describe the general provisions regarding civil objects and cultural values statute and their protection.
- 8) Describe the current statute of military occupation.
- 9) Analyze the main doctrines, rules and provisions of law of neutrality.
- 10) Describe the list of war crimes and crimes against humanity.
- 11) Explain the main conditions of the end of military actions and state of War.
- 12) Distinguish such notions as armistice, capitulation and peace treaty.
- 13) Describe the laws protecting women and girls in armed conflict.
- 14) Explain the scope of the legal prohibition of sexual violence in armed conflict.

Issues for consideration

- a) What provides the notion of contemporary IHL?
- b) What are the general characteristics and sources of IHL?
- c) What is the place of Geneva and Hague conventions in a humanitarian law system?
- d) What is ICRC and what are their general principles?
- e) What is the distinction between the combatant/noncombatant?
- f) Who are legal participants to the armed conflicts and what is their legal nature?
- g) What provides the notion of victims of war?
- h) Who are prisoners of war and what is their statute?

- i) What are the general conditions of the end of military actions and state of war?
- j) Protection of women and girls, including as detainees, refugees and displaced persons.
- k) Sexual violence in armed conflict: systematic and opportunistic sexual violence; forced marriage, forced pregnancy, sexual exploitation; sexual violence against men.

Potential Modules

- Development of humanitarian ideas and state activities: past to present;
- International humanitarian law as a branch of contemporary international law;
- Appearance, development, committees and general principles of ICRC'S activity;
- Hague Law: legal nature of participants to armed conflicts;
- Basic categories of persons and objects. Combatants;
- Primary Basis of international legal protection of victims of war;
- Prisoners of war;
- Protection of civil population from the consequences of war;
- General provisions regarding statute of civil objects and cultural values and their protection;
- Special provisions regarding regime of occupancy;
- Legal specifics of Law of Neutrality;
- Military crimes;
- Special measures to protect women and girls;
- Sexual violence in armed conflict; and
- Individual criminal responsibility (including command responsibility).

Learning Methodology/Assessment

Teaching delivery will include lectures by expert practitioners, seminars, case studies and exercises.

References

Al-Zuhili, Shiekh Wahbeh, "Islam and International Law." *International Review of the Red Cross* 87.858 (2005): 269-83.

Hague Conventions.

ICRC. *Women Facing War*. 2001

ICRC *Addressing the Needs of Women Affected by Armed Conflict: An ICRC Guidance Document*. 2004.

Geneva Conventions and Additional Protocols.

Green, L.C. *Command Responsibility in International Humanitarian Law*. 1995.

Mulinen, Frederick de. *Handbook on the Law of War for Armed Forces*. ICRC, 1987.

Rehn, E., and E. Johnson Sirleaf, *Women, War and Peace: The Independent Experts' Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-Building*, Vol. 1. New York: UN Development Fund for Women, 2002.

Shaheen, Sardar Ali, and Javaid, Rehman, "The Concept of Jihad in Islamic International Law." *Journal of Conflict and Security Law* 10.3 (2005): 321-43.

UN Department of Peacekeeping Operations, *Core Pre-Deployment Training Materials Unit 3 - Part 1(c): Women, Peace and Security: The Role of UN Peacekeeping Operations* 2009.

UN Department of Peacekeeping Operations, Peacekeeping Best Practices Unit, Gender Resource Package for Peacekeeping Operations (2004).

UNIFEM & DPKO, *Addressing Conflict Related Sexual Violence - An Analytical Inventory of Peacekeeping Practice* (New York: UN, 2010).

Watkins, Kenneth. "Controlling the Use of Force: A Role for Human Rights Norms in Armed Conflict." *American Journal of International Law* 98.1 (January 2004): 1-24.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Theme 3: Defense and Security Studies

Goal

Students will anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.

Description

This theme will create the foundation on which students will build their professional expertise within the context of the larger society they belong as citizens. Students will be introduced to military history as a prerequisite for a sound doctrinal understanding of tactics, operations, and strategy. An understanding of how to effectively use communications systems and the media should enhance the young officer's ability to build and maintain a win-win relationship with the media during their future missions and operations. At the center of any operation are the warfighters. We must ensure their well being is taken care of, both physically and mentally. Future officers should understand the place of the state in the current international relations environment, the ways international politics and economics are determined and their outcomes. Included in this understanding is an awareness of how to best interact with others, either in the community, of different genders, or different cultures.

Learning Objectives

- 1) Develop critical thinking skills-based on the study of operational, institutional and biographical military history.
- 2) Describe the importance of societal values to the military and the debate on civil – military relations.
- 3) Explain the role and the evolution of the mass media including the internet.
- 4) Describe the relations with the mass media as a key factor for the success of missions.
- 5) Explain the organization, functions, and principles of personnel support.
- 6) Explain the nature and dynamics of international relations.
- 7) Describe the main historical developments and evolution of international system.
- 8) Describe the concepts of gender, gender differences, gender roles and gender equality.
- 9) Define the meaning of *Cultural Awareness* and

describe planned activities' *environment* in the particular region to include cultural considerations, environmental considerations, and identification of the main Actors in the Area.

Block 3.1 Theory of Warfare

Description

This block explains the general aspects of the development of warfare theory and art of war in the World, and how the art of war is influenced by the developments in science and technology. The block will improve tactical thinking and imagination of the students that they must use during the conduct of the operations. In the modern world, the ability to quickly orient in the complex and dynamic situation is highly increased. Studying of Warfare Theory and History is aimed at preparing officers to act during novel and complex situations and to take creative actions. Warfare Theory and History are the crucial aspects of military education.

Learning Objectives/Outcomes

- 1) Describe the development of the art of war.
- 2) Describe the basic aspects of warfare theory.
- 3) Identify the main parts of the modern art of war and explain their objectives.
- 4) Describe and explain combat operations in complex situations.

Issues for consideration

- a) How are the lessons learned and lessons identified from warfare theory and history applied to the planning, conduct and comprehensive support of combined, joint and multinational operations?
- b) What innovations have been brought to military science by particular battles and campaigns?

Potential Modules

- History of the Art of War;
- Development of the Art of War during WWI and WWII; and
- Milestones of the Art of War and Warfare Theory.

Learning Methodology/Assessment

Teaching delivery will include lectures, case studies, and group discussions.

References

Feaver, Peter D. *Armed Servants: Agency, Oversight and Civil-Military Relations*. Cambridge: Harvard University Press, 2003.

Gat, Azar. *War in Human Civilization*. Oxford: Oxford University Press, 2006.

Hackett, John, Sir. *Profession of Arms: The 1962 Lees Knowles Lecture Given at Trinity College*, Cambridge. Times Publishing Company, 1962.

Keegan, John. *A History of Warfare*. New York, NY: Random House, 1993.

Owens, Williams, and Edward Offley. *Lifting the Fog of War*. Baltimore, MD: Johns Hopkins University Press, 2001.

Wallach, Jehuda L. *The Dogma of the Battle of Annihilation: The Theories of Clausewitz and Schlieffen and Their Impact on the German Conduct of Two Wars*. Westport, CT: Greenwood Press, 1986.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.2 Communications and Media

Description

This block is intended to introduce students to communication skills, and to provide an understanding of the relationship between the Armed Forces and mass media. This understanding should enhance the young officer's ability to build and maintain a win-win relationship with the media during their future missions and operations. Additionally, the student will discuss the elements of strategic communications and be aware of the affect the media can have on the operation.

Learning Objectives/Outcomes

- 1) Describe relations with the media.
- 2) Compose coherent statements and messages.
- 3) Participate effectively in a press conference.
- 4) Give an effective audiovisual interview.
- 5) Explain the role and the evolution of the mass media including the internet.
- 6) Explain the role of the mass media as a key success factor for military missions.
- 7) Discuss the "battle of the narrative" to include definition of "Narrative", "Theme" and "Message".
- 8) Describe communications strategy (CS) at the tactical level.
- 9) Develop communications to reach men and women; literate and illiterate audiences; displaced persons and marginalized groups.

