

Non-Commissioned Officer Professional Military Education **REFERENCE CURRICULUM**



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Non-Commissioned Officer
Professional Military Education

REFERENCE CURRICULUM



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

1000-1 (SSO DEO)

10 October 2013

Generic Non-Commissioned Officer
Professional Military Education (PME)
Reference Curriculum (RC)

Dear Partners/NATO Members,

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

The Generic Non-Commissioned Officer PME Reference Curriculum consists of four levels: i) Primary, ii) Intermediate, iii) Advanced and iv) Command Senior Enlisted Leader; and three themes: i) Profession of Arms, ii) Leadership and Ethics and iii) Non-Commissioned Officer Core Competencies. The four levels and three themes have been carefully chosen to encompass the broadest spectrum of NCOs and to provide the most pertinent level of education for a medium size armed force.



Swiss Confederation
Department of Defense, Civil Protection and
Sports
Swiss Armed Forces
Armed Forces College

1000-1 (OSEM PED)

Le 10 octobre 2013

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

Chers partenaires/membres de l'OTAN,

Il nous fait grand plaisir de partager avec vous le document intitulé *Programme de référence (PR) – Études militaires professionnelles (EMP) pour les sous-officiers* développé par une équipe multinationale d'experts co-dirigée par l'Académie canadienne de la Défense et de la Formation Supérieure des Cadres de l'Armée suisse 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 à l'OTAN et aux pays partenaires un appui dans le développement d'objectifs d'apprentissage et de contenu pour les cours liés aux études militaires professionnelles des sous-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 sous-officiers se compose de quatre étapes : i) primaire, ii) intermédiaire, iii) avancé, et iv) Commandement sénior enrôlé; et de trois thèmes: i) profession des armes, ii) leadership et éthique et iii) compétences de bases pour les sous-officiers. Les quatre étapes et les trois thèmes ont été choisis avec soin pour englober la plus grande gamme possible de sous-officiers et fournir le niveau le plus pertinent d'éducation pour une force armée de taille moyenne.


Canada

This document is best understood as a resource to NATO and partner countries looking to reform and/or enhance the professional military education of their NCOs. It is presented in the hope that it will be noted by NATO in due time through the appropriate committees. The next envisioned step will be to work with national defence education establishments in their adoption and implementation of all or parts of this curriculum, for partners guided by their Individual Partnership Action Plan (IPAP).

Only through dialogue and exchange of ideas can this document enhance the defence education, professional development, and cultural interoperability of alliance and partner NCOs. We 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 Emclifeonwu, Section Head Individual Training and Education (IT&E) Programs and Partnerships, Canadian Defence Academy at 011-613-541-5010 ext. 6058 or CSM Richard Blanc, +41 79 340 17 34

Best wishes,

Le commandant,
Major-Général



J.G.E. Tremblay
Major-General
Commander

Ce document sert de guide pour les partenaires cherchant à réformer et/ou améliorer l'éducation militaire professionnelle de leurs sous-officiers. Il est présenté dans l'espoir qu'il sera entériné 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 sous-officiers de l'alliance et des pays partenaires, et à leur éducation militaire. Nous vous invitons 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 Emclifeonwu, Ph. D., Chef de section, Programmes et Partenariats Instructions Individuelle et Éducation (II&E) de la Défense, Académie canadienne de la Défense, au 011-613-541-5010 poste 6058 ou CSM Richard Blanc +41 79 340 17 34.

Nous vous prions d'agréer nos salutations les plus distinguées.

Formation Supérieure des Cadres de l'Armée
Suisse



Major-General Daniel Roubaty
Commandant



About this Document

Before describing the structure of this document and how it ought to be used, it is instructive to say something about the Non-Commissioned Officer (NCO) corps and professional military education.

I. AIM OF THIS DOCUMENT

This document is the result of the best intentions of a multinational team of civilian and military academics (See pages 167-169 in the curriculum for the list of names) drawn from 13 countries. The aim of this document is modest. It does not pretend to be comprehensive nor does it purport to be the last word on NCO professional military education. Rather, this document aims to serve as a reference, a starting off place, for individuals or organisations in NATO member states and partner countries looking to develop and/or supplement their NCO professional military education (PME). This document in essence is intended as a start of a dialogue within defence academies/schools about the kind of education they aspire to have and wish to impart to their NCO corps. 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 greater intellectual and professional interoperability within and between partner countries and NATO alliance members.

II. NCO PROFILE

What is an NCO? The simple phrase: “junior leader of a small unit” that once had wide applicability, and is applicable yet in some countries, is no longer adequate to capture the spectrum of duties, responsibilities and roles of NCOs in modern armed forces. One underlying purpose of this NCO PME Reference Curriculum is to reveal at least some of what it means to be a professional NCO within the modern profession of arms. The curriculum lays out but one possible blend of education, training and experience that represents the professional development of a modern NCO.

One useful way to sketch out the NCO profession is to consider three variables: **Domain**, **Seniority**, and **Role**.

Domain: Of these, Domain is the easiest. Roughly, there are three: combat arms and combat support; technical and specialist support; administration and finance. The precise composition of these domains may vary from nation to nation, but virtually every individual (NCO and officer) who wears a military uniform can be placed in one of these three categories.

Seniority: An NCO acquires Seniority through accumulated experience and accumulated learning. As s/he progresses along the path from the most junior rank (OR1 to the most senior rank (OR9), with the Command Senior Enlisted Leader (CSEL) as a specific career peaking position, his/her progression will bring an obvious increase in responsibility and a less obvious shift in focus, from directly supervising people to contributing to the leadership of the military institution, and to sustaining the profession itself. While the most junior NCOs lead within a limited scope of responsibility, the most senior NCOs are accorded great respect and have an influence that exceeds that of many senior officers.

Role: The great Roles that govern the work of an NCO remain constant across the Domains, and through the entire range of Seniority. These are first, the preparation of personnel for military operations, through training, discipline and motivation; second, assuring the physical and mental well-being of personnel, including their appearance, fitness and deportment; third, maintaining standards of performance for personnel and materiel; fourth, planning and leading unit tasks; and fifth, advising on, supporting and implementing the policies established by the commander and his/her staff.

An NCO's responsibilities and duties are elaborated in a myriad of policy documents and manuals. The role and position of the NCO corps differs significantly between countries and even between services (Ground Forces/Army, Air Force and Navy) within one country. Though there are greater cross-national differences in the NCO world than in the officer world, the past decade has seen significant efforts and initiatives to increase the interoperability across NCOs. The modest aim of this NCO PME Reference Curriculum is to provide some insight into the structures, trends and issues that underlie the policies and instructions that define the modern identity of a professional NCO.

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.

While it is often important to distinguish between education and training, this curriculum takes the view that they are mutually inclusive activities. Education and training, together with experience, are necessary for the complete development of the category of “practitioner learner”.

The reference to training and education as mutually inclusive activities is especially significant to NCO professional development (PD), and is reflected in this curriculum. By and large, as NCOs make the transition from the junior (ORrank level to the senior (OR9) rank level, the space occupied by education relative to training in their PD expands accordingly. This progression is partly because at the senior rank levels, drawing upon their accumulated training and experience, NCOs are called upon by the institution of the armed forces to provide advice and make recommendations to peers and senior leaders on issues and matters that serve its broader strategic goals and interests. The capability to advise and make recommendations to senior military leaders requires, without losing their identity, that NCOs are able to comprehend issues and articulate them in languages familiar to the former. As will be observed in this curriculum, we have endeavoured to capture and reflect the balance between training and education in the professional development of NCOs.

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 adver-

sary 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 [military personnel: Officer and Non-Commissioned Officer alike].³ PME is a critical gateway to endow a 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 organised 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 Non-Commissioned Officer PME Reference Curriculum, it is organised and structured in the following manner: First, the curriculum is organised with respect to four NCO developmental levels (DP): *Primary; Intermediate; Advanced; and Command Senior Enlisted Leader*. Excluding the CSEL level, the remaining DP levels are organised around three broad themes/programs: *Profession of Arms; Leadership and Ethics*; and *NCO Core Competencies* (See Table 1.1). The first theme is designed to teach the Non-Commissioned Officer (NCO) about his/her professional identity; basically what distinguishes the individual as an NCO and a member of the profession of arms. The second theme, leadership and ethics, focuses on the key components of military leadership and most impor-

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.

³ Murray, p.8.

⁴ Wikipedia, “Curriculum,” Web. 27 August 2011.

tantly the ethics that underpin the profession of arms and the conduct of war. The last theme --NCO Core Competencies-- focuses on the personnel development and unit management aspects of NCOs as trainers and managers within their organisation.

Subsumed under each theme/program are several distinct courses. Courses under each theme/program constitute the blocks and include topics such as the *NCO within the Profession of Arms* and *NCO-Officer Relationship* under the theme of Profession of Arms at the Primary developmental level. 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 *NCO within the Profession of Arms* block include *The NCO within the Profession of Arms: The Junior Leader as a Professional Soldier and Military Ethos*. A sample of the structure of this curriculum is shown below.

Level: Primary

Theme 1: Profession of Arms

Block 1.1: The NCO within the Profession of Arms

Module 1.1.1: The NCO within the Profession of Arms: The Junior Leader as a Professional Soldier

Module 1.1.2: Military Ethos

Block 1.2: NCO-Officer Relationship

Module 1.2.1: NCO-Officer Relations

Module 1.2.2: Leadership Team Concept: Small Units

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 NCO 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 four NCO developmental levels and more importantly across the themes within each NCO developmental level. 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 four NCO developmental levels.

For ease of understanding and comparison within the Euro-Atlantic community and with partner academies/schools we recommend making use of the table below to comprehend the target audience for this curriculum.

Education Level	Function	Rank
Primary	Capable of performing duties at the squad/platoon level	OR 4-5
Intermediate	Capable of performing duties at the platoon/company level	OR 6-7
Advanced	Capable of performing duties at the company/battalion and above level	OR 8-9
CSEL	Most experienced NCO Leader within the NCO structure. Serves in the functions as Senior Enlisted Leader of brigade level and higher	OR-9 CSEL



The Academic Lead (Canada) and the Project Manager (Switzerland) explaining their vision to the Team in Garmisch-Partenkirchen.



The Canadian Academic Lead with the PfP Consortium representative at the Workshop in Garmisch-Partenkirchen.



Centre for the Democratic Control of Armed Forces (DCAF) representative streamlining UN Security Council Resolution 1325 on Women, Peace and Security into the Curriculum.

TABLE 1.1 NCO PME REFERENCE CURRICULUM MATRIX

I. Primary	II. Intermediate
T1. Profession of Arms (p. 11)	T1. Profession of Arms (p. 24)
B 1.1 The NCO within the Profession of Arms	B 1.1 The NCO within the Profession of Arms
M 1.1.1 The NCO within the Profession of Arms: The Junior Leader as a Professional Soldier M 1.1.2 Military Ethos	M 1.1.1 The NCO within the Profession of Arms: Attributes of the Profession of Arms M 1.1.2 Military Ethos: Ethos and Effectiveness
B 1.2 NCO-Officer Relationship	B 1.2 NCO-Officer Relationship
M 1.2.1 NCO-Officer Relations M 1.2.2 Leadership Team Concept: Small Units M 1.2.3 Mentoring of Junior Officers: Combining Theory and Practice	M 1.2.1 NCO-Officer Relations: Complementary Perspectives M 1.2.2 Leadership/Command Team Concept: Large Units M 1.2.3 Mentoring of Junior Officers
B 1.3. Military History and Heritage	B 1.3. Military History and Heritage
M 1.3.1 Evolution of Warfare: A Historical Survey M 1.3.2 National Military History: Development and Traditions	M 1.3.1 Evolution of Warfare: Technology and War M 1.3.2 National Military History
B 1.4 Modern Features of Military Operations	B 1.4 Modern Features of Military Operations
M 1.4.1 Legal Aspects of Military Operations M 1.4.2 Cultural Awareness M 1.4.3 Governmental Organisations (GO) / International Organisations (IO) / Non-Governmental Organisations (NGO)	M 1.4.1 Legal Aspects of Military Operations M 1.4.2 Cultural Awareness M 1.4.3 Governmental Organisations (GO) / International Organisations (IO) / Non-Governmental Organisations (NGO)
T2. Leadership and Ethics (p. 55)	T2. Leadership and Ethics (p. 72)
B 2.1 Military Leadership	B 2.1 Military Leadership
M 2.1.1 Leadership Styles M 2.1.2 Leading Subordinates M 2.1.3 Group Development M 2.1.4 Order and Discipline M 2.1.5 Stress Management M 2.1.6 Personnel Welfare M 2.1.7 Motivation M 2.1.8 Self Management M 2.1.9 Empowerment M 2.1.10 Leading Change	M 2.1.1 Leadership Styles M 2.1.2 Leading Subordinates M 2.1.3 Group Development M 2.1.4 Order and Discipline M 2.1.5 Stress Management M 2.1.6 Personnel Welfare M 2.1.7 Motivation M 2.1.8 Self Management M 2.1.9 Empowerment M 2.1.10 Leading Change
B 2.2 Ethics	B 2.2 Ethics
M 2.2.1 Military Ethics M 2.2.2 Ethical Decision Making M 2.2.3 Human Rights M 2.2.4 Diversity Management	M 2.2.1 Military Ethics M 2.2.2 Ethical Decision Making M 2.2.3 Human Rights M 2.2.4 Diversity Management
B 2.3 Command and Control (C2)	B 2.3 Command and Control (C2)
M 2.3.1 Command and Control (Fundamentals) M 2.3.2 Strategic Decision Making (Not instructed at this level) M 2.3.3 Introduction to the Operations Planning Process M 2.3.4 Introduction to the Lessons Learned Process M 2.3.5 Information Management	M 2.3.1 Command and Control Structures (Mission Command) M 2.3.2 Strategic Decision Making M 2.3.3 Operations Planning Process M 2.3.4 Lessons Learned Process M 2.3.5 Information Management
T3. NCO Core Competencies (p. 107)	T3. NCO Core Competencies (p. 124)
B.3.1 Instruction	B.3.1 Instruction
M 3.1.1 Instructional Techniques M 3.1.2 Instructional Design M 3.1.3 Physical Training (PT)	M 3.1.1 Instructional Techniques M 3.1.2 Instructional Design M 3.1.3 Physical Training (PT)
B 3.2 Communication	B 3.2 Communication
M 3.2.1 Communication Techniques M 3.2.2 Media Communication / Awareness M 3.2.3 Introduction to Strategic Communication	M 3.2.1 Communication Techniques M 3.2.2 Media Communication / Awareness M 3.2.3 Elements of Strategic Communication
B 3.3 Personnel Development	B 3.3 Personnel Development
M 3.3.1 Counselling M 3.3.2 Coaching M 3.3.3 Conflict Management	M 3.3.1 Counselling M 3.3.2 Coaching and Mentoring M 3.3.3 Conflict Management
B 3.4 Unit Management	B 3.4 Unit Management
M 3.4.1 Budget Management M 3.4.2 Personnel Management M 3.4.3 Logistics Management M 3.4.4 Operational Risk Management M 3.4.5 Training Management M 3.4.6 Task Management	M 3.4.1 Budget Management M 3.4.2 Personnel Management M 3.4.3 Logistics Management M 3.4.4 Operational Risk Management M 3.4.5 Training Management M 3.4.6 Task and Project Management