Issues for consideration

- a) Defense & media: overview of the national media (organization, coverage, editing line, attitude towards Defense...) and presentation of the most important international media including news agencies present in the different areas of military operations.
- b) National guidelines about contact between military personnel and media in normal peacetime and during operations.
- c) The professional practices and ethics of the media and their applicability to military operations, e.g., Wiki leaks.
- d) Crisis communication: how to anticipate a crisis with a good communication (strategic level and

restoration of the trust)? How to plan this communication?

- e) The interoperability aspects involved in a combined task force.
- f) How to develop a process map for providing a communication strategy and supporting and leveraging extant staff processes, such as planning.
- g) How key leader engagement can affect the outcome of the message.
- h) How can the military work with local media to reach all parts of the community?

Potential Modules

- Negotiation & mediation skills;
- Press conference and release (theory & practice);
- Crisis communication;
- Interview (theory & practice);
- Statement and & messages (practice); and
- Communicating with local communities.

Learning Methodology/Assessment

- Teaching delivery will include lectures, case studies, group discussions and practical exercises.
- Each participant will be encouraged to take an active role and have the opportunity to ask questions. Interviews will be conducted during live exercises with professional journalists playing roles.
- Individual interviews may be monitored by a journalist with a microphone and by a cameraman with a camera. Other members of the subgroup will watch and hear the interview of their colleagues on a TV in a separate room. Each interview will be recorded and burned on a CD or DVD to be individually distributed to the student.

References

Hoffman, Ben. *Conflict and Power and Persuasion: Negotiating Effectively*. North York, Toronto: Captus Press, 1993.

U.S. Joint Forces Command/Joint Warfighting Center. *Commander's Handbook for Strategic Communication and Communication Strategy, Version 3*. 24 June 2010 http://www.dtic.mil/doctrine/doctrine/jwfc/sc_hbk10.pdf

Techau, Jan. "What Makes Communications Strategic?-Preparing Military Organization for the Battle of Ideas."

Research Division. *NATO Defense College*, Rome. 65 (February 2011): 1-8. <http://www.ndc.nato.int/download/downloads.php?icode=246>

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.3 Resource Management: Personnel

Description

Integrated personnel support is a vital component of operational readiness and, when executed properly, becomes a combat multiplier for the joint force. The unit commander and the manpower/personnel managers must continually maintain visibility of personnel issues to adequately sustain the force and maintain readiness. Personnel support is critical to the success of any operation, and therefore cannot be left to chance or relegated to a minor role.

Learning Objectives/Outcomes

- 1) Describe manpower management responsibilities.
- 2) Describe possible support requirements to other organizations.
- 3) Explain personnel management oversight roles and responsibilities in support of joint operations

Issues for Consideration

- a) How to manage personnel augmentation; joint personnel training and tracking activities; personnel accountability and strength reporting; rotation policies; civilian employees; pay and entitlements; postal operations; morale, welfare, and recreation; casualty reporting; and awards and decorations.
- b) How to plan for support to operations to include reserve component call-up; stop-loss; noncombatant evacuation operations and noncombatant repatriation; personnel recovery operations; and detainee operations.
- c) How to conduct effective planning for personnel support involved in all phases of contingency and crisis action planning in order to leverage the joint force's ability to accomplish the mission.

Potential Modules

Principles of Personnel Management

Learning Methodology/Assessment

Lectures, discussions, case studies.

References

Joint Publication 1-0. *Personnel Support to Joint Operations*. 16 October 2006.

Joint Publication 3-0. *Joint Operations* 17 September 2006.

Joint Publication 3-33. *Joint Task Force Headquarters*. 16 February 2007.

Joint Publication 4-0. *Joint Logistics*. 18 July 2008.

Joint Publication 4-05. *Joint Mobilization Planning*. 22 March 2010.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.4 International Security

Description

The aim of the Block is to discuss international security and processes, to develop the knowledge, understanding and skills required to bridge the occurrence of events at the national and international level with the experience of the mid-level to officers.

Learning Objectives/Outcomes

- 1) Interpret the nature and dynamics of international relations.
- 2) Understand the main historical developments and evolution of international system.
- 3) Understand the meaning of globalization and its impact on states.
- 4) Understand the functioning of the international system and interaction between its major actors.
- 5) Discuss the interaction between nation-states and the corresponding trends with regards to sovereignty.
- 6) Identify Non-governmental organizations, inter-governmental and international corporate institutions that may affect security policy.
- 7) Analyze the meaning and role of “soft” and “hard” power in contemporary international relations.
- 8) Identify the threats posed by state and non-state actors.
- 9) Recognize the impact of economic, societal, humanitarian, cultural, historical and geographical factors in a region.
- 10) Understand how security is viewed by political/military actors in the regions.
- 11) Understand the role and mechanisms of the United Nations (UN) and Organization for the Security and Cooperation in Europe (OSCE).
- 12) Interpret the role, strategy and development of NATO.
- 13) Understand the objectives of the European Union (EU) foreign and security policy as well as mechanisms of EU external involvement.

Issues for Consideration

- a) Introduce students with the main theoretical trends and concepts of International Relations also the

main opportunities and limitations which small states are facing in the contemporary international system.

- b) Interpret the nature of contemporary conflict and the environment in which it takes place.
- c) Interpret the broad spectrum of security challenges, their causes, qualities and perception.
- d) Discuss the nature, goals and actions of these actors and their implications for security and military policies.
- e) To interpret the main elements of the strategy.
- f) To illustrate tools used by international organizations, NATO and EU and the OSCE.

Potential Modules

- Theoretical Framework of International Relations;
- Conflict Environment;
- Military and non-military threats;
- Actors on International stage;
- Defining of strategy; and
- Strategy and policy instruments of intergovernmental organizations

Learning Methodology/Assessment

Lectures, Discussions, Case studies.

References

Ackermann, Alice. *OSCE Mechanisms and Procedures Related to Early Warning, Conflict Prevention, and Crisis Management*. *OSCE Yearbook 2009*. <http://www.core-hamburg.de/documents/yearbook/english/09/Ackermann-en.pdf>

Biscop, Sven, and Andersson, Jan. *The EU and the European Security Strategy: Forging a Global Europe*. Routledge, 2006.

Brown, Michael et al., Eds. *Theories of War and Peace: An International Security Reader*. Cambridge, MA: MIT Press, 1998.

Bull, Hedley. *The Anarchical Society: A Study of Order in World Politics*. New York, NY: Columbia Press, 1977.

Mearsheimer, John, "The False Promise of International Institutions." *International Security*, Vol. 19.3 (1994/1995): 5-49.

Nye, Joseph. *Soft Power: The Means to Success in World*

Politics, Public Affairs Ltd 2004.

The NATO-Russia Archive - *New European Security Architecture* <http://www.bits.de/NRANEU/EuropeanSecurity.htm>

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Subject matter experts (SMEs) will work with host country to select appropriate readings

Block 3.5 Civil-Military Relations

Description

This course examines civil-military relations at the operational level with a particular emphasis on democratic control of the security sector. Some think that civilian oversight of multinational operations has become increasingly problematic. The increasing role of the military in state-building in multinational operations needs also to be examined. And finally the role of security assistance in furthering democratic control of the security sector needs to be addressed. The block concludes by examining the opportunities and challenges in the 21st century posed by civil – military relations and the importance of developing dialogue between politicians and military.

Learning Objectives/Outcomes

- 1) To develop understanding of the importance of societal values to the military.
- 2) To introduce and familiarize with the debate on civil – military relations.
- 3) International commitments towards democratic control of the security sector and their involvement in security sector reform (SSR).
- 4) To discuss the nature and development of military profession in the current societal context, current and past experiences.

Issues for Consideration

- a) Civil – military relations as the principal institutional component of military security policy.
- b) Political – military relations as a part of the broader field of civil – military relations.
- c) The role of the military officer in relation to politics and the politicians as the main and central aspect of civil – military relations.
- d) Defined objective civilian control and subjective civilian control, which leads to the effectiveness of civil – military relations in order to maximize military security.
- e) Military professionalism based on expertise, responsibility and collaboration.
- f) Civilian control of the military profession and the limitations it imposes on military.
- g) Loyalty and obedience as the highest military virtues.
- h) Civilian control as a mean for military professionalism

and a military that reflects the society it is charged with protecting.

- i) Professionalism and civilian supremacy.
- j) The challenges and problems of civil – military relations.
- k) Basic elements of democratic control of armed forces.
- l) Existing approaches to democratic control of armed forces.
- m) Responsibilities and role of different institutions in establishing and exercising democratic control of armed forces.

Potential Modules

- Importance of societal values to the military and
- Principles of democratic control of armed forces in addressing the challenges of civil – military decision making.

Learning Methodology/Assessment

- Students receive instruction and participate in discussions on the fundamental principles behind each topic.
- Academic periods (lectures) followed by syndicate discussion at the end of module.

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Strachan H. (2003) "The Civil-Military Gap in Britain." *The Journal of Strategic Studies* 26 (June 2003): 43-63.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Module 3.5.1. Importance of Societal Values to the military

Description

To impart knowledge necessary to comprehend the influence of democratic values, norms and practices on armed forces. To have analytical presentation on current theories on civil – military relations in order to provide for students basic theoretical background. From beginning to give an insight in history, then pay the main focus on existing trends on the topic in the XX century, examining scholars like Huntington, Finer, Janowitz during Cold War times and Feaver after the Cold War. At the end of this assessment to give the relevance on that with current challenges and opportunities in the XXI century, which leads to the future of the military profession and the development of dialogue between politicians and military.

Learning Objectives/Outcomes

- 1) Explain the importance of societal values to the military.
- 2) Analyze the debate on civil – military relations.
- 3) Describe the nature and development of military profession in the current societal context, comparing current and past experiences.

Issues for consideration

- a) Civil – military relations as the principal institutional component of military security policy.
- b) Political – military relations as a part of the broader field of civil – military relations.

Learning Methodology/Assessment

- Students receive instruction and participate in discussions on the fundamental principles behind each topic.
- Academic periods (lectures) followed by syndicate discussion at the end of module.

References

Bacevich A.J., "The Paradox of Professionalism: Eisenhower, Ridgeway, and the Challenge to Civilian Control, 1953-1955." *The Journal of Military History*. 61.2 (April 1997): 303-333.

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Module 3.5.2. Principles of democratic control of armed forces in addressing the challenges of civil – military decision making.

Description

To impart the knowledge necessary to comprehend the influence of democratic values, norms and practices on armed forces. To have analytical presentation of the current theories of civil – military relations in order to provide students the basic theoretical and historical background by focusing on scholars like Huntington, Finer, Janowitz and Feaver. The block concludes by examining the opportunities and challenges in the 21st century posed by civil – military relations and the importance of developing dialogue between politicians and military.

Learning Objectives/Outcomes

- 1) Apply the main principles of democratic control of armed forces in addressing the challenges of civil-military decision making.

Issues for consideration

- a) Military professionalism based on expertise, responsibility and collaboration.
- b) Civilian control of the military profession and the limitations it imposes on military.
- c) Loyalty and obedience as highest military virtues.
- d) Civilian control as a mean for military professionalism and a military that reflects the society it is charged with protecting.
- e) Professionalism and civilian supremacy.
- f) The challenges and problems of civil – military relations.
- g) Basic elements of democratic control of armed forces.
- h) Existing approaches to democratic control of armed forces.
- i) Responsibilities and role of different institutions in establishing and exercising democratic control of armed forces.

Learning Methodology/Assessment

- Students receive instruction and participate in discussions on the fundamental principles behind each topic.
- Academic periods (lectures) followed by syndicate discussion at the end of module.

References

Same as Block 3.5.

Block 3.6 Cultural Awareness

Description

This block will provide students with a knowledge on how Cultural Awareness will assist in the performance of their professional duties. The operational commander must determine what information is needed for the mission to be successful, and where to find that information and how to apply it. The following cultural aspects provide critical information that should be taken into account: a basic understanding of the major cultural differences between tribes, groups, factions and organisations, an understanding of local public opinion, and the tension points and centers of power in the particular region. Cultural competency should be established for deployed troops that includes an understanding of local religions and basic relief systems, gender dynamics, and what aspect of the culture must be influenced in order to initiate change.

Learning Objectives/Outcomes

- 1) Define the meaning of *Cultural Awareness* and understand (comprehend) planned activities' *environment* in the particular region.
- 2) Describe cultural considerations (population centers in the region, language, social traits and conditions, traditions, gender roles and relations, customs and habits, ethnic composition, religion, leadership of local religious groups, challenges for the local government, violent and non-violent opposition groups, economics, infrastructure, communications).
- 3) Demonstrate gender-sensitive cultural analysis, and its link to the security of the unit and local population.
- 4) Identify the main actors in the area (from comprehensive operations planning directive COPD):
 - Nation states and non-state entities;
 - Organisations including governmental, security forces, international organisations (IOs), non-governmental organisations (NGOs), as well as commercial enterprises and multinational corporations;
 - Groups including political interest groups, social power and influence groups, as well as different ethnic, religious, tribal or clan groups usually linked to the individuals above; and

- Individuals including decision-makers, leaders, opinion leaders and opinion formers.

- 5) Demonstrate religion- and tradition-sensitive cultural analysis and its link to the security of the unit and local population.
- 6) Demonstrate gender-sensitive cultural analysis and its link to the security of the small and local population.

Issues for consideration

- a) Discussion on establishing long-term relationships versus short term gains.
- b) What considerations are required for improving diplomatic relations.
- c) How is awareness can reduce operational costs and loss of equipment?
- d) Increasing overall situational awareness and effective decision making.
- e) What must be considered when working with a population of a different religion?
- f) What must be taken into account when working with the religious leaders of the community?

Potential Modules

- What to be aware of when deploying in an area/region of cultural difference?
- Areas of potential cultural conflicts – eating, drinking, clothing, social behavior
- Introduction to cultural considerations;
- Social traits and conditions, customs and habits, gender roles and relations;
- Ethnic and religious composition, leadership of local religious groups;

Learning Methodology/Assessment

Teaching delivery will include lectures, case studies about Somalia, Iraq, Afghanistan, group discussion and practical exercises.

References

<http://www.au.af.mil/au/aul/bibs/culture.htm>

Allied Command Operations Comprehensive Operations Planning Directive (COPD), Chapter 2 – Situation Awareness and Knowledge Development, Identify the Main Actors in the Area, 2-8, Feb 2010.

Huntington, Samuel. *The Clash of Civilization and the Remaking of World Order*. New York, NY: Simon and Schuster, 1996.

Cultural Awareness and the Military documents (Internet Resources, Books, Documents, Periodicals).

Subject matter experts (SMEs) will work with host country to select appropriate readings.



Professional Military Education Reference Curriculum Writing Teams Workshop, Rome



Afghan Command and Staff College Visit to Brussels



III. Intermediate Officer Phase

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- Module 1.3.8 Crisis Management Process and Capabilities
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Theme 1: Profession of Arms

Goal

The *Profession of Arms* theme introduces students to their profession through the concept of officership. This theme provides students an understanding of tactics, operations and strategy relevant to current and future military operations while producing leaders with a deep understanding of their profession. They then apply their understanding through hands on military training while being evaluated in a leadership position. The *Profession of Arms* Theme encapsulates characteristics of *warrior* and *member of the profession* in the officer identity.

Description

The Profession of Arms serves as one of the three principal interrelated developmental programs within the professional military education (PME) curriculum. The Profession of Arms is the foundation for sequential and progressive military training and leadership development requirements, experiences, and activities designed to support individual military and leader development, and internalization of the roles and principles of *Officership*. This program will focus specific attention on developing students with the requisite attributes to be leaders of character. Inherent in this approach is the establishing, teaching, enforcing and modeling of the standards that permeate military culture and are essential to discipline and readiness. Teaching students the value of standards prepares them to function effectively as military leaders. Students must learn and demonstrate rigorous standards of conduct in the intellectual, military, physical, ethical, and social domains of development. As students mature, they are expected to progress from adhering to standards to modeling, enforcing and setting standards.