III. Advanced	IV. Command Senior Enlisted Leader
T1. Profession of Arms (p. 38)	(p. 155)
B 1.1 The NCO within the Profession of Arms	B 1. Civil-Military Interface
M 1.1.1 The NCO within the Profession of Arms: The Profession of Arms and Society M 1.1.2 Military Ethos: The Influence of Society	M 1.1 Civil-Military Interaction M 1.2 Security and Defence Strategies
B 1.2 NCO-Officer Relationships	B 2. Key Processes at the Operational and Strategic Levels
M 1.2.1 NCO-Officer Relationships: Senior Cadres M 1.2.2 Command Team Concept M 1.2.3 Mentoring of Junior Officers (Not instructed at this level)	M 2.1 Operational and Strategic Level Processes / Documents
B 1.3. Military History and Heritage	B 3. Leading the NCO Corps
M 1.3.1 Evolution of Warfare: Recent Developments M 1.3.2 National Military History M 1.3.3 Overview of Military Courtesies and Protocol	M 3.1 Expanding Roles and Responsibilities of a CSEL M 3.2 Status of the NCO Corps M 3.3 NCO Professional Development
B 1.4 Modern Features of Military Operations	B 4. Protocol
M 1.4.1 Legal Aspects of Military Operations M 1.4.2 Cultural Awareness M 1.4.3 Actors in the Operational Space: The Comprehensive and Whole-of-Government Approaches	M 4.1 Protocol Engagements
T2. Leadership and Ethics (p. 88)	
B 2.1 Leadership	
M 2.1.1 Leadership Styles M 2.1.2 Leading Subordinates M 2.1.3 Group Development M 2.1.4 Order and Discipline M 2.1.5 Stress Management M 2.1.6 Personnel Welfare M 2.1.7 Motivation M 2.1.8 Self Management M 2.1.9 Empowerment M 2.1.10 Change Management	
B 2.2 Ethics	
M 2.2.1 Military Ethics M 2.2.2 Ethical Decision Making M 2.2.3 Human Rights M 2.2.4 Diversity Management (Not instructed at this level)	
B 2.3 Command and Control (C2)	
M 2.3.1 Commander's Vision and Intent M 2.3.2 Strategy M 2.3.3 Military Decision Making Process M 2.3.4 Lessons Learned Process M 2.3.5 Knowledge Management	
T3. NCO Core Competencies (p. 140)	
B 3.1 Instructional Administration	
B 3.2 Communication	
M 3.2.1 Communication Techniques M 3.2.2 Media Communication and Awareness M 3.2.3 Strategic Communication	
B 3.3 Personnel Development	
M 3.3.1 Counselling Programs M 3.3.2 Mentoring M 3.3.3 Conflict Management	
B 3.4 Unit Management	
M 3.4.1 Budget Management M 3.4.2 Personnel Management M 3.4.3 Logistics Management M 3.4.4 Operational Risk Management M 3.4.5 Training Management M 3.4.6 Project Management	



THEME 1: The Profession of Arms (I. Primary Level)

Goal

The Profession of Arms Theme is designed to develop the student as an effective NCO leader within the profession of arms, with a firm understanding of the complementary roles played by the NCO corps and the officer corps. This Theme first explores military organisation and military ethos, followed by a study of the NCO-officer relationship. The Theme surveys the evolution of warfare as the core business of the profession of arms, and provides grounding in national military history and heritage. The Theme concludes with an overview of the intricacies of modern military operations.

Description

The Profession of Arms Theme is one of the three principal interrelated developmental pillars of the professional military education reference curriculum (PME RC) for NCOs. The profession of arms is the essential foundation for sequential and progressive military NCO training and leadership development. The Theme is presented in four Blocks: The NCO within the Profession of Arms; The NCO-Officer Relationship; Military History and Heritage and Modern Military Operations. Each Block is offered at three Levels: Primary, Intermediate and Advanced. As students advance through the three Levels, they are expected to progress from a basic understanding of fundamental concepts- the way things are- to a deeper understanding at the advanced levels of broader organising principles- why things are the way they are. They are expected to progress from adhering to professional standards, to teaching and enforcing these standards and, at the most senior levels, to participating in the setting of professional standards.

The Primary (OR 4/5) Level represents the first professional development period for military leaders. At this level the four Blocks are designed to present basic concepts and to stimulate discussions with the goal of developing an understanding of the duties of a junior leader as a professional within the profession of arms.

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Primary Level will:
 - embody the identity of a member of the profession of arms, by demonstrating the values, attributes and ethical behaviour expected of a junior NCO;

- demonstrate proficiency in the military skills required of a junior NCO;
- through the performance of duties and the oversight of military training, exhibit a good grasp of how military professional standards are set, applied and enforced;
- demonstrate the capacity to solve military problems normally faced by a squad/platoon; and
- demonstrate the courage, character, physical and mental toughness, and values required to succeed as an NCO at the Primary Level.

2) Each NCO at the Primary Level will:

- explain the role of the NCO corps within the profession of arms;
- explain the nature of the NCO-officer relationship;
- describe national military history, the evolution of military operations from the earliest times, and the development of national military traditions, customs and courtesies; and
- know the features of modern military operations.

Block 1.1 The NCO Within the Profession of Arms

Description

The aim of this block is to develop an active NCO leader who works within the NCO corps and in partnership with the officer corps to embody, sustain and promote the professional ethos of the profession of arms. As NCOs progress through the Levels, they are expected to develop and demonstrate an intellectual ability to comprehend the various military, physical, ethical and social domains that comprise the profession of arms. At the Primary Level, the NCO is introduced to the concept of a profession, with military ethos as the foundation of the profession of arms.

Learning Objectives/Outcomes

- 1) Describe how professional standards are established and maintained.
- 2) Identify the professional standards of the profession of arms.
- 3) Describe the elements of his/her national military ethos.

References/Readings

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf>

U.S. Army White Paper. *The Profession of Arms*. <http://cape.army.mil/repository/ProArms/ProfessionWhite%20Paper%208%20Dec%2010.pdf>

Values and Standards of the British Army, January 2008. http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf

Module 1.1.1 The NCO within the Profession of Arms: The Junior Leader as a Professional Soldier.

Description

The profession of arms establishes, teaches and enforces professional standards that are internalised by members of the profession, and which are distinct from military standards that can be verified by inspection. In this module, the NCO at the Primary Level is introduced to the concept of a profession and professional standards. The module emphasises the importance of a professional approach to the NCO's task of preparing soldiers for action under stressful circumstances, and for the NCO's fundamental responsibility to look out for the welfare of soldiers. Finally, this module explores the significance of professionalism for the 'strategic corporal', a perspective that recognises that in the course of modern military operations small-unit tactical actions can have strategic effect.

Learning Objectives/Outcomes

- 1) Identify the principal activities of NCOs that are governed by professional standards.
- 2) Describe how professional standards are established and enforced.
- 3) Describe the appropriate attitude and behaviour of a junior NCO within the profession of arms.
- 4) Explain the significance of professionalism for the "strategic corporal".

Issues for Consideration

- a) How do professional standards differ from non-professional standards?
- b) What is the difference between the profession of arms and other professions?
- c) How do professional standards govern personal behaviour?
- d) In what ways are professional standards constant and in what ways do they change?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study and reference research; and small group discussions based where possible on professional experience.

References/Readings

Values and Standards of the British Army, January 2008. http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf>

Scott, T.M. *Enhancing the Future Strategic Corporal.* Quantico, VA: Marine Corps University, 2006. <http://www.dtic.mil/dtic/tr/fulltext/u2/a507697.pdf>

Module 1.1.2 Military Ethos

Description

The military ethos clarifies how professional NCOs must view their responsibilities, apply their expertise and express their unique military identity. It identifies and explains fundamental beliefs about military service and defines the subordination of the armed forces to civilian control and the rule of law. In this module, the NCO at the Primary Level is introduced to the concept of ethos and the values, beliefs and expectations that reflect core military values, presenting them as a reflection of the society from which a military force is drawn. The module explores how military ethos affirms beliefs and expectations regarding the military function of applying and managing lethal force, expectations that differentiate members of the profession of arms from mercenaries or members of an armed gang.

Learning Objectives/Outcomes

- 1) Define “ethos”.
- 2) Describe the elements of national military ethos.
- 3) Describe the relationship between military values and the values of the national society.
- 4) Explain what distinguishes professional soldiers from mercenaries.

Issues for Consideration

- a) How are the beliefs and expectations of military service different from those of civilian employment?
- b) How much of military ethos is embodied in unwritten traditions and common understandings?
- c) How does “ethos” differ from “ethics”?
- d) How is military ethos transmitted from one generation to the next?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study and reference research; and small group discussions based where possible on class experience.

References/Readings

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/>

documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf

U.S. Army White Paper. *The Profession of Arms*. <http://cape.army.mil/repository/ProArms/ProfessionWhite%20Paper%208%20Dec%2010.pdf>

Values and Standards of the British Army, January 2008. http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf



The Profession of Arms Writing Team during the workshop in Lucerne.

Block 1.2 NCO-Officer Relationship

Description

This block explores the NCO-officer relationship as it develops through the experience and career progression of both NCOs and officers. The long term goal is to develop the NCO's ability to form a professional working relationship with his or her commander and other staff officers. This unique relationship will develop and become stronger through the ability of NCOs to provide reliable and relevant advice to assist officers with their decision-making. NCOs at the primary level have limited direct interaction with officers, but it is at the primary level that the NCO starts to develop an understanding of the dynamics of inter-rank relationships and begins to gain the confidence and trust of the unit's officers and other NCOs.

Learning Objectives/Outcomes

- 1) Identify the core responsibilities of NCOs.
- 2) Explain the leadership role of the NCO in the military unit.
- 3) Describe strategies and techniques to advise junior officers.

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/00007.pdf>.

Fisher, Ernest F. Jr. *Guardians of the Republic: A History of the Non-Commissioned Officer Corps of the US Army*. New York, NY: Ballantine Books, 1994.

NATO Command Teams. <http://ftp.rta.nato.int/public//PubFullText/RTO/TR/RTO-TR-HFM-087///TR-HFM-087-03.pdf>

NCM Corps 2020. *The Canadian Forces Non-Commissioned Member in the 21st Century*. Kingston, ON: Canadian Defence Academy, 2002. <http://www.cda-acd.forces.gc.ca/cfpds-sppfc/english/documents/ncm-corps-2020-eng.pdf>

Module 1.2.1 NCO-Officer Relations⁵

Description

In a modern armed force, officers and NCOs have different but complementary roles. In this module, the NCO at the primary level is introduced to the distinction between the roles, responsibilities and tasks of an NCO and those of an officer. In particular, the junior NCO is made familiar with the legal obligations that apply to NCOs, and how these differ from the legal obligations of officers.

Learning Objectives/Outcomes

- 1) Identify the core responsibilities of an NCO.
- 2) Describe the differing responsibilities of officers and NCOs.
- 3) Describe the different legal obligations of officers and NCOs.
- 4) Explain how officer and NCO tasks are distributed within a squad/platoon.

Issues for Consideration

- a) Are there actions that officers can take that NCOs, by law, cannot take and vice-versa?
- b) What are the differing perspectives of officers and NCOs?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; simple case studies; and small group discussions based where possible on class experience.

References/ Readings

Applicable national references on the legal obligations of officers and NCOs will be selected by recognised subject matter experts.

⁵ For nations with a well-developed NCO tradition, and where these concepts have been introduced during basic training and the first term of service, this module is not required

Module 1.2.2 Leadership Team Concept: Small Units

Description

Cohesive leadership teams are a key component of successful military units. A commander and the unit's senior NCO must have a shared understanding of their responsibilities and authority in order to fully leverage the potential of this unique relationship. This module introduces the NCO at the Primary Level to: i) how the concept of officer/NCO leadership teams is applied at the squad/platoon level; ii) how the NCO acts as a "sounding board" to provide honest feedback before the officer makes a decision; and iii) how the NCO supports that decision as part of a unified team.

Learning Objectives/Outcomes

- 1) Identify the members of the leadership team.
- 2) Describe the leadership team concept at the squad/platoon level.
- 3) Discuss the difference between command and leadership.
- 4) Explain the role of the NCO in the leadership team.

Issues for Consideration

- a) How does the NCO perspective complement the officer perspective?
- b) What is the difference between "authority" and "responsibility"?
- c) What role does trust play in the NCO-officer relationship?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; in-class or online exercises that could involve role play; simple case studies; and small group discussions based where possible on class experience.

References/Readings

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Leading-People-e.pdf>

NATO Command Teams. <http://ftp.rta.nato.int/public//PubFullText/RTO/TR/RTO-TR-HFM-087///TR-HFM-087-03.pdf>

Module 1.2.3 Mentoring of Junior Officers: Combining Theory and Practice⁶

Description

Young officers typically arrive at their first command with full responsibility but little or no experience. In this module, the NCO at the Primary Level is introduced to the important relationship between a newly commissioned junior officer and senior NCOs in the unit. The wise officer will learn from the knowledge, experience and expertise of the NCOs, while at the same time it is essential that the senior NCOs support the continued development of the junior officers, and create a climate that helps other NCOs share knowledge with junior officers. Both the NCO and the officer are responsible for developing a relationship of trust and mutual respect, without sacrificing their own duties and responsibilities. This initial NCO-officer relationship is important as it will set the tone for how the officer will view the NCO corps, and exploit its strengths as he/she rises in rank and influence.

Learning Objectives/Outcomes

- 1) Describe strategies and techniques to advise junior officers, without diminishing the officer's responsibility to make a decision.
- 2) Discuss how the officer and NCO maintain a professional commander/subordinate relationship.
- 3) Explain how the senior NCO supports a command climate that permits positive NCO-officer relationships.
- 4) Discuss how the NCO acts as a conduit to the commander for soldiers' concerns.

Issues for Consideration

- a) How might the NCO-officer relationship in the junior officer's first command set the tone for future relations with the NCO corps?
- b) To what extent is it appropriate for the junior officer and the senior NCO to socialise when off duty?
- c) How typical is this junior officer- senior NCO relationship of situations where the mentee is senior to the mentor?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and

⁶ Individual nations may prefer to instruct the topic "Mentoring of Junior Officers" at the Intermediate and Advanced Levels rather than at the Primary and Intermediate Levels.

other speakers on selected topics; individual study; in-class or online exercises that could involve role play; and small group discussions based where possible on class experience.

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/00007.pdf>.

“The Young Officer and the NCO – The Regimental Rogue”, a series of quotations on the NCO-officer relationship. http://regimentalrogue.com/srsub/officer_and_nco.htm



The 1st functional Clearing-House meeting on Defence Education, NATO HQ Brussels.

Block 1.3 Military History and Heritage

Description

The aim of this Block is to provide students with a historical understanding of how warfare has changed, from the earliest times to the development of modern armed forces. NCOs will explore different aspects of warfare from both a global and a national perspective, drawing on historical studies of wars and battles fought on their own soil. Through these studies, the NCO will be able to understand the development and evolution of their own armed forces, including how the NCO Corps was created and how it fits within the military organisation.

Learning Objectives/Outcomes

- 1) Identify some enduring features in the evolution of warfare;
- 2) Describe the impact of changing technology on the conduct of war.
- 3) Describe the history and development of national armed forces.
- 4) Explain national military customs and traditions.

References/ Readings

Dyer, Gwyn. *War* (Revised Edition). Toronto, ON: Random House, 2004.

Hackett, Sir General John. *The Profession of Arms*. New York, NY: Macmillan, 1983.

Keegan, John. *The Face of Battle*. New York, NY: Penguin Books, 1983.

Van Creveld, Martin. *The Art of War (Smithsonian History of Warfare): War and Military Thought*. Washington DC: Smithsonian Books, 2005.

Module 1.3.1 Evolution of Warfare: A Historical Survey

Description

Conflict and warfare are among the great constants of human activity. In this module, the NCO at the Primary Level is presented with a broad picture of how warfare has been conducted by different cultures through the ages. The module will illustrate the spectrum of conflict with examples drawn from the history of warfare. Finally, the module will discuss external factors, including politics, the economy and technological advances that have had an impact on warfare over the last four millennia.

Learning Objectives/Outcomes

- 1) Identify and describe some important factors that influence the ongoing evolution of warfare.
- 2) Identify some enduring features in the evolution of warfare.
- 3) Describe the impact of technological advances on warfare.
- 4) Explain the differences between inter- and intra-state conflicts.

Issues for Consideration

- a) What are some of the enduring features of warfare?
- b) What is the relative importance of leadership, weaponry, logistics and political support on warfare?
- c) How does a country's social, cultural, economic and political system shape warfare?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; and small group discussions based where possible on class experience.

References/Readings

Dyer, Gwyn. *War* (Revised Edition). Toronto, ON: Random House, 2004.

Keegan, John. *The Face of Battle*. New York, NY: Penguin Books, 1983.

Van Creveld, Martin. *The Art of War (Smithsonian History of Warfare): War and Military Thought*. Washington DC: Smithsonian Books, 2005.

Module 1.3.2 National Military History: Development and Traditions

Description

A nation's military history is a natural source of pride and inspiration for its armed forces. In this module, the NCO at the Primary Level is introduced to his/her own military history. The module will survey the development of national armed forces with suitable emphasis given to the role and contribution of NCOs and the NCO corps. The module will also review important wars and battles fought within the nation and abroad. Through these studies, the members will come to understand the development of national military customs and traditions.

Learning Objectives/Outcomes

- 1) Identify key battles in national military history.
- 2) Describe the history of officers and NCOs in national military history.
- 3) Identify some national military heroes.
- 4) Explain national military customs and traditions.

Issues for Consideration

- a) What have been the major war/battles fought within the nation?
- b) What are the major international war/battles fought by the national military forces?
- c) What are the customs and traditions that have been generated throughout history?
- d) Why and how did the NCO Corps come to be?

Learning Methodology/Assessment

The learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; and small group discussions based where possible on class experience.

References/Readings

Applicable national references on and readings will be selected by recognised subject matter experts.

Block 1.4 Modern Features of Military Operations

Description

The landscape of contemporary intra- and inter-state conflicts has changed. Some of these changes have included technical developments of the Revolution in Military Affairs, greater scrutiny of rules of engagement, the human rights agenda and a growth in multinational and multiagency operations. The 21st century will likely see growth in all of these new aspects of warfare, all without diminishing emphasis on the familiar unit tactics and maneuver. This Block is designed to educate the NCO in some of the challenges such operations present and to provide some guidance in responding to their expectations and consequences. At the Primary Level, NCOs are introduced to the increasingly important legal aspects of military operations, the importance of cultural awareness and, finally, to the key actors in such multi-agency and multinational operations.

Learning Objectives/Outcomes

- 1) Describe the characteristics of key actors in national and multinational operations.
- 2) Distinguish intrastate conflicts from interstate conflicts.
- 3) Explain the legal sources and aspects of national and international operations.
- 4) Understand the significance of cultural issues in multinational operations.
- 5) Discuss some important NCO-related issues in national and international operations.

References/Readings

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

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

UN/EU/OSCE/NATO Gender, peace and security documents (or referring to gender) see link. <http://www.isis-europe.eu/programmes/gender-and-security>

Willetts, Peter. *Non-Governmental Organisations in World Politics: The Construction of Global Governance*. New York, NY: Routledge Publishers, 2011.

Module 1.4.1 Legal Aspects of Military Operations

Description

For all ranks, a good understanding of the legal aspects of military operations is essential to meet the challenges of today's complex and often ambiguous operations. This module introduces the NCO at the Primary Level to the basic legal aspects of military operations, including such topics as the Law of Armed Conflict (LOAC), Status of Forces Agreements (SOFA) and Rules of Engagement (RoE).

Learning Objectives/Outcomes

- 1) Identify the important laws and regulations governing military operations.
- 2) Describe the need for RoE and the impact on our own actions.
- 3) Explain the wider consequences of misconduct in operations.
- 4) Explain the importance of the legal aspects of military operations.

Issues for Consideration

- a) Discuss the difficulty of defining armed conflict in the post-Cold War context.
- b) What is the distinction between civilians, non-combatants and combatants?
- c) Discuss the protection of civilians, including prevention of sexual violence, sexual exploitation and abuse in the context of humanitarian assistance and armed conflicts.
- d) What complications can arise when RoE are different from nation to nation?

Learning Methodology/Assessment

Learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; simple case studies and decision-making exercises; and small group discussions based where possible on class experience.

References/Readings

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

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

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

UN DPKO. *Core Pre-Deployment Training Materials*. <http://peacekeepingresourcehub.unlb.org>

UN DPKO. *Gender Resource Package for Peacekeeping Operations*. <http://www.peacekeepingbestpractices.unlb.org/pbps/library/GRP%20Full%20Version.pdf>

Module 1.4.2 Cultural Awareness

Description

Cultural awareness provides critical information about differences between ethnic and/or social groups, factions and/or organisations in the Area of Operations. In this module, the NCO at the Primary Level is introduced to the elements of cultural awareness, including but not limited to an understanding of local religions, beliefs, habits, social and gender hierarchies. This module explores how cultural awareness can facilitate the performance of the NCO's professional duties and how it can enhance mission success.

Learning Objectives/Outcomes

- 1) Identify some of the main features of culture.
- 2) Distinguish between the terms "culture" and "cultural awareness".
- 3) Explain the significance of cultural awareness education and how it enables operational success.

Issues for Consideration

- a) What must be considered when operating in an area where the local population has a different religion from most of the deployed personnel, and/or a number of different religions?
- b) How can cultural awareness assist in appropriately making contact with both men and women in the local population?
- c) How does cultural awareness increase overall situational awareness and effective decision making?
- d) Assess the value of cultural awareness in managing the differences between services and/or multinational forces operating in the same environment.

Learning Methodology/Assessment

The learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; in-class or online exercises that could involve role play; simple case studies; and small group discussions based where possible on class experience.

References/Readings

Smith, Rupert. *The Utility of Force*. London, UK: Penguin Books, 2005.

UN/EU/OSCE/NATO. Gender, peace and security documents (or referring to gender) see link. <http://www.isis-europe.eu/programmes/gender-and-security>

UN DPKO. *Gender Resource Package for Peacekeeping Operations*. <http://www.peacekeepingbestpractices.unlb.org/pbps/library/GRP%20Full%20Version.pdf>

Module 1.4.3 Governmental Organisations (GOs) / International Organisations (IOs) / Non-Governmental Organisations (NGOs)

Description

Governmental organisations (GOs), international organisations (IOs) and non-governmental organisations (NGOs) are increasingly present in the contemporary battle space. In this module, the NCO at the Primary Level is introduced to the principal GOs, IOs and NGOs that may be present and/or involved in an operational area. This module surveys the purposes and functions of GOs, IOs and NGOs, how they affect and complement military operations and how they interact with military forces in the context of multinational operations.

Learning Objectives/Outcomes

- 1) Identify some of the most important GOs, IOs and NGOs.
- 2) Explain the aims of the main GOs/IOs/NGOs.
- 3) Describe the ways in which GOs, IOs and NGOs cooperate with/ do not cooperate with armed forces.
- 4) Describe the special roles of the International Committee of the Red Cross (ICRC) in situations of armed conflict and humanitarian crisis.

Issues for Consideration

- a) Identify the shared features of the many organisations that are identified as NGOs.
- b) What is the role of GOs, IOs and NGOs in multinational operations?
- c) In what situations/circumstances are the aims of the military, GOs, IOs and NGOs complementary or otherwise?
- d) Explain the role of civil military cooperation in the stabilisation and reconstruction phase of military operations.

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; simple case studies; and small group discussions based where possible on class experience.

References/Readings

45th Rose-Roth Seminar, Montreux, 2 March 2000, by Jean-Daniel Tauxe, Director of Operations, International Committee of the Red Cross, Geneva. The ICRC and civil-military cooperation in situations of armed conflict. <http://www.icrc.org/eng/resources/documents/misc/57jqbd.htm>

Brzoska, Michael, and Hans-Georg Ehrhart. "Civil-Military Cooperation in Post-Conflict Rehabilitation and Reconstruction". *Policy Paper 30*. Bonn: Stiftung Entwicklung und Frieden, 2008. http://www.europarl.europa.eu/meetdocs/2009_2014/documents/sede/dv/sede260410studyehrhart_/sede260410studyehrhart_en.pdf

Willetts, Peter. *Non-Governmental Organisations in World Politics: The Construction of Global Governance*. New York, NY: Routledge Publishers, 2011.



Defence Education and Enhancement Programme (DEEP) Team first visit to Serbia – lively discussions between NCOs, officers and civilians lead to many agreements.

THEME 1: The Profession of Arms (II. Intermediate Level)

Goal

The Profession of Arms Theme is designed to develop the NCO as an effective leader within the profession of arms and provide a firm understanding of the complementary roles between the NCO corps and the officer corps. This Theme first explores military organisation and military ethos, followed by a study of the NCO-officer relationship. The Theme then surveys the evolution of warfare as the core business of the profession of arms and provides grounding in national military history and heritage. The Theme concludes with an overview of the intricacies of modern military operations.

Description

The Profession of Arms Theme is one of the three principal interrelated developmental pillars of the professional military education reference curriculum (PME RC) for NCOs. The profession of arms is the essential foundation for sequential and progressive military NCO training and leadership development. The Theme is presented in four Blocks: The NCO within the Profession of Arms; The NCO-Officer Relationship; Military History and Heritage; and Modern Military Operations. Each Block is offered at three Levels: Primary, Intermediate and Advanced. As students advance through the three Levels, they are expected to progress from a basic understanding of fundamental concepts- the way things are- to a deeper understanding at the advanced levels of the organising principles- why things are the way they are. They are expected to progress from adhering to professional standards, to teaching and enforcing these standards and, at the most senior levels, to participating in the setting of professional standards.

The Intermediate (OR 6/7) Level represents a transitional development period for military leaders. At this level, the NCO has acquired significant experience as a junior leader and is now expected to take on greater responsibilities. The four Blocks at the Intermediate Level draw on that experience, and on the concepts presented at the Primary Level, to develop a broader understanding of the role of the NCO leader within the profession of arms and to prepare the NCO for more complex leadership situations.

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Intermediate Level will:
 - embody the identity of a member of the profession of arms, by demonstrating the values, attributes and ethical behaviour expected of an experienced NCO leader;
 - demonstrate superior performance in the military skills required of an experienced NCO leader;
 - through the performance of duties and the oversight of military training, exhibit a firm grasp of how military professional military standards are set, applied and enforced;
 - demonstrate the capacity to solve military problems during periods of high stress; and
 - demonstrate the courage, character, physical and mental toughness, and values required to succeed as an NCO.
- 2) Each NCO at the Intermediate Level will:
 - understand the attributes of a profession and in particular the importance of military ethos as the basis of a professional NCO corps;
 - know the features of the NCO-officer relationship and how that relationship changes and matures with increasing responsibility;
 - describe the impact of technological developments on the conduct of warfare, from the earliest times up to the present day; and
 - explain the significance of cultural awareness for multi-national military operations.

Block 1.1 The NCO within the Profession of Arms

Description

The aim of this Block is to develop an active NCO leader who works within the NCO Corps and in partnership with the Officer Corps to embody, sustain and promote the professional ethos of the profession of arms. As NCOs progress through the Levels, they are expected to develop and demonstrate an intellectual ability to comprehend the various military, physical, ethical and social domains that comprise the profession of arms.

At the Intermediate Level, NCOs focus on the following areas/issues: the link between professionalism and fighting effectiveness; the professional responsibilities of the NCO Corps to prepare military personnel for action in stressful circumstances; and maintaining the welfare of military personnel.

Learning Objectives/Outcomes

- 1) Explain how professional attributes influence military responsibilities, procedures and standards.
- 2) Analyse/Discuss the implications of professionalism for the spectrum of training, management and leadership tasks assigned to NCOs.
- 3) Explain how military effectiveness and fighting spirit depend on a sound military ethos.
- 4) Explain why ethos must take precedence over personal interest.

References/Readings

A useful list of the characteristics of a profession may be found in the classic reference: Blau, P.M., and W.R. Scott. *Formal Organisations: A Comparative Approach* (pp 60-63). San Francisco CA: Chandler Publishing Co, 1962.

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf>

U.S.Army White Paper. *The Profession of Arms*. <http://cape.army.mil/repository/ProArms/ProfessionWhite%20Paper%208%20Dec%2010.pdf>

Values and Standards of the British Army, January 2008. http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf

Module 1.1.1 The NCO within the Profession of Arms: Attributes of the Profession of Arms

Description

By what right does the profession of arms call itself a profession? In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the concept of a *professional* NCO Corps. The module considers the attributes of a profession including: specialised knowledge; the need for an internal ethical code; professional standards that set minimum expectations; self regulating mechanisms to correct misconduct; and a commitment to life-long learning. The module further examines the way these professional characteristics are translated into military responsibilities, procedures, and standards.

Learning Objectives/Outcomes

- 1) Describe/define the attributes of a profession.
- 2) Explain how professional attributes are expressed as military responsibilities, procedures and standards.
- 3) Compare/ contrast the professional values of officers and NCOs.
- 4) Discuss the implications of professionalism for the spectrum of training, management and leadership tasks assigned to NCOs.