Learning Objectives

1) In support of the overarching goal:

- Describe operational concepts of war;
- Explain precepts of military law;
- Demonstrate proficiency in the military skills required of an officer in an intermediate and command staff function;
- Demonstrate superior performance in military skills required of an officer in an intermediate command and staff function; and
- Demonstrate the capacity to solve military problems during periods of high stress.

2) Each graduating student will:

- Demonstrate the courage, character, physical and mental toughness, and values required to succeed as a military officer;
- Be proficient as a commander of a battalion or a brigade;
- Be proficient as a member of a senior staff (brigade level and above);
- Be able to solve tactical problems at battalion or comparable level using principles that underlie doctrine and war-fighting;
- Demonstrate effective leadership as an officer in an intermediate command and staff function; and
- Explain the role of the officer corps in the armed forces.

3) Individual Proficiency

Be proficient as a commander at the battalion or brigade level, Chief of Staff at the same levels:

- Capable of leading the unit in war and peace;
- Capable of taking decisions in accordance with tasks by higher command;
- Capable of assessing work provided by the staff and of deciding accordingly;
- Capable of coordinating fire and maneuver
- Capable of tasking subunits accordingly
- Capable of liaising and coordinating with neighboring units

4) Member of a Staff

Be proficient as a member of a staff in select tasks, i.e.: S-1 to 5 at battalion or brigade level:

- Capable of leading the unit in war and peace;
- Capable of taking decisions in accordance with tasks by higher command;
- Capable of assessing work provided by the staff and of deciding accordingly;
- Capable of coordinating fire and maneuver
- Capable of tasking subunits accordingly
- Capable of liaising and coordinating with neighboring units

5) Solving Tactical Problem

Solve tactical problems using principles that underlie doctrine and war-fighting, e.g.:

- Distinguish the roles and capabilities of the elements of a brigade combat team;
- Analyze a tactical situation and explain its essential points;
- Proficient at applying principles to solve tactical problems using all available tools; and
- Communicate plans effectively.

Block 1.1 Comprehensive Approach to Operations

Description

This course examines the comprehensive approach to operations. In particular comprehensive approach is essential in the transition from military-led to civilian-led activities in operations. The comprehensive approach is particularly important in such arenas of action as border security, disaster relief operations abroad, domestic counterterrorism operations and multinational operations. In addition the notion of full spectrum operations acknowledges that in every phase of a military operation there will need to be a component of stability operations which requires a whole-of-government approach.

Learning Objectives/Outcomes

- 1) Explain the role that all government agencies will play in the conduct of operations.
- 2) Describe the inherent command and control difficulties in the whole-of-government approach.
- 3) Identify the advantages that different government agencies will have in full spectrum operations, on the nonlinear battlefield and for crisis management.

Issues for Consideration

- a) Is the comprehensive approach necessary or desirable?
- b) What agencies other than the military will play an important role in the conduct of operations?
- c) How are unity of command and unity of effort maintained in a whole-of-government approach?
- d) What are the respective capabilities of other agencies in full spectrum operations, on the nonlinear battlefield and for crisis management?
- e) How does the comprehensive approach assist the transition from military-led to civilian-led activities in operations?
- f) How is your country organized for a comprehensive approach?
- g) How well are non-governmental actors integrated into your comprehensive approach?

Potential Modules

- Diplomatic, Economic and Civilian Contribution to a comprehensive approach;
- Military contribution to a comprehensive approach at tactical level;

- Military contribution to a comprehensive approach at operational level;
- Military contribution to a comprehensive approach in multinational operations;
- Military contribution to a comprehensive approach at political and strategic level; and
- Working with International and Non-Governmental Organizations.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

- AJP 01 (D) – Allied Joint Doctrine.
FM 3-07. *Stability Operations*. October 2008.
JP 3-0. *Joint Operations*. 17 September 2006.
JP 3-07.3. *Peace Operations* 17 October 2007.
JP 3-08, Interagency, Intergovernmental Organization, and Non-governmental Organization Coordination During Joint Operations Vol I. 17 March 2006.
JP 3-08, Interagency, Intergovernmental Organization, and Non-Governmental Organization Coordination During Joint Operations Vol. II. 17 March 2006.
JP 3-24. *Counterinsurgency Operations*. 05 October 2009.
JP 3-27. *Homeland Defense*. 12 July 2007.
JP 3-28. *Civil Support*. 14 September 2007
JP 3-29. *Foreign Humanitarian Assistance*. 17 March 2009.
JP 3-57. *Civil-Military Operations*. 08 July 2008.
JP 3-68. *Non-Combatant Evacuation Operations*. 22 January 2007.
Wendling, Cecile. *The Comprehensive Approach to Civil-Military Crisis Management: A Critical Analysis and Perspective*; IRSEM Report; Institut de recherche stratégique de l'École militaire (FR), 2010; http://www.humansecurity-gateway.com/documents/IRSEM__
TheComprehensiveApproachtoCivilMilitaryCrisisManagement.pdf
Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.2 Operational Planning and Operational Design

Description

This course covers operational methods of planning and incorporates the new notion of design. It guides the students through linear planning process used in their country, be it MDMP [Military Decision-Making Process] or JOPP [Joint Operation Planning Process]. It introduces the notion of operational design which “is a critical and creative thinking methodology to help commanders understand the environment, analyze problems, and consider potential approaches so they can exploit opportunities, identify vulnerabilities, and anticipate transitions during a campaign.”

Learning Objectives/Outcomes

- 1) Describe the method of used in your country to conduct operational level planning.
- 2) Analyze an operational-level mission (mission analysis).
- 3) Develop operational-level courses of action (course of action development).
- 4) Analyze and war game the developed courses of action (course of action analysis and war game).
- 5) Assess war gamed courses of action (to provide a recommended course of action) (course of action comparison).
- 6) Recommend a course of action (Operational level commander course of action approval).
- 7) Explain how design helps formulate the problem in campaign planning.
- 8) Explain how new approaches to the operational planning process may be necessary to address non-linear, ill-formed problems.
- 9) Analyze the deficiencies of operational level planning of recent operations.
- 10) Formulate an operational level plan.

Issues for Consideration

- a) What techniques are used in your country for operational level planning?
- b) How does an analysis of the battle command elements of understanding, visualizing, and describing frame the operational problem?

- c) What are the appropriate tasks of mission analysis?
- d) How do you prepare a restated mission statement and initial commander’s intent, planning guidance, and commander’s critical information requirements (CCIR)?
- e) What are the common requirements for courses of action?
- f) What method should be used to select a course of action?
- g) How does design contribute to the planning process?

Potential Modules

- Decision Making Process;
- Tactical and Operational Estimate;
- Planning for a campaign. Operational Planning Process (NATO OP, US JOPP);
- Operational Art;
- Operational Management; and
- Operational Design. Operational Design Concepts.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

- AJP 5 – Allied Joint Doctrine for Planning.
FM 5-0. *Operations Process*. 25 March 2010.
FM 34-130. *Intelligence Preparation of the Battlefield*. 8 July 1994
Joint War-Fighting Center. “Design in Military Operations: A Primer for Joint War-Fighters.” *Joint Doctrine Series, Pamphlet 1020* September 2010.
JP 5-0. *Joint Operation Planning*. 26 December 2006.
The United States Army, Commander’s Appreciation and Campaign Design, *TRADOC Pamphlet 525-5-500*, 28 January 2008.
Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.3 Operational Roles, Missions and Capabilities

Description

This course covers operational roles, missions and capabilities. It starts with those roles for the military mandated by law. It then examines those missions given the military by the government. Next, it assesses whether the capabilities provide adequate to perform those roles and missions. Finally it examines the implications of the operational risks associated with such shortfalls and how they could be mitigated.