Issues for Consideration

- a) Is there a difference between professional standards and military standards?
- b) How are professional military standards maintained?
- c) What is the role of Professional Military Education (PME) in establishing and maintaining the profession?
- d) What is the role of individual and collective training in maintaining the profession?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; reflective journaling; and small group or syndicate discussions based where possible on class experience.

References/Readings

Bland, Douglas L. (ed). *Backbone of the Army: Non-Commissioned Officers in the Future Army*. Kingston, ON: Queen's University, 2000.

Canadian Officership in the 21st Century: Officership 2020. Kingston, ON: Canadian Defence Academy, 2001. http://www.cda-acd.forces.gc.ca/cfpds-sppfc/english/documents/OFFICERSHIP2020short_e.pdf

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf>

NCM Corps 2020. *The Canadian Forces Non Commissioned Member in the 21st Century*. Kingston, ON: Canadian Defence Academy, 2002. <http://www.cda-acd.forces.gc.ca/cfpds-sppfc/english/documents/ncm-corps-2020-eng.pdf>

Values and Standards of the British Army, January 2008 http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf

Module 1.1.2: Military Ethos: Ethos and Effectiveness

Description

Military ethos is critical to the sustained effectiveness of any armed forces. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the linkage between military ethos and operational effectiveness. Military efficiency and fighting power derive from an insistence on higher standards of discipline, courage, loyalty and integrity than are demanded of civilians. Conversely, abuse of power or taking advantage of subordinates undermines team cohesion. NCOs will explore the importance of adhering to institutional norms that may differ from personal preferences. This module is therefore designed with the goal of ensuring that middle level leaders demonstrate and promote the military ethos to subordinates and peers alike.

Learning Objectives/Outcomes

- 1) Explain how military effectiveness and fighting spirit depend on a sound military ethos.
- 2) Discuss how the abuse of power or taking advantage of subordinates runs counter to military ethos.
- 3) Discuss ways to promote and reinforce military ethos.
- 4) Explain why ethos must take precedence over personal interest.

Issues for Consideration

- a) How does the profession of arms define military ethos, and vice versa?
- b) Is the principle of unlimited liability in time of conflict a part of military ethos, or a legal requirement, or both?
- c) Is military ethos universal?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; reflective journaling; and small group or syndicate discussions based where possible on class experience.

References/Readings

Duty with Honour: The Profession of Arms in Canada.
Kingston, ON: Canadian Forces Leadership Institute,
2009. [http://www.cda.forces.gc.ca/cfpds-sppfc/english/
documents/Duty-with-Honour-The-Profession-of-
Arms-in-Canada-2009-e.pdf](http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf)

Values and Standards of the British Army, January 2008.
[http://www.army.mod.uk/documents/general/v_s_of_
the_british_army.pdf](http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf)

Applicable national readings on ethos and values will be
selected by recognised subject matter experts.



NCO PME RC Writing Team Leads (Switzerland and Canada) consulting during the workshop in Garmisch-Partenkirchen.

Block 1.2 NCO-Officer Relationship

Description

This block explores the NCO-officer relationship as it develops over time, through the experience and career progression of both NCOs and officers. The long term goal is to develop the NCO's ability to form a professional working relationship with his or her commander and other staff officers. This unique relationship will develop and become stronger through the NCO's ability to provide honest and relevant advice to assist the commanders with their decision-making.

At the Intermediate Level, much of the focus of this Block is on the developing partnership between officers and NCOs that lies at the heart of leadership and management at the unit level. The Block gives special attention to the challenge of providing frank advice while maintaining a respectful subordinate/leader relationship.

Learning Objectives/Outcomes

- 1) Compare/contrast the perspective of the platoon/company commander with that of the unit NCOs.
- 2) Discuss the ways an NCO maintains honest and respectful communication with the platoon/company commander.
- 3) Discuss how an NCO can be an effective sounding board to assist officers in their decision making process.
- 4) Discuss the ways in which the working relationship between a junior officer and a senior NCO can be a profitable learning experience for both.

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/00007.pdf>.

Smith, Jeffrey F. *Commanding an Air Force Squadron in the 21st Century: A Practical Guide of Tips and Techniques for Today's Squadron Commander*, Maxwell Air Force Base, AL: Air University Press, 2007. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA420565>

U.S. Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*, 2002. http://www.eur.army.mil/leaders/csm_blog/FM7_22_7.pdf

U.S. Air Force. *Air Force Instruction 36-2618, The Enlisted Force Structure*, 2009. <http://www.af.mil/shared/media/epubs/AFI36-2618.pdf>

Module 1.2.1 NCO-Officer Relations: Complementary Perspectives

Description

Officers and NCOs traditionally have a different leadership focus. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the complementary roles that officers and NCOs play in the unit. The module explores the following things: the officer's responsibility to view unit personnel as "assets" to be applied to the mission; the NCO's responsibility to ensure the welfare of unit personnel; and how these apparently competing perspectives are resolved in an officer-NCO relationship where both are conversant with each other's responsibilities. In addition, the module examines how the NCO, through respect and the provision of honest counsel, develops an effective and complementary working relationship with his/her immediate commander.

Learning Objectives/Outcomes

- 1) Describe the platoon/company commander's responsibilities.
- 2) Explain how the NCO brings soldiers' concerns to the platoon/company commander's attention.
- 3) Compare the perspective of the platoon/company commander with that of the NCO.

Issues for Consideration

- a) How is the NCO-officer relationship at the platoon/company level different from that at more senior levels?
- b) How do officers and NCOs in a unit project a common focus, and common goals?
- c) How does the leadership present a common front with the same goals and aspirations?
- d) How does an NCO's working relationship with the commander affect his/her relationship with other NCOs?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; reflective journaling; in-class or online exercises that could involve role

play; and small group or syndicate discussions based where possible on class experience.

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/000007.pdf>.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Leading-People-e.pdf>

Module 1.2.2 Leadership/Command Team Concept: Large Units

Description

As officers and NCOs acquire seniority, they also acquire the responsibility to lead the officers and NCOs of subordinate units. It is precisely at this point that the “leadership team” concept may be enlarged to the “command team” concept, where the commander includes a senior and experienced NCO among his professional advisors. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the team relationship that underpins a successful and effective command team. Through exposure to experienced senior leaders- officers and NCOs- and the use of case studies, the NCO explores the ways in which the senior NCO contributes to the command team.

Learning Objectives/Outcomes

- 1) Describe the requirement for discretion and confidentiality within the command team.
- 2) Discuss how an NCO can be an effective sounding board to assist officers in their decision making process.
- 3) Explain how the NCO in the command team maintains awareness of the status of subordinates.
- 4) Compare/contrast the role of an NCO in a command team with that of an NCO in a field unit.

Issues for Consideration

- a) How do the contrasting perspectives of officers and NCOs, “assets” versus the state of the troops, find resolution in the command team?
- b) How does the NCO earn the trust of the commander?
- c) What is the implicit contract between commander and NCO?
- d) How do officers and NCOs present both popular and unpopular decisions with a unified front? (This issue will be covered in the communication module.)

Learning Methodology/ Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior officers and NCOs on selected topics; reflective

journaling; in-class or online exercises that could involve role play; case studies and decision-making exercises; and small group or syndicate discussions based where possible on class experience.

References/Readings

Guy, S. “The Command Team: A Key Enabler”, *Canadian Military Journal* 11.1 (2010): 57-60. <http://www.journal.forces.gc.ca/vol11/no1/12-guy-eng.asp>

Leadership in the Canadian Forces: Leading the Institution. Kingston, ON: Canadian Defence Academy, 2005. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Leading-the-Institution-e.pdf>

Module 1.2.3 Mentoring of Junior Officers⁷

Description

Frequently, senior NCOs and junior officers are assigned similar duties, and given similar responsibilities under the command of a senior officer. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the complementary relationships that exist when officers and NCOs find themselves interacting as professional colleagues. Where the officer generally has greater theoretical knowledge, the senior NCO often has significantly greater practical experience. The module explores how these relationships are a valuable resource for the unit and how they present extraordinary opportunities for personal development, for both officer and NCO.

Learning Objectives/Outcomes

- 1) Describe a typical situation where a junior officer and a senior NCO might be assigned similar tasks under a senior officer.
- 2) Compare/contrast the relative strengths of the junior officer and the senior NCO.
- 3) Discuss the ways in which the working relationship between a junior officer and a senior NCO can be a profitable learning experience for both.
- 4) Analyse the factors that affect establishing a mentor-mentee relationship with junior officers.

Issues for Consideration

- a) What are appropriate mentor-mentee relationships and responsibilities between NCOs and officers?
- b) What are the scope and boundaries of the senior NCO to junior officer mentoring relationship?
- c) Discuss mentoring as an inherent responsibility of all leaders, commissioned and non-commissioned.
- d) What are the proper forums and settings for senior NCOs to mentor junior officers?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by means of lectures, with visiting senior NCOs and other speakers on selected topics; required readings; reflective journaling; in-class or online exercises that could involve role play; and small group or syndicate discussions based where possible on class experience.

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/00007.pdf>.

“The Young Officer and the NCO – The Regimental Rogue”, a series of quotations on the NCO-Officer relationship. http://regimentalrogue.com/srsub/officer_and_nco.htm

⁷ Individual nations may prefer to instruct the topic “Mentoring of Junior Officers” at the Intermediate and Advanced Levels rather than at the Primary and Intermediate Levels.

Block 1.3 Military History and Heritage

Description

The aim of this Block is to provide students with a historical understanding of how warfare has changed from the earliest times to the development of modern armed forces. NCOs will explore different aspects of warfare from both a global and a national perspective, drawing on historical studies of wars and battles fought on their own soil and the nation's international engagements. Through these studies, the NCO will be able to understand the development and evolution of their own armed forces, including how the NCO Corps was created and how it fits within the military organisation.

At the Intermediate Level, NCOs focus on the role played by technological advances in warfare through the ages, up to and including the impact of the recent Revolution in Military Affairs. They also take a broader look at the impact of warfare in the nation's history, from the viewpoint of political leaders, warriors and the civilian population.

Learning Objectives/Outcomes

- 1) Describe some important technological developments that have radically changed how nations conduct warfare through the ages.
- 2) Identify features of warfare that have remained unchanged despite technological advances.
- 3) Compare the perspectives of warriors, political leaders and the civilian population during the nation's wars.
- 4) Explain the origins of the NCO Corps traditions in the national armed forces.

References/Readings

Crevel, Martin van. *Technology and War*. New York, NY: Macmillan Press, 1989.

Toffler, Alvin, and Heidi Toffler. *War and Anti-War*. New York, NY: Warner Books, 1993.

Applicable national readings will be selected by recognised subject matter experts.

Module 1.3.1 Evolution of Warfare: Technology and War

Description

A nation's way of war depends heavily on the technology at its disposal. Conversely, warfare has often stimulated great technological advances. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the relationship between technology and warfare. In addition, this module addresses the following issues: i) impact of technology on weaponry and tactics; ii) consequences of rapidly changing technology on weaponry and tactics; and iii) the impact of the so-called Revolution in Military Affairs.

Learning Objectives/Outcomes

- 1) Describe some important technological developments that have radically changed how nations conduct warfare through the ages.
- 2) Describe the developments that constitute the Revolution in Military Affairs.
- 3) Describe the impact of modern communications technologies on the individual soldier.
- 4) Identify features of warfare that have remained unchanged despite technological advances.

Issues of Consideration

- a) What technological developments have been introduced during your period of service?
- b) What is the impact of robotic vehicles (robots, Unmanned Aerial Vehicles (UAVs)) on the battlefield?
- c) How has the protection equipment of the individual soldier changed, and what influenced its development?
- d) What is the impact of recent technological developments on tactics?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; reflective journaling; and small group or syndicate discussions based where possible on class experience.

References/Readings

British Broadcasting Corporation. *History - World Wars: War and Technology Gallery*. http://www.bbc.co.uk/history/worldwars/war_tech_gallery.shtml

Connaughton, Richard. *A Brief History of Modern Warfare*. London, UK: Constable and Robinson, 2008.

Foreign Policy Research Institute. *War and Technology*. <http://www.fpri.org/footnotes/1402.200902.roland.wartechology.html>

Owens, Bill. *Lifting the Fog of War*. Baltimore, MD: Johns Hopkins University Press, Baltimore, 2001.

Module 1.3.2 National Military History

Description

A nation's way of war is shaped by past experience. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of their country's military history from the earliest conflicts to the most recent engagements. In addition, this module examines the impact of the critical battles and engagements as perceived by soldiers, commanders, political leaders and the civilian population on the national psyche.

Learning Objectives/Outcomes

- 1) Compare the perspectives of warriors, political leaders and the civilian population during the nation's wars.
- 2) Describe how military history has affected custom and traditions.
- 3) Explain the origins of the NCO Corps traditions of national armed forces.
- 4) Determine the customs and traditions most valued within the unit.

Issues for Consideration

- a) How have military events influenced the military traditions and customs of the nation?
- b) What are the national military traditions and customs?
- c) How do NCO Corps traditions, written and unwritten, support unit morale?
- d) What is the necessity and who is the appropriate authority to maintain the country's military history and established traditions and customs.

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; case studies; required readings; reflective journaling; and small group or syndicate discussions based where possible on class experience.

References/Readings

Applicable national readings will be selected by recognised subject matter experts.

Block 1.4 Modern Features of Military Operations

Description

The late 20th century saw the introduction of novel features into the landscape of human conflict. These include the technical developments of the Revolution in Military Affairs, important social factors such as legal oversight of operations, the human rights agenda and a growth in multinational and multiagency operations. Without diminishing emphasis on the familiar unit tactics and maneuver, the 21st century will likely see growth in all the new aspects of warfare. In addition, future warfare will likely see an increase in the number and scope of multinational operations. This Block is designed to educate the NCO in some of the challenges such operations present and to provide some guidance in responding to their expectations and consequences.

At the Intermediate and Advanced Levels, the Block explores these topics in greater depth, with an emphasis on the Comprehensive Approach and to Whole-of-Government operations. At all Levels, NCOs will explore the importance of senior NCO multinational networking in support of joint and coalition operations.

Learning Objectives/Outcomes

- 1) Discuss why the Law of Armed Conflict (LOAC) has become more important for modern military operations.
- 2) Summarise the regulations that govern sexual violence and sexual misconduct during armed conflict.
- 3) Understand the significance of cultural issues in multinational operations.
- 4) Describe the ways a force can respond when cultural practices in a country of operations are in conflict with their own national and military values concerning, for example, gender equality and human rights.
- 5) Assess the respective contributions of government organisations, international organisations and non-governmental organisations (GO, IO and NGO) to the success of multinational operations, and what things can they do that the military cannot?

References/Readings

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

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

Smith, Rupert. *Utility of Force*. London, UK: Penguin Books, 2005.

UN/EU/OSCE/NATO Gender, peace and security documents (or referring to gender) see link. <http://www.isis-europe.eu/programmes/gender-and-security>

Willetts, Peter. *Non-Governmental Organisations in World Politics: The Construction of Global Governance*. New York, NY: Routledge Publishers, 2011.

Module 1.4.1 Legal Aspects of Military Operations

Description

The legal framework surrounding modern operations governs civilians, non-combatants and combatants. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to explore in greater depth the laws and regulations that concern civilians, non-combatants and combatants in the Area of Operations. The module will examine the significance of sexual violence and sexual exploitation and abuse during armed conflict and in humanitarian settings. The module will discuss the increased responsibilities of NCOs at the Intermediate Level and consider the import of their increased interactions with counterparts from other countries and external agencies.

Learning Objectives/Outcomes

- 1) Summarise the regulations that govern sexual violence and sexual misconduct during armed conflict.
- 2) Describe how international laws and regulations affect Rules of Engagements.
- 3) Describe how national laws and regulations affect Rules of Engagements.
- 4) Discuss why the Law of Armed Conflict (LOAC) has become more important for modern military operations.

Issues for Consideration

- a) What are some of the challenges with regards to the legal rights and protection of the following categories: civilians taking part in an uprising under an occupation, spies, saboteurs, mercenaries, prisoners of war, and defence contractors working within the theatre of operation?
- b) How can an Intermediate Level NCO increase understanding and knowledge of the legal aspects of military operations within their unit?
- c) What steps can an Intermediate Level NCO take to prevent misconduct by members of their unit?
- d) Where can an Intermediate Level NCO obtain advice regarding legal aspects of operations (e.g. legal advisers)?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting

senior NCOs and other speakers on selected topics; individual study; required readings; reflective journaling; in-class or online exercises that could involve role play; case studies and decision-making exercises; and small group or syndicate discussions based where possible on class experience.

References/Readings

International Committee of the Red Cross. *The Law of Armed Conflict: User's Guide*. Geneva, Switzerland. http://www.icrc.org/eng/assets/files/other/intro_final.pdf

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

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

UN DPKO. *Core Pre-deployment Training Materials*. <http://peacekeepingresourcehub.unlb.org>

UN DPKO. *Gender Resource Package for Peacekeeping Operations*. <http://www.peacekeepingbestpractices.unlb.org/pbps/library/GRP%20Full%20Version.pdf>

Module 1.4.2 Cultural Awareness

Description

Cultural awareness provides an understanding of tension points that may arise in the area of operations with the local population or with coalition allies. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the importance of cultural awareness and the effects of cultural differences in multinational operations. In addition, the module focuses on the NCO's responsibility to support policies that will avoid cultural misunderstanding and misconduct.

Learning Objectives/Outcomes

- 1) Describe the ways a foreign force can respond when cultural practices in a country of operation are in conflict with their own national and military values: for example, gender equality and human rights.
- 2) Discuss how cultural differences between a foreign force and the local population can affect a mission's success.
- 3) How should an Intermediate Level NCO respond to inappropriate behaviour within the mission context?
- 4) Where can an Intermediate Level NCO obtain advice regarding questions of cultural awareness (e.g. cultural awareness advisers, gender advisers, local NGOs)?

Issues for Consideration

- a) Discussions of the trade-offs between establishing long-term relationships versus short term gains.
- b) How can an Intermediate Level NCO contribute to promoting cultural awareness within his/her own unit?
- c) How can cultural differences between multinational forces operating in the same area of operation affect mission outcomes?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other speakers on selected topics; individual study; required readings; reflective journaling; in-class or online exercises that could involve role play; case studies and decision-making exercises; and

small group or syndicate discussions based where possible on class experience.

References/Readings

Smith, Rupert. *The Utility of Force*. London, UK: Penguin Books, 2005 (especially the paradigm of "War amongst the people").

UN/EU/OSCE/NATO. Gender, peace and security documents (or referring to gender) see link. <http://www.isis-europe.eu/programmes/gender-and-security>

UN DPKO. *Gender Resource Package for Peacekeeping Operations*. <http://www.peacekeepingbestpractices.unlb.org/pbps/library/GRP%20Full%20Version.pdf>

Module 1.4.3 Governmental Organisations (GOs)/ International Organisations (IOs)/ Non-Governmental Organisations (NGOs)

Description

In both national and multi-national operations, considerable effort is expended to develop cooperation among the multiple agencies engaged in stabilisation and reconstruction activities. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of interagency cooperation as an integral part of the rebuilding and reconstruction phase following combat and peacekeeping operations. This module examines the following issues; how international and regional security structures affect policies and the choice of military action; how GOs, IOs and NGOs may be interacting directly with the local government to re-establish civilian controls and services within the operational area; and integration efforts and the processes that foster collaboration and cooperation among the many government and non-government stakeholders.

Learning Objectives/Outcomes

- 1) What are the respective contributions of GOs, IOs and NGOs to the success of multinational operations, and what things can they do that the military cannot?
- 2) Explain the goals and the mandates of the key GOs/IOs/NGOs likely to be encountered in multinational operations.
- 3) Assess how might the goals of GOs, IOs and NGOs converge and diverge from the goals of the military in multinational operations?
- 4) Describe useful measures that might be taken to improve cooperation between the military force and GOs/IOs/NGOs.

Issues for Consideration

- a) What is the goal and purpose of a GO in multinational operations?
- b) What are the goals and purposes of the major IOs (e.g. United Nations, European Union, OSCE, African Union, World Bank) in multinational operations?
- c) What is an NGO and what are some of the consequences and implications of the following principles: impartiality, neutrality and independence for

NGO-military interactions and engagements?

Learning Methodology/Assessment

Teaching delivery methods may include: lectures; discussions; in-class exercises, small group or syndicate discussion and participation; scholarly articles; reflective journaling and case studies.

References/Readings

45th Rose-Roth Seminar, Montreux, 2 March 2000, by Jean-Daniel Tauxe, Director of Operations, International Committee of the Red Cross, Geneva, *The ICRC and civil-military cooperation in situations of armed conflict*. <http://www.icrc.org/eng/resources/documents/misc/57jqbd.htm>

Brzoska, Michael, and Hans-Georg Ehrhart. "Civil-Military Cooperation in Post-Conflict Rehabilitation and Reconstruction". *Policy Paper 30*. Bonn: Stiftung Entwicklung und Frieden, 2008. http://www.europarl.europa.eu/meetdocs/2009_2014/documents/sede/dv/sede260410studyehrhart_/sede260410studyehrhart_en.pdf

Central Government Coordination in Denmark, Germany and Sweden - An Institutional Policy Perspective. http://www.uni-potsdam.de/fileadmin/projects/ls-verwaltung/assets/2_Publikationen/Forschungspapiere_RiW/2_Hustedt_Tiessen_2006_Central_Government_Coordination.pdf

Martens, Kerstin. "Mission Impossible: Defining Non-Governmental Organisations." *Voluntas: International Journal of Voluntary and Non-Profit Organisations* 13.3 (September 2002): 271-85.

Willetts, Peter. *Non-Governmental Organisations in World Politics: The Construction of Global Governance*. New York, NY: Routledge Publishers, 2011.

THEME 1: The Profession of Arms (III. Advanced Level)

Goal

The Profession of Arms Theme is designed to develop the NCO as an effective leader within the profession of arms, with a firm understanding of the complementary roles played by the NCO and the officer corps. This Theme first explores military organisation and military ethos, followed by a study of the NCO-officer relationship. The Theme then surveys the evolution of warfare as the core business of the profession of arms and provides grounding in national military history and heritage. The Theme concludes with an overview of the intricacies of modern military operations.

Description

The Profession of Arms Theme is one of the three principal interrelated developmental pillars of the professional military education reference curriculum (PME RC) for NCOs. The profession of arms is the essential foundation for sequential and progressive military NCO training and leadership development. The Theme is presented in four Blocks: The NCO within the Profession of Arms; The NCO-Officer Relationship; Military History and Heritage; and Modern Military Operations. Each Block is offered at three Levels: Primary, Intermediate and Advanced. As students advance through the three Levels, they are expected to progress from a basic understanding of fundamental concepts - the way things are - to a deeper understanding at the advanced levels of organising principles- why things are the way they are. They are expected to progress from adhering to professional standards, to teaching and enforcing these standards and, at the most senior levels, to participating in the setting of professional standards.

At the Advanced (OR 8/9) Level, the curriculum is designed for NCOs of proven ability who have accumulated a long military experience. Drawing on that experience, and on the knowledge presented at the Primary and Intermediate Levels, the four Blocks look beyond fundamental concepts to provide the NCO with a broader perspective and a strategic view of leadership in the profession of arms.

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Advanced Level will:
 - embody the identity of a member of the profession of arms, by demonstrating the values, attributes and ethical behaviour expected of an NCO leader at the most senior level;
 - demonstrate superior performance in the military skills required of an NCO at the most senior level;
 - through the performance of duties and the oversight of military training, exhibit thorough understanding of how military professional standards are set, applied and enforced;
 - demonstrate the capacity to solve complex military problems during periods of high stress; and
 - demonstrate the courage, character, physical and mental toughness, and values required to succeed as an NCO at the most senior level.
- 2) Each NCO at the Advanced Level will:
 - demonstrate an understanding of the principles of civil-military relations in a democracy;
 - demonstrate an understanding of the NCO-officer relationship at the most senior levels, including within command teams;
 - analyse/discuss the developments in warfare since the end of the Cold War; and
 - explain the nature of military operations, including multinational operations, through an understanding of the various national and international players, their goals and their influence on military operations.

Block 1.1 The NCO within the Profession of Arms

Description

The aim of this Block is to develop an active NCO leader who works within the NCO corps and in partnership with the officer corps to embody, sustain and promote the professional ethos of the profession of arms. As NCOs progress through the Levels, they are expected to develop and demonstrate an intellectual ability to comprehend the various military, physical, ethical and social domains that comprise the profession of arms.

At the Advanced Level, there is a deeper focus on the role that the profession of arms plays in a democratic society. This Block emphasises the senior NCO's leadership role within the military institution, and his/her responsibility to exemplify, embody and maintain the military ethos.

Learning Objectives/Outcomes

- 1) Describe the attributes that define the profession of arms as a profession.
- 2) Analyse/discuss the appropriate expectations of a senior NCO as a leader within the profession of arms.
- 3) Describe the underlying principles of civil-military relations in a democracy.
- 4) Discuss the social and political developments that might influence military ethos.

References/Readings

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf>

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

Huntington, Samuel P. *The Soldier and the State*. Cambridge, MA: Belknap Press of Harvard University, 1957.

Janowitz, Morris. *The Professional Soldier, a Social and Political Portrait*. New York, NY: The Free Press, 1960.

U.S. Army White Paper. *The Profession of Arms*. <http://cape.army.mil/repository/ProArms/ProfessionWhite%20Paper%208%20Dec%2010.pdf>

Module 1.1.1 The NCO within the Profession of Arms: The Profession of Arms and Society.

Description

A nation's armed force is an important reflection of the society it serves. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of the concept of a professional NCO Corps. The module will consider how ethos distinguishes a profession from a non-profession and introduces the elements of civil-military relations and the role that armed forces play in a democratic society. In addition, the module will emphasise the role that NCOs at all ranks play as visible ambassadors for the military profession and their responsibility to exemplify military ethos, professional attributes and national values.

Learning Objectives/Outcomes

- 1) Describe the attributes that define the profession of arms as a profession.
- 2) Explain the professional expectations of the members of a profession.
- 3) Analyse/discuss the appropriate expectations of a senior NCO as a leader within the profession of arms.
- 4) Describe the fundamental principles of civil-military relations in a democracy.

Issues for Consideration

- a) How is the military profession like other professions?
- b) What distinguishes the military profession from other professions?
- c) How have the professional demands on the military institution changed in recent decades?

Learning Methodology/ Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected topics; individual study; required readings; reflective journaling; written essays; and small group or syndicate discussions.

References/Readings

Duty with Honour: The Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf>

NCM Corps 2020. *The Canadian Forces Non-Commissioned Member in the 21st Century.* Kingston, ON: Canadian Defence Academy, 2002. <http://www.cda-acd.forces.gc.ca/cfpds-sppfc/english/documents/ncm-corps-2020-eng.pdf>

U.S. Army White Paper. *The Profession of Arms.* <http://cape.army.mil/repository/ProArms/ProfessionWhite%20Paper%208%20Dec%2010.pdf>

Values and Standards of the British Army, January, 2008. http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf

The following site contains links to a number of civil-military relations resources. http://democracy.stanford.edu/civ_milit.html

This master's thesis from the US Naval Postgraduate School gives a comprehensive overview of civil-military relations, with standard references: <http://www.dtic.mil/dtic/tr/fulltext/u2/a346358.pdf>

Module 1.1.2 Military Ethos: The Influence of Society

Description

Military ethos is subject to the influence of current social values. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of military ethos. Military ethos is critical to the operational effectiveness of any armed forces, but cannot be sustained without the support of national society. This module elaborates the legal framework that underlies military ethos, together with the national traditions and norms that define the military's obligation to its society, especially the military function of applying and managing lethal force.

Learning Objectives/Outcomes

- 1) Describe the national norms and traditions that promote and sustain military ethos.
- 2) Describe the difference between "ethos" and "ethics".
- 3) Discuss the social and political developments that might influence military ethos.
- 4) Analyse/discuss how a senior NCO promotes and sustains the national military ethos.

Issues for Consideration

- a) How has military ethos changed over the last twenty years? Over the last century?
- b) What is the influence of the multinational operational environment on the evolution of national ethos?
- c) Is there a shared military ethos among NCOs of different nations?
- d) How and what does this shared ethos contribute to networking among NCOs of different nations?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected topics; individual study; required readings; reflective journaling; written essays; and small group or syndicate discussions based where possible on class experience.

References/Readings

Duty with Honour: The Profession of Arms in Canada.
Kingston, ON: Canadian Forces Leadership Institute,
2009. [http://www.cda.forces.gc.ca/cfpds-sppfc/english/
documents/Duty-with-Honour-The-Profession-of-
Arms-in-Canada-2009-e.pdf](http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Duty-with-Honour-The-Profession-of-Arms-in-Canada-2009-e.pdf)

Values and Standards of the British Army, January 2008.
[http://www.army.mod.uk/documents/general/v_s_of_
the_british_army.pdf](http://www.army.mod.uk/documents/general/v_s_of_the_british_army.pdf)

Applicable national guidance on ethos and values should
be provided by national experts.



NCO PME RC Writing Teams' Workshop in Lucerne (contributors from the Netherlands and Switzerland).

Block 1.2 NCO-Officer Relationship

Description

This block explores the NCO-officer relationship as it develops over time through the experience and career progression of both NCOs and officers. The long term goal is to develop the ability of NCOs to form a professional working relationship with their commander and other staff officers. This unique relationship will develop and become stronger through the ability of NCOs to provide honest and relevant advice to assist their commander with his/her decision-making.

At the Advanced Level, this Block focuses on the relationships between NCOs and officers at the most senior ranks. Particular attention is given to leadership team and Command Team relationships, a construct which is becoming increasingly common.