Learning Objectives/Outcomes

- 1) Identify the range of operational roles as determined by law.
- 2) Explain the types of operational missions assigned to the military.
- 3) Assess whether the capabilities of the forces are adequate to perform the range of roles and missions assigned them.
- 4) Describe the operational risks involved with capability shortfalls.

Issues for Consideration

- a) What are the principles of joint operations?
- b) What are the roles assigned to your forces by law?
- c) What are the mission areas in which your forces are expected to perform?
- d) What are the core competencies/ joint capabilities areas of your forces?
- e) What are the major capability shortfalls and risk sustained given identified operational roles and missions?
- f) How do your country's roles and missions fit in a strategic and multinational context?

Potential Modules

- Land Operations. Land Component Contribution to Campaign. Roles and Missions. Planning Considerations;
- Maritime Operations. Maritime Component Contribution to Campaign. Roles and Missions. Planning Considerations;
- Air Operations. Air Component Contribution to

a Campaign. Roles and Missions. Planning Considerations;

- Crisis Management Process and Capabilities;
- Crisis Response Operations;
- Campaigning;
- Spectrum of Joint Operations;
- Joint Functions; and
- Combined Joint Task Force (CJTF) role and missions.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

- AJP 3 (C). *Allied Doctrine for Operations*.
- AJP 3.4 (A). *Allied Joint Doctrine for Crises Response Operations*.
- AJP 3.4.1 (A). *Allied Joint Doctrine for Crises Response Operations*.
- AJP 3.4.2. *Allied Joint Doctrine for Non-Combatant Evacuation Operations (NEO)*.
- JP 3-0. *Joint Operations*. 17 September 2006.
- US DoD. *Quadrennial Roles and Missions Review Report*. January, 2009.
- Clarke, John L. "What Roles and Missions for Europe's Military and Security Forces in the 21st Century?" *The Marshall Center Papers* 7 (August 2005): 1-64. <http://www.marshallcenter.org/mcpublicweb/de/component/content/article/484-art-col-publications-mc-paper-7.html?directory=21>
- Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.4 Operational Level Intelligence

Description

This course covers operational level intelligence. It examines the role of intelligence at the joint and combined force and operational level and covers all aspects of the operational intelligence process. It looks at what sources and capabilities are available and how they should be managed. Finally it provides a better understanding of the Joint Intelligence Preparation of the Operational Environment.

Learning Objectives/Outcomes

- 1) Describe the role of intelligence at the joint force and operational level; be able to apply the principle.
- 2) Explain the operational intelligence process (planning and direction, collection, processing and exploitation, analysis and production, dissemination and integration, and evaluation and feedback).
- 3) Describe how the operational intelligence process supports joint planning.
- 4) Identify the capabilities necessary for effective operational intelligence.
- 5) Describe the Joint Intelligence Preparation of the Operational Environment (JIPOE).
- 6) Formulate an operational level intelligence plan.

Issues for Consideration

- a) How should the operational intelligence process be planned and directed?
- b) What collection assets are available?
- c) How are collected raw products transformed into usable information?
- d) How are the disparate streams of information transformed into a usable product?
- e) How are intelligence products disseminated and integrated into the decision-making process?
- f) How are intelligence products evaluated and improved?
- g) What is the effect of the nonlinear battlefield on the operational intelligence process?
- h) What are the steps of the JIPOE process and how are they implemented in your country?
- i) What sources, systems and methods are most important at the operational level?

Potential Modules

- Intelligence, Surveillance, Targeting, Acquisition and Reconnaissance Process;
- Intelligence Cycle; and
- Joint Intelligence Preparation of the Operational Environment.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

- AJP 2. *Allied Joint Intelligence Doctrine Series*.
JP 2-0. *Joint Intelligence*. 22 June 2007.
JP 2-01. *Joint and National Intelligence Support to Military Operations*. 07 October 2004.
JP 2-01.3. *Joint Intelligence Preparation of the Operational Environment*. 16 June 2009.
- Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 1.5 Information Operations

Description

This course covers information operations. It examines the activities and capabilities necessary for an effective strategy. It looks how to organize for information operations and how to conduct planning. And finally it looks at what is needed for execution.

Learning Objectives/Outcomes

- 1) Describe information operations (IO).
- 2) Explain the objectives of IO.
- 3) Describe how to organize for IO.
- 4) Explain the activities and capabilities needed to produce a coherent IO strategy.
- 5) Describe how to conduct IO planning.
- 6) Identify what training and capabilities are necessary for effective information operations.
- 7) Formulate an IO plan for a battalion.
- 8) Describe an IO plan for brigade and above.

Issues for Consideration

- a) Is the employment of effective IO essential to achieve the objectives of the operational level commander?
- b) What is offensive and defensive IO?
- c) How should IO planning be integrated with operations planning?
- d) How does IO gain and maintain information superiority?
- e) What is the role of public relations in IO?
- f) What are the legal limitations on IO for your country? In a multinational context?

Potential Modules

- Electronic Warfare;
- C2 Warfare;
- Cyber Warfare; and
- PSYOPS.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

AJP 3 (C). *Allied Joint Doctrine for Operations*.

FM 3-13. *Information Operations: Doctrine, Tactics, Techniques, and Procedures*.

JP 3-13. *Joint Doctrine for Information Operations*.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Theme 2: Command, Leadership and Ethics

Goal

The *Command, Leadership and Ethics* theme introduces students to leadership theory, values education, character development, and officership. This theme is encapsulated in the *warrior* and *member of the profession* characteristics of officer identity.

Description

This theme focuses on the development of an officer capability of commanding as a warrior, leader of character, member of the profession and servant for the country. A few key definitions in this theme include:

Leadership – influencing people while operating to accomplish the mission and improving the organization.

Character – those moral qualities that constitute the nature of a leader and shape his or her decision and actions.

Leader of Character – seeks to discover the truth, decide what is right, and demonstrate the courage and commitment to act accordingly. Character includes not only moral and ethical excellence, but also firmness, resoluteness, self-discipline, and sound judgment.

Learning Objectives

- 1) Demonstrate effective leadership expected of a junior officer in accomplishing assigned missions. This implies they will be able to:
 - a) Lead by example;
 - b) Build effective teams;
 - c) Improve the larger organization;
 - d) Exercise initiative within the commander's intent;
 - e) Care for subordinates, involved in their success;
 - f) Communicate effectively;
 - g) Allow subordinates latitude in how to accomplish a mission and hold them accountable;
 - h) Apply common sense and judgment in instilling discipline and attention to detail in subordinates;
 - i) Accept accountability for self and unit;
- 2) Demonstrate courage, character, integrity, and toughness, by:
 - a) Embracing the spirit of the honor code;
 - b) Treating others with dignity and respect;
 - c) Living by military values;
 - d) Displaying a warrior ethos;
 - e) Displaying mental toughness;
 - f) Demonstrating consistent sound judgment;
 - g) Overcoming peer pressure to make good choices;
 - h) Demonstrating self-confidence;
 - i) Demonstrating self-discipline;
 - j) Performing successfully under stress; and
 - k) Demonstrating commitment to personal and professional growth.

Block 2.1 Ethics

Description

This module deals with the role of ethics in the decision for and conduct of war

Learning Objectives/Outcomes

- 1) Explain the development of moral thinking about war.
- 2) Examine the core principles of the national professional military ethic.
- 3) Describe the relationship among moral obligations to the state and the people.
- 4) Apply ethical reasoning to issues and dilemmas facing commanders at the operational level.
- 5) Describe the ethical issues of irregular warfare.
- 6) Apply ethical principles to contemporary military operations.

Issues for Consideration

- a) How best to promote values necessary to ensure effective leadership at this level?
- b) What is just war theory?
- c) How does a leader reconcile ethical values and military necessities?
- d) Do desperate circumstances warrant desperate measure?

Potential Modules

- Values, virtues and characteristics applied;
- Ethical principles and the use of force;
- Military values and civilian values; and
- The professional code and warrior ethic.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Carrick, Don, James Connelly, and Paul Robinson, (eds.) *Ethics Education for Irregular Warfare*. London: Ashgate, 2009.

Coker, Christopher. *Ethics and War in the 21st Century*. New York,

Hartle, Anthony E. *Moral Issues in Military Decision-Making*. Kansas: University Press of Kansas, 1990.

Pangle, Thomas L., and Peter Ahrens Dorf. *Justice Among Nations: On the Moral Basis of Power and Peace*. Kansas: University Press of Kansas, 1999.

Walzer, Michael. *Just and Unjust War: A Moral Argument with Historical Illustrations*. New York, NY: Basic Books, 1992.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.2 Leadership

Description

This module deals with the role of the leader in military organizations at the level of battalion or equivalent military unit. It looks at the kind of values necessary for effective leadership. It examines the relationship that an effective leader should have with subordinates as well as superiors.

Learning Objectives/Outcomes

- 1) Prepare to lead battalion or equivalent military unit.
- 2) Evaluate, assess and develop the leadership of subordinate levels.
- 3) Identify and explain what is required to lead the next higher command level or a combined joint task force.
- 4) Prepare to assess and decide based on inputs from staff work at this level.

Issues for Consideration

- a) What kind of techniques should be used to develop leaders at this level?
- b) How best to promote values necessary to ensure effective leadership at this level?
- c) What kind of preparation does a leader need to adapt to rapidly changing circumstances?
- d) What kind of automated tools does a leader need to be effective at this level?
- e) What are the following concepts: values-based behavior, the professional code and warrior ethic, power and authority, individual motivation, cohesion, team and group effectiveness, crisis leadership and leadership in *extremis*?

Potential Modules

- Leader development techniques and
- Crisis leadership and leadership in extreme situations.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Jacobs, T. O., and E. Jacques. "Military Executive Leadership." K.E. Clark and M. B. Clark, Eds. *Measures of Leadership*. West Orange, NJ: Leadership Library of America, Inc., 1990.

Jacobs, T. O., and E. Jacques. "Executive Leadership." R. Gal and A.D. Manglesdorff Eds. *Handbook of Military Psychology*. Chichester, England: Wiley, 1991.

Moore, Harold, Lt Gen [Ret], and Joseph L. Galloway. *We Were Soldiers Once ... And Young*. New York, NY: Random House, 1992.

US Army. *Be *Know* Do, Adapted from the Official Leadership Manual: Leadership the Army Way*. San Francisco, CA: Jossey-Bass, 2004.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.3 Command and Control

Description

This module examines the current issues of command and control of both national and multinational operations. It analyzes the concept of battle command and mission orders. It uses the “understand, visualize, describe, direct” process (what is the reference for this process?) to help the commander better frame tactical problems and be more effective at command.

Learning Objectives/Outcomes

- 1) Analyze the concept of command.
- 2) Explain: “understand, visualize, describe and direct”.
- 3) Distinguish the meaning of the terms: lead nation, integrated and parallel command structures for multinational operations.
- 4) Apply the joint function of command and control in an exercise at the battalion level.

Issues for Consideration

- a) What problems does your country face in assuring effective command and control of the range of operations your country performs?
- b) How the battle command concepts of “understand and visualize” are used to frame the commander’s operational problem.
- c) What is the interaction between operational and mission variables in framing the commander’s operational problem?
- d) What is the relationship between “visualization and describe” in the development of commander’s intent, planning guidance, CCIR, and assessments.
- e) How does the initial commander’s intent assist in describing the course of action during the battle command process?
- f) What are the most appropriate command and control structure for multinational operations?

Potential Modules

- Command philosophies. Mission Command;
- Services’ command and control;
- Principles of joint and multinational command;
- The maneuverist approach to operations;

- Command and control responsibilities in national and multinational operations;
- Supported/Supporting Relationships in Joint Operations. C2 relationships and the interface with the political level; and
- The nature of operational level command.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

- AJP – 3.2. *Allied Joint Doctrine for Command and Control*.
- FM 6-0. *Mission Command: Command and Control of Army Forces*.
- JP-3-33. *Joint Task Force Operations*.
- JP 3-16. *Joint Doctrine for Multinational Operations*.
- Canna, Michael, LCol. “Command and Control of Multinational Operations Involving U.S. Military Forces.” *The Atlantic Council of the United States*, Occasional Paper, August 2004.
- Simón, Luis. *Command and Control? Planning for EU Military Operations*. *European Union Institute for Security Studies* Occasional Paper # 81, January 2010.
- Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 2.4 Law of Armed Conflict

Description

This course covers the law of armed conflict and its effect on military operations. It examines both the jus in bello and the jus ad bellum. It looks at the major core disciplines of operational law. Moreover it prepares the student to deal with difficult situations in the field.

Learning Objectives/Outcomes

- 1) Summarize the law of armed conflict appropriate to someone who leads a battalion or equivalent military unit.
- 2) Describe the law of armed conflict appropriate to someone who will serve on a brigade or equivalent staff.
- 3) Explain the disciplines of administrative law, civil law, claims, international law, legal assistance, and military justice.
- 4) Explain the operational legal environment and its effect on actions to lower echelons.

Issues for Consideration

- a) What is the difference between the jus ad bellum and the jus in bello?
- b) How is the law of armed conflict grounded in four overarching and interrelated principles: military necessity, humanity, proportionality, and distinction?
- c) How has history demonstrated that following-or not following-the law of armed conflict can be a combat multiplier?
- d) If the enemy does not follow the law of armed conflict, why should we?
- e) What is the history of the Geneva conventions and what is the current debate?
- f) What difficulties occur in multinational operations when participants interpret the laws of armed conflict and Geneva conventions differently?

Potential Modules

- Jus ad bellum. Legal framework for the use of force. International and non-international conflict;
- International Humanitarian Law (IHL). basic rules, principles and the applicability of IHL;

- Conduct of hostilities. means and methods of warfare;
- Protection of civilians and cultural property in armed conflict;
- Rules of engagement in the context of the law of armed conflict; and
- The role of organizations involved in Humanitarian Law.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Dinstein, Yoram. *The Conduct of Hostilities Under the International Law of Armed Conflict*. Cambridge: Cambridge University Press, 2004.

European Union. *Guidelines on Promoting Compliance with International Humanitarian Law* (2005/C 327/04).

FM 1-04. *Legal Support to the Operational Army*.

Geneva Conventions and Additional Protocols I and II.

Hague Conventions.

ICRC. *Fight it Right! Model Manual On the Law of Armed Conflict For Armed Forces*, International Committee of the Red Cross Geneva, 1999.

Joint Publication 3-60. *Joint Targeting*.

Joint Publication 1-04. *Legal Support to Military Operations*.

NATO STANAG 2449. *Training in the Law of Armed Conflict*. 29 March 2004.

Roberts, Adam, and Richard Guelff, Eds. *Documents on the Laws of War*. Oxford: Oxford University Press, 1989.

Rules of Engagement Handbook, International Institute of Humanitarian Law, Sanremo, November 2009. <http://www.iihl.org/Default.aspx?pageid=page12090>

UN Security Council Resolution 1894, 11 November 2009.

Walzer, Michael. *Arguing About War*. New Haven, CT: Yale University Press, 2004.

Subject matter experts (SME) will work with host country to select appropriate readings.

Theme 3: Defense and Security Studies

Goal

Students will anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.

Description

This theme will create the foundation on which students will build their professional expertise within the context of the larger society they belong as citizens. Students will be introduced to the military history as a prerequisite for a sound doctrinal understanding of tactics, operations, and strategy. Future officers should assess the place of the state in the current international relations environment, the ways international politics and economics are determined and their outcomes. The international relations must consider the current limitations of international law. As citizens, fully accountable to the people they represent, future leaders must look after their subordinates and the military property with due concern.

Learning Objectives

- 1) To develop students' critical thinking skills-based on the study of operational, institutional and biographical military history.
- 2) To analyze the international relations theory in an historical and contemporary context by interpreting the current international system, the effects of globalization and the dynamics of international conflict on the military.