Learning Objectives/Outcomes

- 1) explain the senior NCO's role in developing confident, supportive, trustworthy, and loyal relationships between officers and NCOs in the unit.
- 2) explain how capabilities of the NCO Corps affect the commander.
- 3) describe how senior NCOs support commanders through communication and follow-up with units.

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/00007.pdf>.

Smith, Jeffrey F. *Commanding an Air Force Squadron in the 21st Century: A Practical Guide of Tips and Techniques for Today's Squadron Commander*. Maxwell Air Force Base, AL: Air University Press, 2007. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA420565>

U.S. Army. *Field Manual 7-22.7: The Army Non-Commissioned Officer Guide*. 2002. http://www.eur.army.mil/leaders/csm_blog/FM7_22_7.pdf

U.S. Air Force. *Air Force Instruction 36-2618, The Enlisted Force Structure*, 2009. <http://www.af.mil/shared/media/epubs/AFI36-2618.pdf>

Module 1.2.1 NCO-Officer Relationships: Senior Cadres⁸

Description

Within larger units, senior NCOs and senior officers have considerable responsibilities. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of the more complex relationships between senior NCOs and senior officers. A mature NCO-officer relationship is critical to unit health and morale and, ultimately, to mission accomplishment. This module examines how the relationship between NCOs and officers can be leveraged to improve unit effectiveness and mission accomplishment and, conversely, how unit health and morale will suffer if those relationships become competitive or dysfunctional.

Learning Objectives/Outcomes

- 1) Describe the roles played by the NCO cadre within a larger unit;
- 2) Explain the senior NCO's role in developing confident, supportive, and loyal relationships between the officers and NCOs of the unit;
- 3) Discuss ways of communicating ideas and recommendations, supported by logic and reason, to officers and to NCOs of the unit; and
- 4) Discuss ways to develop the command's understanding of the function and role of the NCO corps.

Issues for Consideration

- a) How do NCOs shape the expectations of each participant in the officer and NCO relationship?
- b) Discuss how professionalism, expertise, responsibility and collaboration affect the relationship between the officer and NCO.
- c) What challenges and problems are senior NCOs likely to encounter in NCO-officer relationships?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected topics; individual study; required readings; reflective journaling; in-class or online exercises that could involve role play; and small group or syndicate discussions based where possible on class experience.

⁸ For nations with a well-developed NCO tradition, and where these concepts have been introduced during basic training and the first term of service, this module is not required

References/Readings

Abrams, Creighton et al. *The Officer/NCO Relationship*. Washington, DC: Information Management Support Center, 1997. <http://www.combatleadership.com/documents/00007.pdf>.

Hertling, Mark. "Year of the NCO: A Division Commander's Perspective." *Military Review*, (September-October 2009): 80-84.

Leadership in the Canadian Forces: Leading the Institution. Kingston, ON: Canadian Defence Academy, 2005. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Leading-the-Institution-e.pdf>

U.S. Army. *Field Manual 6-22, Army Leadership: Competent, Confident, and Agile*. Washington DC, 2006.

Module 1.2.2 Command Team Concept

Description

Cohesive command teams are an integral component of successful military units. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of the significance of the Command Team Approach, where the commander includes a senior and experienced NCO among his professional advisors. The module explores in some depth how a commander and the senior NCO develop a robust, loyal and confidential relationship and a shared understanding of their responsibilities and authority. NCOs at the Advanced Level will understand the importance of the command team as a seamless unified entity that functions for the greater good of the unit and the mission.

Learning Objectives/Outcomes

- 1) Explain how the commander can draw on the capabilities of the NCO Corps.
- 2) Analyse the senior NCO's role in supporting and complementing the commander.
- 3) Analyse how developing subordinates with encouragement and loyal support sustains the command team approach.
- 4) Describe how senior NCOs support commanders through communication and follow-up with units.

Issues for Consideration

- a) How does the command team balance competing priorities, such as candor and loyalty, in ways that promote a positive relationship?
- b) Discuss how commanders and senior NCOs interpret the roles and authorities of commissioned officers and NCOs.
- c) How does loyalty to the chain of command as a military virtue affect the command team relationship?
- d) What factors influence the development and maintenance of the trust-based relationship between an officer and NCO that is integral to the command team approach?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected

topics; individual study; in-class or online exercises that could involve role play; simple case studies and decision-making exercises; and small group or syndicate discussions based where possible on class experience.

Module 1.2.3 Mentoring of Junior Officers⁹

Not instructed at this level.

References/Readings

Guy, S. "The Command Team: A Key Enabler." *Canadian Military Journal* 11.1 (2010): 57-60. <http://www.journal.forces.gc.ca/vol11/no1/12-guy-eng.asp>

Leadership in the Canadian Forces: Leading the Institution. Kingston, ON: Canadian Defence Academy, 2005. <http://www.cda.forces.gc.ca/cfpds-sppfc/english/documents/Leading-the-Institution-e.pdf>



NCO PME RC Writing Teams' Workshop in Garmisch-Partenkirchen (contributors from ACO, the Netherlands and the USA).

⁹ Individual nations may prefer to instruct the topic "Mentoring of Junior Officers" at the Intermediate and Advanced Levels rather than at the Primary and Intermediate Levels

Block 1.3 Military History and Heritage

Description

The aim of this Block is to provide students with a historical understanding of how warfare has changed, from the earliest times to the development of modern armed forces. NCOs will explore different aspects of warfare from both a global and a national perspective, drawing on historical studies of wars and battles fought on their own soil and abroad. Through these studies, the NCO will be able to understand the development and evolution of their own armed forces, including how the NCO Corps was created and how it fits within the military organisation.

In addition, this block explores the impact of social, legal and political developments on the structure of modern armed forces and the effects of changing technology on society and the conduct of war.

Learning Objectives/Outcomes

- 1) Discuss the history of the Cold War.
- 2) Describe the nature of military operations in the Post-Cold War period.
- 3) Assess the main causes of past military conflict within the region.
- 4) Assess the impact of military outcomes on the nation's development.

References/Readings

Bobbitt, Philip. *The Shield of Achilles*. New York NY: Random House, 2002.

Davies, Norman. *Europe, a History*. New York, NY: Oxford University Press, 1996.

Innes, Thomas Hammond X. *The Sling and the Stone: On War in the 21st Century*. St Paul, MN: Zenith Press, 2006.

Luňák, Petr. *Západ: Spojené státy a Západní Evropa ve studené válce. (West: United States and Western Europe in the Cold War)* Praha: Libri, 1997.

Luňák, Petr. *Plánování nemyslitelného: československé válečné plány 1950-1990. (Planning of Unthinkable: Czechoslovak War Plans 1950-1990)* Praha: Ústav pro soudobé dějiny AV ČR, 2008.

Mastny, Vojtech, and Malcolm Byrne. *A Cardboard Castle? An Inside History of the Warsaw Pact, 1955-1991*. Prague: Central European University Press, 2006.

McMahon, Robert. *The Cold War: A Very Short Introduction*. Oxford, UK: Oxford University Press, 2003.

Ricks, Thomas E. *The Gamble*. New York, NY: Penguin Books, 2009.

Smith, Rupert. *The Utility of Force*. London UK: Penguin Books, 2005.

Štěpánek, Karel, and Pavel Minařík. *Československá lidová armáda na Rýnu. (Czechoslovak People's Army on the Rhine)* Praha: Naše Vojsko, 2007.

Module 1.3.1 Evolution of Warfare: Recent Developments

Description

Clausewitz said that war is a continuation of politics by other means; since World War II the changing nature of global politics has had a significant effect on how nations conduct war. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of how warfare and conflict have developed in recent times. The module reviews the nature and characteristics of the Cold War, but emphasises developments since the end of the Cold War, notably the growth in the number of multinational operations, the changing nature of peace-keeping support operations and the rise of the human rights agenda. The module will survey the implications of some of the newer developments: civil-military cooperation (CIMIC); cyber warfare; unmanned aerial vehicles; influence and psychological operations. Finally, NCOs will explore the role of armed forces during the stabilisation and reconstruction phase of conflict.

Learning Objectives/Outcomes

- 1) Compare/contrast the characteristics of a war-fighting force with a peace-keeping force.
- 2) Discuss the history of the Cold War.
- 3) Describe the nature of military operations in the post-Cold War period.
- 4) Discuss the continuing utility of alliances, such as NATO in the post-Cold War period.

Issues for Consideration

- a) Assess the increasing importance of NCOs as leaders in contemporary warfare.
- b) Discuss the impact of national politics on multinational operations.
- c) Discuss the implications of new weaponry (robotics, smart bombs) on warfare.
- d) Assess the impact of the computerised battle-space and the use of simulation in military training (synthetic environments).

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected

topics; individual study; required readings; reflective journaling; and small group or syndicate discussions based where possible on class experience.

References/Readings

- Horn, Bernd, and Emily Spencer. (eds). *No Easy Task: Fighting in Afghanistan*. Toronto ON: Dundurn, 2012.
- Janjua, Raashid Wali. "State Failure in Afghanistan and Security Challenges for Pakistan." *Canadian Army Journal* 12.1 (Spring 2009): 9-29. http://www.army.forces.gc.ca/caj/documents/vol_12/iss_1/CAJ_Vol12.1_05_e.pdf
- Kilcullen, David. *The Accidental Guerrilla: Fighting Small Wars in the Midst of a Big One*. New York, NY: Oxford University Press, 2009.
- McMahon, Robert. *The Cold War: A Very Short Introduction*. Oxford, UK: Oxford University Press, 2003.
- "Peace Support Operations: A Working Draft Manual for African Military Practitioners" DWM 1-2000, Chps. 1-3. <http://www.iss.co.za/Pubs/Other/PeaceSupportManualMM/Contents.html>

Module 1.3.2 National Military History.

Description

National military history is also a history of allies and enemies. Drawing on accumulated experience and previous learning, in this module, the NCO at the Advanced Level deepens his/her understanding of national military history, through an analysis of the political, economic and other strategic factors that led to war and influenced its outcome. This analysis includes a survey of the military history of allies and enemies. The aim of this module is to give the NCO at the Advanced Level a critical understanding of the part played by the national armed forces in shaping the history of the nation, and thereby an appreciation of the importance of maintaining national military values and ethos.

Learning Objectives/Outcomes

- 1) Describe the military history of historical allies and enemies.
- 2) Analyse/discuss the influence of strategic factors on regional military history.
- 3) Assess the main causes of past military conflicts within the region.
- 4) Assess the impact of military outcomes on the nation's development.

Issues for Consideration

- a) What nations have been traditional opponents and which have been traditional allies?
- b) What has been the military consequence of political developments of recent years?
- c) Describe national membership or affiliation with alliances.
- d) What has been the historical stance and influence of political parties and factions within the state with respect to regional neighbors?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected topics; individual study; required readings; reflective journaling; and small group or syndicate discussions based where possible on class experience.

References/Readings

Applicable national readings will be selected by recognised subject matter experts.

Module 1.3.3 Overview of Military Courtesies and Protocol.

Description

Military courtesies and protocol represent long-established military traditions and practices that guide the daily behaviour of armed forces personnel and govern formal encounters between military units, as well as the ceremonial reception of foreign dignitaries. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of military courtesies and protocol, and the ways in which these help sustain military ethos. Topics include the respect shown between officers and NCOs; respect shown to national and foreign flags and anthems; appropriate dress and behaviour for formal occasions; formal visits; formal dining; social correspondence; and other situations appropriate to national practice and traditions. The aim of this module is to give the NCO at the Advanced Level a deeper understanding of how the observance of the appropriate courtesies and protocols demonstrates respect, and thereby facilitates the effectiveness of interactions between personnel, units and forces.

Learning Objectives/Outcomes

- 1) Describe how routine military courtesies govern relations among personnel of different ranks.
- 2) Describe the military ceremonial activities that accompany the visit of foreign guests and dignitaries.
- 3) Describe the armed forces traditions and procedures that govern formal military dining.
- 4) Discuss how the respectful observance of military courtesies and protocol can help sustain military ethos.

Issues for Consideration

- a) The relationship between officers and NCO while being under guidance of an NCO?
- b) The extent to which requirements of military protocol impose obligations on military spouses?
- c) What are some situations where social correspondence is appropriate or inappropriate?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected topics; suggested readings; and small group or syndicate discussions based where possible on class experience.

References/Readings

Australian Army. *Protocol Manual* (Chapter 1), 1999. <http://diggerhistory.info/pages-asstd/protocol-1999.htm>

Protocol 101. <http://www.military.com/spouse/military-life/...and.../military-protocol-101.html>

U.S. Army. *Pamphlet 600-60 -- A Guide to Protocol*. http://www.cdc.gov/od/occp/officership/military_protocol.htm

Additional applicable national readings will be selected by recognised subject matter experts.

Block 1.4 Modern Features of Military Operations

Description

The late 20th century saw the introduction of novel features into the landscape of human conflict. These include the following: technical developments of the Revolution in Military Affairs; important social factors such as legal oversight of operations; the human rights agenda; and a growth in multinational and multi-agency operations. The 21st century will likely see growth in all these new aspects of warfare. This Block is designed to educate the NCO in some of the challenges such operations present and to provide some guidance in responding to their expectations and consequences.

At the Advanced Level, the Block revisits the material presented at the Primary and Intermediate Levels, but in greater depth and drawing out some of the more challenging underlying issues.

Learning Objectives/Outcomes

- 1) Summarise the major laws and regulations governing military operations, including multilateral operations.
- 2) Describe how laws and regulations affect Rules of Engagements.
- 3) Discuss how cultural differences between a force and the surrounding population can affect a mission's success.
- 4) Summarise the provisions of International Humanitarian Law with regard to civilians, non-combatants and combatants.

References/Readings

Brzoska, Michael, and Hans-Georg Ehrhart. "Civil-Military Cooperation in Post-Conflict Rehabilitation and Reconstruction". *Policy Paper 30*. Bonn: Stiftung Entwicklung und Frieden, 2008. http://www.europarl.europa.eu/meetdocs/2009_2014/documents/sede/dv/sede260410studyehrhart_/sede260410studyehrhart_en.pdf

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

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

Smith, Rupert. *The Utility of Force*. London, UK: Penguin Books, 2005.

UN/EU/OSCE/NATO. Gender, peace and security documents (or referring to gender) see link. <http://www.isis-europe.eu/programmes/gender-and-security>

Willetts, Peter. *Non-Governmental Organizations in World Politics: The Construction of Global Governance*. New York, NY: Routledge Publishers, 2011.

Module 1.4.1 Legal Aspects of Military Operations

Description

A strong legal framework is an essential element of all military operations. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of the core elements of operational law: international humanitarian law (IHL); the Geneva Convention or Law of Armed Conflict (LOAC); and the Status of Armed Forces Agreement (SOFA). The module considers how specific Rules of Engagement (RoE) are created on legal advice for each operation. They examine why it is important to have a strong legal framework for all military operations, and how international law is the foundation of a reputable military coalition or alliance.