Block 3.1. History and Theory of War – Evolution of Operational Art

Description

This module examines the evolution of operational art.

Learning Objectives/Outcomes

- 1) Evaluate the history, theory, and evolution of operational art.
- 2) Analyze the 18th and 19th century origins of operational art.
- 3) Appraise the development of operational art and command in the Twentieth Century, military theory and campaigns from World War I and II.
- 4) Examine the contemporary state of operational art from post World War II operational theory, Cold War and post Cold War wars and campaigns.
- 5) Analyze national military history.
- 6) Analyze regional and local conflicts.

Issues for Consideration

- a) What is the value of history to the military officer?
- b) Explain the triad of “strategic”, “operational” and “tactical” level.
- c) How did past commanders understand the nature of the problems facing them that led them to visualize, plan and direct a campaign and then analyze the outcome?
- d) What planning tools are appropriate in putting together a campaign plan?

Potential Modules

- Theory and evolution of operational art;
- 18th and 19th century origins of operational art;
- Development of operational art in the twentieth century;
- Contemporary state of operational art; and
- Counterinsurgency and operational art.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Citino, Robert M. *The German Way of War: From the Thirty Years' War to the Third Reich*. Kansas: The University Press of Kansas, 2008

Blitzkrieg To Desert Storm: The Evolution of Operational Art. Kansas: The University Press of Kansas, 2004.

Clausewitz, Carl von. *On War*. Trans. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1989.

Jomini, Antione Henri de. *The Art of War: Strategy and Tactics from the Age of Horse and Musket*. Trans. G. H. Mendell. El Paso Norte Press, 2005.

Krause, Michael D, and R. Cody Phillips, *Historical Perspectives of the Operational Art*. Centre of Military History, US Army, 2005.

Naveh, Shimon. *In Pursuit of Military Excellence: The Evolution of Operational Theory*. Portland, OR: Frank Cass, 1997.

Rothenberg, Gunther E. *The Art of Warfare in the Age of Napoleon*. Bloomington, Indiana University Press, 1980.

The Russian General Staff, *The Soviet-Afghan War*. Translated and edited by Lester W. Grau and Michael A. Gress. Kansas: University Press of Kansas, 2002.

Schneider, James. “The Loose Marble—and the Origins of Operational Art.” *Parameters*, 19 (March 1989): 85-99.

Toffler, Alvin and Heidi Toffler. *War and Anti-War*. New York, NY: Warner Books, 1995.

Tzu, Sun. *The Art of War*. Trans. Samuel B. Griffith. Oxford: Oxford University Press, 1963

Van Creveld, Martin. *Command in War*. Cambridge, Harvard University Press, 2003.

Ze Dong, Mao. *On Guerilla Warfare*. Trans. Samuel Griffith II. Urbana and Chicago, IL: University of Illinois Press, 2000.

Subject matter experts (SMEs) will work with host country to select appropriate readings

Block 3.2 Communications

Description

This course covers the issues and preparation necessary to deal effectively with communications and media relations. In particular, effective communications helps shape the contemporary operating environment to achieve mission success. Instead of viewing communications and media relations as an impediment to effective operations, it views them as necessary. Traditional and new media (blogging, social networks, etc.) will be covered.

Learning Objectives/Outcomes

- 1) Explain how effective communications shape the contemporary operating environment.
- 2) To understand how effective communications relate to media relations.
- 3) Distinguish the range of media one is likely to meet.
- 4) Demonstrate a range of common media interviews.
- 5) Describe the common mistakes made when confronted with the media.
- 6) Explain the importance of modern media and telecommunications in military operations.

Issues for Consideration

- a) How do effective communications shape the contemporary operating environment?
- b) What is the best way to develop a plan for and executing a live media interview?
- c) How should the officer best display openness to varying media opinions and agencies?
- d) How do modern media and telecommunications affect military operations?
- e) How can effective media relations be a force multiplier?
- f) What is the role of embedded media?
- g) How can new media (blogging, social networks, etc.) be best used as a force multiplier?
- h) What are the security aspects of effective media relations?
- i) How should the formation organize for effective media relations?
- j) Address the differences between Military, Local and International (target audience).

Potential Modules

- Strategic communications;
- Operational communications;
- Media relations; and
- Role of new media.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

EU Common Module on how to meet the media (document ESDC IG IG/2010/ 011). (available online)

JP 3-61 Appendix A. *Guidelines for Discussions with the Media*.

Badsey, Stephen, "Media War and Media Management." *Modern Warfare*. Eds. George Kassimeris and John Buckley. Burlington, VT: Ashgate Publishing Company, 2010.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.3 Joint and Multinational Logistics and Resource Management

Description

This course deals with joint and multinational logistics and resource management. It examines how forces can be created, employed and sustained at the operational level both in national and multinational operations. It shows how force management affects modernization.

Learning Objectives/Outcomes

- 1) Comprehend contemporary issues in force management.
- 2) Describe strategic national sustainment and strategic national logistics strategies/tasks in contemporary operations.
- 3) Comprehend how joint forces are created, employed, and sustained.
- 4) Comprehend joint force command relationships and directive authority for logistics support joint war fighting capabilities.
- 5) Comprehend how the military is organized to plan, execute, sustain, and train for joint, interagency, and multinational operations.

Issues for Consideration

- a) What are the major problems in modernizing forces?
- b) What are the major problems in providing the logistics in a multinational operation?
- c) How does logistics differ according to the type of operation?
- d) What the major problems your country faces in sustaining operations?
- e) What is the role of host nation support in multinational operations?

Potential Modules

- Resource management. Building the force;
- Services' logistics. Principles, functional areas, framework, classes of supply etc;
- Combat service support for troops in the field;
- Joint logistics functional areas; and
- Multinational logistics.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

AJP – 4. *Allied Joint Logistics*. Series publications.

Joint Publication (JP) 4.0. *Doctrine for Logistic Support of Joint Operations*.

Christianson, C.V. Lt Gen. *Joint Logistics - Shaping Our Future: A Personal Perspective*.

Subject matter experts (SME) will work with host country to select appropriate readings.

Block 3.4. International Security

Description

This course deals with how the international and regional security structures constrain policy choice and military action. In particular it will look at the United Nations (UN) system and the applicable regional security structures: OSCE, NATO and EU.

Learning Objectives/Outcomes

- 1) Explain the international security structure.
- 2) Explain the major international relations theories.
- 3) Distinguish the extent to which the United Nations system can and cannot constrain national security policy.
- 4) Explain the major international relations theories.

Issues for Consideration

- a) What are the regional and international security structures?
- b) How do major international relations theories such as realism, liberalism and constructivism explain state behavior?
- c) How relevant is the UN today?
- d) How do the applicable regional security structures affect policy choices made by your country?

Potential Modules

- Global security framework;
- Theories of international relations;
- The United Nations system; and
- Regional security structures.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Baylis, John, Steve Smith and Patricia Owens, *The Globalization of World Politics*. New York, NY: Oxford University Press, 2011.

Huff, Ariella; *The Role of EU Defence Policy in the Eastern Neighbourhood*. Paris: Institute for Security Studies, 2011.

Hunter, Robert E.: *The European Security and Defense Policy: NATO's Companion — or Competitor?*: Santa Monica, CA: RAND Corporation, 2002. http://www.rand.org/pubs/monograph_reports/MR1463.

Jokela, Juha, *The G-20: A Pathway to Effective Multilateralism?* Paris: Institute for Security Studies, 2011.

Luttwak, Edward N. *Strateg.*; Cambridge, MA: Harvard University Press, 1987.

OSCE Handbook: <http://www.osce.org/secretariat/22624?download=true>

OSCE Charter for European Security. November 1999; <http://www.osce.org/mc/17502>

Vasconcelos, Álvaro de Ed. *What Ambitions for European Defence in 2020?* Paris: Institute for Security Studies, 2009.