Learning Objectives/Outcomes

- 1) Summarise the major laws and regulations governing military operations, including multilateral operations.
- 2) Describe how laws and regulations affect Rules of Engagements.
- 3) Discuss how cultural differences between a force and the surrounding population can affect a mission's success.
- 4) Summarise the provisions of International Humanitarian Law with regard to civilians, non-combatants and combatants.

Issues for Consideration

- a) How is national law aligned to and differs from international law?
- b) How did Rules of Engagements come into being, and why are they so important?
- c) Why LOAC has become nowadays much more important?
- d) Why do ROEs differ between countries?
- e) How should an Advanced Level NCO react on suspecting or discovering misconduct?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected topics; individual study; required readings; reflective

journaling; in-class or online exercises that could involve role play; simple case studies and decision-making exercises; and small group or syndicate discussions based where possible on class experience.

References/Readings

International Committee of the Red Cross. *The Law of Armed Conflict: User's Guide*. Geneva, Switzerland. http://www.icrc.org/eng/assets/files/other/intro_final.pdf

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

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

UN DPKO. *Core Pre-deployment Training Materials*. <http://peacekeepingresourcehub.unlb.org>

Module 1.4.2 Cultural Awareness

Description

Cultural awareness, the capacity to acquire an understanding of and respect for the cultural sensitivities of allies and of inhabitants in the area of operations, has become an important operational tool. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of how cultural awareness can be a key factor for success. The module explores how cultural awareness of external actors is linked to diversity issues within the unit. In addition, this module examines in greater depth how cultural differences can affect operations. By means of carefully selected case studies, students will learn how to identify early warning signals and to explore appropriate techniques to help resolve cultural issues.

Learning Objectives/ Outcomes

- 1) Compare/contrast cultural awareness issues with diversity issues within the unit.
- 2) Identify important warning signals of impending cultural conflict.
- 3) Identify common causes of cultural misunderstanding.
- 4) Describe prevention and mitigation strategies to minimize cultural misunderstandings.

Issues for Consideration

- a) How can cultural differences between multinational forces operating in the same environment affect their mission?
- b) Discuss the trade-offs between establishing transparent relationships with the local community versus pursuing short term gains.
- c) How can an NCO at the Advanced Level help in overcoming cultural differences amongst allied forces?
- d) How can an NCO at the Advanced Level contribute to promoting cultural awareness within his/her own unit?

Learning Methodology/Assessment

For this module, the learning objectives/outcomes will be achieved by the following means: lectures by visiting senior NCOs and other guest speakers on selected

topics; individual study; required readings; reflective journaling; in-class or online exercises that could involve role play; simple case studies and decision-making exercises; and small group or syndicate discussions based where possible on class experience.

References/Readings

Smith, Rupert. *The Utility of Force*. London, UK: Penguin Books, 2005, especially the paradigm of “War amongst the people.”

UN/EU/OSCE/NATO Gender, peace and security documents (or referring to gender). <http://www.isis-europe.eu/programmes/gender-and-security>

UN DPKO, Gender Resource Package for Peacekeeping Operations, <http://www.peacekeepingbestpractices.unlb.org/pbps/library/GRP%20Full%20Version.pdf>

Module 1.4.3 Actors in the Operational Space: The Comprehensive and Whole-of-Government Approaches

Description

Inter-agency cooperation and collaboration is frequently formalised in the Comprehensive Approach (CA) or, nationally, through a Whole-of-Government (WoG) approach. In this module, the NCO at the Advanced Level draws on accumulated experience and previous learning to deepen his/her understanding of some operational aspects of the CA and the WoG approach. The module also examines the following issues: how the CA facilitates the transition from military-led to civilian-led activities in extended operations; the scope, practicality and implications of the “three block war” concept as a Description of simultaneous kinetic operations; peacekeeping operations and humanitarian assistance; the role and appropriateness of the CA and WoG approach in the construct of the “three block war”; the challenges associated with these emerging approaches to operations; and strategies that can alleviate inter-agency friction.

Learning Objectives/Outcomes

- 1) Analyse/discuss shift from short-term objectives to long-term objectives in the course of an operation.
- 2) Compare/contrast the characteristics and elements of the Comprehensive Approach and the Whole-of-government Approach.
- 3) Describe challenges associated with these emergent approaches.
- 4) Describe ways and means of reducing friction and sustaining cooperation with Governmental Organisations/International Organisations/Non-Governmental Organisations (GOs/IOs/NGOs) in the operational area.

Issues for Consideration

- a) What is the goal and purpose of a GO in multinational operations?
- b) What are the goals and purposes of the major IOs (e.g. United Nations, European Union, OSCE, African Union, World Bank) in multinational operations?
- c) What are NGOs and what are some of the organising and guiding principles?

Learning Methodology/Assessment

Teaching delivery methods may include lectures; discussions; in-class exercises, small group or syndicate discussion and participation; scholarly articles; reflective journaling and case studies.

References/Readings

AAP-06 NATO Glossary of Terms and Definitions, 2012.

AJP-01(D) Allied Joint Doctrine, 2010.

Petersen, F., and Hans Binnendijk. *From Comprehensive Approach to Comprehensive Capability*. NATO Review, 2008. <http://www.nato.int/docu/review/2008/03/ART7/EN/index.htm>



NCO PME RC Writing Teams' Workshop in Garmisch-Partenkirchen (contributors from Georgia and the Republic of Moldova).



Meeting of the DEEP Expert Team (ACO, ACT, Canada, Latvia, US) with Moldovan NCOs.



NCO PME RC Writing Teams' Workshop in Garmisch-Partenkirchen (contributors from Canada, the Netherlands and Switzerland).



THEME 2: Leadership and Ethics (I. Primary Level)

Goal

The Leadership and Ethics Theme introduces NCOs at the Primary Level to the leadership theory, values and character development within the profession of arms. At the end of this theme, they will be capable of leading and developing subordinates at the squad/platoon level. Topics to be examined in this theme include military leadership, ethics, and command and control. By acquiring the knowledge associated with these topics, NCOs ensure that throughout their career they are guided by the values and the leadership qualities associated with members of the profession of arms.

Description

This theme is one of three principal interrelated developmental programs in the professional military education reference curriculum (PME RC) for NCOs. This theme focuses on the character development of Non-Commissioned Officers as members of the profession of arms and servants of their country. NCOs at the Primary Level must have some understanding of leadership principles and reflect the values and virtues associated with members of the profession of arms in democratic societies. NCOs at this level are expected to know and be able to do the following things: operate confidently and independently in an ambiguous, dynamic and politically sensitive environment; communicate with small groups of subordinates and lead a squad/platoon across the full range of operations; and recognise that their actions and those of their subordinates may have strategic implications.

A few key definitions in this theme include:

Leadership – a permanent process of influencing people while operating to accomplish the mission and improving the organisation.

Character – the inner dimension of an individual that defines his/her behaviour, shapes his/her decisions and actions, and constitutes the nature of a leader.

Leader of Character – leaders who behave in the spirit of truth, emphasise what is right and demonstrate the courage and commitment to act accordingly.

Ethics – moral principles that govern the person or the members of a profession.

Moral courage – the ability to stand by the core values when it may not be the popular thing to do.

Command and Control (also called C2 “[t]he 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.”¹⁰

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Primary Level will:
 - demonstrate the value of team work and group cohesion;
 - display the hallmarks of military leadership; and
 - exhibit good ethical conduct and behaviour.
- 2) By completing the theme each graduating student will:
 - become familiar with the adverse consequences of ethical misconduct on the unit;
 - explain the different theories of military leadership; and
 - recognise the fundamentals and intrinsic value of command and control to the profession of arms.

¹⁰ Dictionary of Military and Associated Terms. http://www.dtic.mil/doctrine/dod_dictionary/data/c/3226.html

Block 2.1 Military Leadership

Description

The effectiveness and welfare of armed forces units depend heavily on the quality of leadership provided by NCOs. Throughout history, the leadership roles and responsibilities of NCOs have expanded beyond leading small units to occupying strategic level positions within the armed forces. This block focuses on the theory and application of leadership principles that enable NCOs to lead military operations and develop subordinate leaders. In this block students will examine the following topics and issues: leadership styles, motivation, group development, stress management, order and discipline, among other things. Together, these topics allow NCOs at the Primary Level to begin developing their own leadership styles while serving as direct leaders within the unit.

Learning Objectives/Outcomes

- 1) Demonstrate leadership proficiency of an NCOs at the Primary Level.
- 2) Demonstrate leadership at the squad/platoon level.
- 3) Apply leadership concepts and principles.
- 4) Describe group development processes.
- 5) Maintain order and discipline within a squad or platoon.
- 6) Explain stress and stress management.
- 7) Apply leadership techniques to improve individual and unit performance.

References/Readings

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chp. 2: "Leading a Team", 2012.

Handboek Leidinggeven (Leadership Manual) in de KL, 07-06-2002. druk: Plantijn Casparie Zwolle.

Handboek onderofficier (NCO NCO) HB 2-07/A

Hartog, Deanne Nicole. *Inspirational Leadership*. Schoonhoven: P.L. and van Menten J.J., 1997.

Horn, Bernd, and Robert Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Netherlands Defence Doctrine. The Hague, Netherlands: Ministry of Defence, 2005. <http://merln.ndu.edu/whitepapers/Netherlands-2005.pdf>

Okros, Alan. *Leadership in the Canadian Military Context*. Toronto, CA: Canadian Forces Leadership Institute, 2010. http://www.defence.gov.au/adcdcos/cdle2012/CDLE_120329_OkrosA2010LeadershipintheCanadianMilitaryContext.pdf

U.S. Marine Corps Warfighting. Publication 6-11, *Leading Marines*. Washington, DC: U.S. Marine Corps, 1995. <http://www.marines.mil/Portals/59/Publications/MCWP%206-11%Leading%Marine.pdf>

Note: Additional references are included in some modules. If no references are included in the module, then use references from the blockDescription to develop the lessons for that module.

Module 2.1.1 Leadership Styles

Description

Effective military leaders have recognised that good leadership is essential to achieving desired goals and objectives. In addition, they have observed that different situations call for different leadership styles. In this module, NCOs at the Primary Level will learn to recognise the various leadership styles that will enable them to adapt to different situations, personalities and cultures.

Learning Objectives/Outcomes

- 1) Describe different leadership styles (e.g. directing, participating and delegating).
- 2) Identify situational factors to consider in selecting a leadership style to use in a given situation.

Issues for Consideration

- a) How do cultural differences affect the selection of a leadership style?
- b) How is the leadership style influenced by stress?
- c) Discuss how subordinates' capabilities influence leadership style.

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Washington, DC. 10 Sep. 2012. http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adrp6_22_new.pdf

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 2.1.2 Leading Subordinates

Description

NCOs at the Primary Level serve as direct leaders of small units. As such, they require an understanding of the leadership principles necessary to lead and develop subordinates. In order to achieve this understanding, they must be able to motivate, guide and provide direction to their subordinates while using feedback and coaching to improve performance. In this module, NCOs will examine the skills and attributes required to lead subordinates.

Learning Objectives/Outcomes

- 1) Define leadership.
- 2) Describe leadership principles.
- 3) Identify leadership skills and attributes.
- 4) Identify sources of leadership power (coercive, referent, reward, expert, legitimate).

Issues for Consideration

- a) How do NCOs at the Primary Level inform the decision making of junior officers without undermining the officers' authority?
- b) How can you manage to separate yourself from subordinates when assuming a leadership role?
- c) Discuss how leaders establish credibility with subordinates, peers and seniors.

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Bélanger, J., and P. Lew. *Developing the Next Generation of Military Leaders: Challenges, Imperatives and Strategies*. Kingston, ON: Canadian Defence Academy Press, 2011.

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Washington, DC. 10 Sep. 2012. http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adrp6_22_new.pdf

Lagacé-Roy, Daniel, and Janine Knackstedt. *The Mentoring Handbook*. Kingston, ON: Canadian Forces Leadership Institute, 2007.

Module 2.1.3 Group Development

Description

NCOs at the Primary Level are responsible for the development of cohesive teams at the squad/platoon level. Leading these small units requires NCOs to apply the concepts of team building and group development. In this module, NCOs will be introduced to the essential steps for developing small, focused and cohesive teams. They will learn how to promote team work using leadership behaviours necessary to support the various stages of small group development.

Learning Objectives/Outcomes

- 1) Define teamwork.
- 2) Describe the group development process.
- 3) Identify leader behaviours for each stage of the group development process.
- 4) Explain how different leadership styles can affect the group development process.

Issues for Consideration

- a) How can personality traits affect group development?
- b) What leader actions are useful for handling difficult personalities?
- c) Discuss ways to ensure active participation by all group members?
- d) How do you maintain group cohesion in stressful situations?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Bélanger, J., and P. Lew. *Developing the Next Generation of Military Leaders: Challenges, Imperatives and Strategies*. Kingston, ON: Canadian Defence Academy Press, 2011.

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Washington, DC 10 Sep. 2012. http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adrp6_22_new.pdf

Lagacé-Roy, Daniel, and Janine Knackstedt. *The Mentoring Handbook*. Kingston, ON: Canadian Forces Lead-

ership Institute, 2007.

Performance Improvement Guide. 5th ed. Boston, MA: U.S. Coast Guard Leadership Development Center, 2006. <http://www.uscg.mil/hq/cg095/cg09541/docs/5th%20edition%20PIG.pdf>

Steiger, R. *Menschenorientierte Führung (Human Oriented Leadership)*. Huber Verlag, 1991.

Module 2.1.4 Order and Discipline

Description

Appropriate order and discipline are essential to the effectiveness of all military organisations in both peace and war situations, and on or off duty. A core responsibility of NCOs at the Primary Level is the application and maintenance of good order and discipline within their squad/platoon, including dress, deportment and military conduct. NCOs at the Primary Level are required to possess a working knowledge of the orders, regulations or directives that govern the administration of military order and discipline in their unit. They must understand the implications of these orders and explain them to their subordinates, and take corrective actions when necessary. NCOs at this level also need to understand when to recommend further disciplinary action to the chain of command.

Learning Objectives/Outcomes

- 1) Describe the purpose of military order and discipline.
- 2) Identify the publications, orders, regulations, or directives pertaining to the administration of order and discipline in your organisation.
- 3) Identify ways to maintain good order and discipline.
- 4) Describe the military justice process used to handle disciplinary infractions.

Issues for Consideration

- a) How do NCOs at the Primary Level identify underlying causes of indiscipline?
- b) Discuss ways to prevent disciplinary issues?
- c) How important is it to take immediate action to correct infractions?
- d) How is consistency in the application of military order and discipline established?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

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

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, DC: 2002.

Module 2.1.5 Stress Management

Description

The profession of arms inevitably places a lot of stress on its members, both negative and positive. NCOs at the Primary Level must learn to monitor and control their own stress levels and those of their subordinates. They must learn to differentiate between negative and positive stressors by recognising symptoms and causes of stress. It is important for NCOs at the Primary Level to understand how to manage stressful situations while striving to accomplish assigned tasks and missions. NCOs at this level must learn to convey to their subordinates that stress is often unavoidable and at the same time recommend coping mechanisms and strategies.