Yost, David S. *NATO and International Organizations*. Rome: NATO Defense College; Research Division; Forum Papers Series, September 2007.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.5. National Security Policy Formulation and Structure

Description

This course deals with national security structure and policy formulation. It looks broadly at the security sector and the role that each actor plays, both formal and informally. It examines the extent to which the current system in your country can formulate and implement strategy in an uncertain environment.

Learning Objectives/Outcomes

- 1) Describe your national security policy making process.
- 2) Explain the extent to which major actors are constrained by the rule of law.
- 3) Analyze your country's national security organization.
- 4) Formulate a national security strategy.

Issues for Consideration

- a) How is national security structured in your country?
- b) Does the informal structure resemble the formal structure?
- c) How effective is your current system in addressing the critical challenges faced by your country? Does the system adapt to challenges, or does it remain inflexible in the face of new challenges and threats?
- d) What is the appropriate type of defense given these challenges?
- e) How effectively can the current system make strategy? Or does it just respond to events as they occur?
- f) How do ends, ways and means factor in your consideration of national security strategy?
- g) How does your national security strategy compare to other countries with similar resources and operational environment?
- h) What role do regional security organizations play in your national security strategy?

Potential Modules

- Legal framework;
- Theories of decision-making;
- National-level structure: executive and legislative; and

- National security policy formulation.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.6 Civil-Military Relations

Description

This course examines civil-military relations at the operational level with particular emphasis on democratic control of the security sector. Some think that civilian oversight of multinational operations has become increasingly problematic. The increasing role of the military in state-building in multinational operations, especially in places such as Afghanistan, needs also to be examined. And finally the role of security assistance in furthering democratic control of the security sector needs to be addressed.

Learning Objectives/Outcomes

- 1) Examine recent civil-military relationship experience.
- 2) Explain the relationship between democratic development and military professionalism.
- 3) Explore the opportunities and cost of military engagement in humanitarian work, in particular hearts and minds campaigns.
- 4) Explain democratic control of the security sector.
- 5) Describe the role security assistance may play in furthering democratic control of the security sector.

Issues for Consideration

- a) How has the military profession changed since the Cold War?
- b) How does the current operational environment shape civil-military relations?
- c) What are the boundaries between civilian and military/security spheres and responsibilities? Are they always clear?
- d) Have civilians been too intrusive or has the military been too resistant to undertake certain missions?
- e) Is there a gap between the military and political leaders, between the military and society in general?
- f) Is democratic development a necessary precondition for military professionalism?
- g) What happens if only part of the security sector falls under civilian/democratic control?
- h) Does the military have a role in furthering democratic transition?
- i) What is the international legal framework for civilian oversight of multinational operations?

- j) High level discussions of Democratic Control of Armed Forces (DCAF).

Potential Modules

- General Issues -- theories and models;
- Civil-military relations in liberal democracies;
- Civil-military relations insecurity sector reform (SSR);
- Civilian oversight of the security sector;
- The military and social change; and
- Civilian oversight of multinational operations

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Cohen, Eliot A. "Supreme Command in the 21st Century." *Joint Forces Quarterly* (Summer 2002): 48-54.

Desch, Michael C. *Civilian Control of the Military: The Changing Security Environment*. Baltimore, MD: John Hopkins University Press, 1999.

Eekelen, Willem F. *Democratic Control of Armed Forces*. Geneva: DCAF, 2002. <http://www.dcaf.ch/Publications/Publication-Detail?lng=en&cid=18357>

Ghebali, Victor-Yves and Alexander Lambert. *The OSCE Code of Conduct on Politico-Military Aspects of Security: Anatomy and Implementation*. Martinus Nijhoff Publishers, 2005.

Hoffman, Frank. "Bridging the Civil-Military Gap." *Armed Forces Journal* (December 2007).

Ricks, Thomas E. "The Generals' Insurgency/Petraeus's Battles: A Military Tactician's Political Strategy." *Washington Post* February 9, 2009.

Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.7 Contemporary Operating Environment

Description

This course covers the emerging operational environment in the 21st century. It looks at extant trends to determine the frequency and character of conflict globally in the coming years. It also addresses the strategic context within which each country may find itself and the extent to which the global strategic environment influences the regional environment and vice versa. Certain trends currently in train suggest that the foundation of the global system may change in the next generation.

Learning Objectives/Outcomes

- 1) Analyze the likely impact of threats, challenges, and opportunities in the international security environment.
- 2) Distinguish the role and missions that your armed forces may need to perform in that environments.
- 3) Explain the kinds of capabilities your armed forces will need to develop to operate in that environment.
- 4) Describe the demands that developments in your region place on your military.

Issues for Consideration

- a) What international conflicts dominate the world today?
- b) What common denominators surround these issues or conflicts?
- c) How would you characterize the environment that your forces may be required to operate in the next 5 years?
- d) How will the operational environment change the nature of the conflicts in which you may be involved?
- e) How will the military for the future be changed based on the operational environment?
- f) What the implications of the changing distribution of power at the global level?
- g) What are the operational level challenges posed by non-state actors?

Potential Modules

- Contestants;
- Trends influencing global security;

- Developments in GRIN (Genetics, Robotics, Information and Nano);
- Contextual world;
- Regional and international security structures; and
- Implications for the military and security forces.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

References

Brzezinski, Zbigniew. *The Grand Chessboard*. New York, NY: Basic Books, 1997.

National Intelligence Council. *Global Trends 2025: A Transformed World*. 2008.

Peral Luis, and Tellis Ashley Eds. *Afghanistan 2011-2014 and Beyond: From Support Operations to Sustainable Peace*. Paris, Institute for Security Studies, 2011.

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Subject matter experts (SMEs) will work with host country to select appropriate readings.

Block 3.8 Crisis Management

Description

This course will examine the principles that lead to effective disaster response operations and management. To achieve these goals, the course will address the nature of disasters, the context of response operations in your country, and the roles and responsibilities of various emergency management related actors. The course will also examine issues relating to flood, hazardous materials and terrorist incidents. The role of the military in the crisis management process will be examined.

Learning Objectives/Outcomes

- 1) Describe how to use military capabilities to deal with disasters.
- 2) Explain the impact of crises on the community, the organization, & its stakeholders.
- 3) Learn to forecast a crisis, isolate and manage its symptomatic precursors, & prioritize responses.
- 4) Synthesize the process of anticipating & preparing, rapid response, follow-through & post-evaluations.
- 5) Explain the resources required to develop collaboration and coordination with the emergency service providers representing various sectors including local and national agencies, the military, environmental agencies, medical and health services providers, law enforcement, and volunteer and community groups.
- 6) Describe the evolution of disaster policy and the practice of emergency management in your country and elsewhere.
- 7) Describe the role and preparedness of the military for crisis management.
- 8) Formulate a crisis management plan.

Issues for Consideration

- a) What are the politics of disaster in your country?
- b) How is disaster response organized in your country?
- c) What is the role of non-governmental actors such as the Red Cross?
- d) What provisions are made for the treatment of mass casualties? For evacuation and sheltering?
- e) What are the notification and communications systems?

- f) How are natural and technological disasters related?
- g) What provisions are made for chemical, biological and nuclear threats and terrorism?
- h) What is the legal framework within which forces operate?

Potential Modules

- Domestic threats and vulnerabilities;
- The legal context;
- Domestic structure;
- Responding to crises; and
- Consequence management.

Learning Methodology/Assessment

Individual study; lectures; discussions; field trips; classroom; simulations, small group discussion & participation; scholarly articles; and reflective journaling.

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Major Hazards and Disasters. Westport, CT: The Greenwood Press, 1990.

Subject matter experts (SMEs) will work with the country to select appropriate readings.



Defence Education Enhancement Programme - Republic of Moldova



Professional Military Education Visit to the Military Academy of Belarus



Enduring Partnership - Afghanistan



Defence Education Enhancement Programme - Republic of Moldova



Defence Education Enhancement Programme - Armenia



Defence Education Enhancement Programme - Armenia



South Caucasus and Moldova Clearing House, Riga



Defence Educators Program - Slovenia



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