Learning Objectives/Outcomes

- 1) Define stress and stress management.
- 2) Identify causes of stress (personal and in others).
- 3) Describe methods to manage stress.
- 4) Describe how stress affects individual and group performance.

Issues for Consideration

- a) Discuss ways to identify stress in oneself and others?
- b) Why are people reluctant to acknowledge their stress level?
- c) How do you manage one's stress and still remain effective as a leader?
- d) How important is the shared experience of combat veterans to subordinates when stress is high?

Learning Methodology/Assessment

Teaching delivery methods may include discussions with veterans, self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

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

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Modules 1 and 5: "Self-Knowledge and Leading a Team", 2012.

Module 2.1.6 Personnel Welfare

Description

Personnel welfare speaks to the quality of life of members of a military unit. This implies the welfare of the members and their immediate families. NCOs at the Primary Level must learn to take care of their troops and monitor their morale. They must learn how to take necessary action to improve personnel welfare and to recognise when they need to seek help from the chain of command. A working knowledge of the resources at their disposal will enable them to mitigate the adverse effects of low morale in the unit.

Learning Objectives/Outcomes

- 1) Describe troop welfare.
- 2) Describe NCO responsibilities for morale and welfare of subordinates.
- 3) Identify causes of low morale.
- 4) Determine methods to assess morale and welfare.
- 5) Identify sources of support to improve morale and welfare.

Issues for Consideration

- a) When and how do you disengage from members or families (bereavement, closure, relationship bonds)?
- b) When is it time to seek professional advice?
- c) To what extent is follow-up required?
- d) How do you balance the needs of the individual against the needs of the group?
- e) What is the role of Veterans' Associations?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, DC. 2002.

Johns, G., and A. M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Prentice Hall, 2011.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 2.1.7 Motivation

Description

Motivation can be described as the drive that causes military members to start performing tasks and persist until they complete the mission. One of the most significant challenges faced by NCOs at the Primary Level is motivating subordinates to succeed in the face of adversity, uncertainty and austerity. This module explores the means and methods (counseling on personal options, honest and timely communication and personal example) of motivating personnel to accomplish tasks to the best of their abilities

Learning Objectives/Outcomes

- 1) Define motivation.
- 2) Describe motivational techniques.
- 3) Demonstrate motivational techniques.

Issues for Consideration

- a) Discuss how to maintain motivation during difficult situations?
- b) How to communicate news in crisis situations?
- c) How to reconcile squad/platoon and individual expectations?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, discussions, in-class exercises, role play, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chp. 2: “Leading a Team”, 2012.

Johns, Gary, and Alan Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2001.

Module 2.1.8 Self Management

Description

To be an effective leader, NCOs at the Primary Level must possess and demonstrate an exemplary level of personal behaviour. To meet this responsibility, they must learn to manage their own behaviour on and off duty and in a variety of environments. A combination of methods such as self-reflection, observations of verbal and non-verbal language from members of the unit, lessons learned and acceptance of constructive criticism will enable NCOs at the Primary Level to develop their personal and interpersonal skills while setting good examples for their subordinates.

Learning Objectives/Outcomes

- 1) Define self-management and self-regulation.
- 2) Identify techniques to increase self-awareness.
- 3) Describe barriers to accepting feedback from others.
- 4) Identify techniques to improve self-management.

Issues for Consideration

- a) What is appropriate behaviour?
- b) How do cultural values affect acceptable behaviour?
- c) When you are off duty, are you still obligated to serve as a role model?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, discussions, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Blanchard, Ken, Susan Fowler, and Laurence Hawkins. *Self-Leadership and the One-Minute Manager*. New York: Harper Collins. 2005.

Bryant, Andrew, and Ana Lucia Kazan. *Self Leadership: How to Become a More Successful, Efficient, and Effective Leader from the Inside Out*. New York: McGraw-Hill. 2012.

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chps. 1 and 3: “Self-Knowledge”, 2012.

Johns, Gary, and Alan Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2001.

Module 2.1.9 Empowerment

Description

Empowerment implies that all members of the unit possess a necessary level of authority to carry out their duties. In this module, NCOs at the Primary Level will learn how to exercise the authority and influence appropriate to their rank and experience. They will learn how to conduct themselves so that all members of the squad/platoon recognise and accept them as the leader with authority and responsibility.

Learning Objectives/Outcomes

- 1) Identify the differences between authority, accountability and responsibility in the military.
- 2) Define empowerment.
- 3) Describe delegation of authority and its relation to accountability and responsibility.

Issues for Consideration

- a) What are some of the risks of empowerment at this level?
- b) How do you prevent misuse of power?
- c) What are the factors that influence how much you empower subordinates?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, discussions, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chps. 7 and 10: "Leading a Team", 2012.

Module 2.1.10 Leading Change

Description

Leading change is the process of introducing new ideas, policies and tasks to effect and to mitigate resistance to change in the unit. NCOs at the Primary Level must possess a basic understanding of the change management process and learn to embrace, promote, monitor and implement change. They must learn to communicate the reasons for change to their subordinates, obtain their buy-in and help them work through the stages of adopting the change. In this module, NCOs at the Primary Level will gain basic knowledge of change management enabling them to handle the challenges of organisational change while also serving as change agents within the unit.

Learning Objectives/Outcomes

- 1) Define change management.
- 2) Describe the process of change management.
- 3) Identify squad/platoon role in implementing change.

Issues for Consideration

- a) How do you confirm the need for change?
- b) How do you embrace change you do not agree with?
- c) How do you promote change?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, role-play, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 1, Chps. 1 and 3: "Self-Knowledge", 2012.

Kotter, John, and Leonard Schlesinger. "Choosing Strategies for Change". *Harvard Business Review* 86.7/8 (2008): 130-139.

Kotter, John. *Leading Change*. Boston: Harvard Business Review Press. 2012.

Block 2.2 Ethics

Description

This block introduces NCO at the Primary Level to the topic of ethics and its role in the military profession. In addition, it focuses on the role of ethics in decision making and key ethical issues which confront every service member, such as human rights and diversity management. Knowledge of the traditions, customs and institutional norms of the military contribute to the development of each member. The leader of character seeks to discover the truth, decide what is right and demonstrate the courage and commitment to act accordingly.

Learning Objectives/Outcomes

- 1) Describe the core principles of military ethics.
- 2) Explain the importance of the principles of military ethics.
- 3) Describe the influence of ethics in the decision making process.
- 4) Identify the steps of the ethical decision making process.
- 5) Explain the concept of human rights and how it affects military operations.
- 6) Recognise acts of discrimination with regard to: gender, ethnicity, religion, race, sexual orientation, political views and culture.

References/Readings

“Apply the Ethical Decision-Making Method as a Commander, Leader, or Staff Member.” *Personal, Professional, and Military Ethics and Values*. Army Training Support Center (ATSC), 12 May 1999. http://www.au.af.mil/au/awc/awcgate/army/ethical_d-m.htm

Baumann, D. *Militäretik – Was sonst? Zentrum Innere Führung (Hrsg.), Sachstand der ethischen Bildung in den Streitkräften, Arbeitspapier III/2008*, Koblenz 2009, 40-56. <http://www.militaryethics.ch/images/Militaerethik%20.pdf>

Duty with Honour: the Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Ethics in the Canadian Forces: Making Tough Choices. Kingston, ON: Canadian Forces Leadership Institute, 2006.

“IHL and human rights - ICRC.” *International Committee of the Red Cross - ICRC*. N.p., n.d. <http://www.icrc.org/eng/war-and-law/ihl-other-legal-regimes/ihl-human-rights/index.jsp>

International Committee of the Red Cross. “Universal Declaration of Human Rights.” *IHL and Human Rights*. n.d. <http://www.ohchr.org/Documents/Publications/Poster.pdf>

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Leigh, I., and H. Born. *Handbook on Human Rights and Fundamental Freedoms of Armed Forces Personnel*. Warsaw, Poland: OSCE Office for Democratic Institutions and Human Rights, 2008.

Peters, Ralph. “A Revolution in Military Ethics?” *Strategic Studies Institute (SSI) | US Army War College*. (Summer 1996): n.p. <http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/96summer/peters.htm>

Robinson, Paul. “Ethics Training and Development in the Military.” *Parameters* (Spring 2007): n.p.

Schweizer Armee: Militäretik in der Schweizer Armee, Dokumentation 92.010 (Military Ethics in the Swiss Armed Forces). gültig ab 01.09.2010. http://kms2.isn.ethz.ch/serviceengine/Files/SSN/133535/ipublication-document_singledocument/3b563903-0e0d-4961-a48a-c7ea82d2428a/de/Bericht_Militaerethik_2010.pdf&sa=U&ei=FHmiT5HmDoqh4gTo2pGJCQ&ved=0CBUQFjAA&usg=AFQjCNH-Pfqsy035qBk33Fd4i-Ahdmwv5vw

Scott, Jr., Ronald. “Ethical Decision-Making: The Link Between Ambiguity and Accountability.” *Chronicles Online Journal*. Air and Space Power Journal, 12 Apr. 2002. <http://www.airpower.maxwell.af.mil/airchronicles/cc/scott.html>

Siang, MAJ Derrick Tang Keng. “V24N3 - Professional Military Ethics - A Soldier’s Contract.” *Pointer*. Journal of the Singapore Armed Forces, 18 July 2005. http://webcache.googleusercontent.com/search?q=cache:Q-3dIrgIkKJ:www.mindef.gov.sg/safti/pointer/back/journals/1998/vol24_3/3.htm+&cd=2&hl=en&ct=clnk&gl=us

Snider, Don M., Paul Oh, and Kevin Toner. *The Army’s Professional Military Ethic in an Era of Persistent Conflict*. Carlisle, Pa.: Strategic Studies Institute, U.S. Army War College, 2009.

Tang Keng Siang, D. "Professional Military Ethics- A Soldier's Contract." *Journal of the Singapore Armed Forces* 24.3 (1998).

Toner, James Hugh. *Morals Under the Gun: the Cardinal Virtues, Military Ethics, and American Society*. Lexington, Ky.: University Press of Kentucky, 2000.

Vickers, George R. *Human Rights and Military Conduct: A Progress Report*. Ft. Belvoir: Defense Technical Information Center, 2000.

Walker, Robert William, and Bernd Horn. *The Military Leadership Handbook*. Kingston, ON: Canadian Defence Academy Press, 2008.

Module 2.2.1 Military Ethics

Description

The uncommon demands of military service distinguish it from all other professions. Military leaders, at times even the most junior leaders, face difficult decisions in demanding and life threatening situations. The understanding of ethics must be built up from the recruit level and maintained throughout a military career. NCOs at the Primary Level must possess a keen sense and respect for the ethical standards that guide military professionals. Their personal conduct and those of subordinates must be grounded in ethical behaviour to prevent breaches which undermine the respect for the military as a profession and its effectiveness as a fighting force.

Learning Objectives/Outcomes

- 1) Describe the core principles of military ethics.
- 2) Explain the importance of ethics to a professional fighting force.
- 3) Identify potential impact of breaches of ethical behaviour.

Issues for Consideration

- a) Compare and contrast examples of proper and improper ethical behaviour.
- b) Consider the link between ethical behaviour and unit morale.
- c) What are the consequences of tolerating ethical misconduct?
- d) How should junior leaders respond to unethical actions of senior personnel?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, role play, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2.)

Module 2.2.2 Ethical Decision Making

Description

Confident, decisive leaders are the cornerstone of an effective military. NCOs at the Primary Level will be confronted routinely by ethical dilemmas. As junior leaders they may be asked to make difficult choices between personal values and organisational values, personal beliefs and mission objectives, the safety of personnel and the inherent danger of a necessary military operation, etc. These dilemmas are sources of great stress and pressure, but are an inherent part of military service. In this module, NCOs will learn what constitutes an ethical dilemma and how to evaluate and select the best, ethically sound course of action.

Learning Objectives/Outcomes

- 1) Describe the influence of ethics in the decision making process.
- 2) Identify the steps of the ethical decision making process.
- 3) Describe an ethical dilemma.
- 4) Define ethical behaviour.

Issues for Consideration

- a) What is an “ethical” decision?
- b) List and compare personal and organisational values. Identify how and when these can conflict.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, role plays, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2.)

Module 2.2.3 Human Rights¹¹

Description

Respect for human rights is a fundamental aspect of modern liberal democratic countries. NCOs at the Primary Level need to understand their obligations to uphold and protect human rights and to prevent abuses and violations of those rights in their operational environments commensurate with their rules of engagement. In this module, NCOs will develop an appreciation of human rights principles and their underlying and defining features. In addition, they will gain some understanding of the consequences of human rights violations on national security interests.

Learning Objectives/Outcomes

- 1) Explain the fundamental concepts of human rights.
- 2) Describe the impact of promoting and respecting human rights in an operational setting.
- 3) Promote the awareness of human rights within the organisation

Issues for Consideration

- a) Which individual human rights are restricted by becoming a service member?
- b) What are the human rights issues that most affect members of the armed forces?
- c) What are the legal bases for human rights within the armed forces?
- d) How do human rights considerations impact military personnel, enemy combatants and host population during military operations?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2.)

¹¹ This module is connected and should be considered alongside the module on Diversity Management (M 2.2.4), especially with regards to preventing gender, ethnic, religious etc discrimination.

Module 2.2.4 Diversity Management

Description

This module addresses how to manage and benefit from diversity which, increasingly, has become a defining characteristic of advanced industrialised economies. As the modern military must recruit from across society, it needs to have some understanding of how to encourage and manage diversity. Diversity is a combination of individual characteristics, experiences and abilities. It is shaped by factors such as personal life experiences, cultural and ethnic background, and socioeconomic status. As mentors and guides, NCOs must instill in their subordinates the view and understanding of diversity as an asset rather than a liability; and properly harnessed can be a force multiplier. In this module, NCOs will learn how to recognise diversity and promote a discrimination-free work environment.

Learning Objectives/Outcomes

- 1) Explain the concepts and components of diversity.
- 2) Describe the impact to the organisation when discrimination occurs.
- 3) Describe the process for handling diversity complaints.

Issues for Consideration

- a) How does leadership shape organisational culture in regards to diversity?
- b) How does a professional military force benefit from diversity?
- c) What is discrimination and in what forms can it appear in a military environment - thinking both of individual acts and institutional culture?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, role plays, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2.)

Block 2.3 Command and Control (C2)

Description

Once a simple matter of giving and accepting orders, Command and Control (C2) has become a sophisticated process that exhibits traditional hierarchical exercise of authority, while exploiting the flexible and responsive features of networked and distributed authority. This Block explores how these two fundamental and different characteristics are combined in the Mission Command approach. Throughout the Block, NCOs are exposed to the language of command and how it is used to plan, direct and coordinate forces and operations to accomplish an assigned mission. At the same time, NCOs are challenged to think about how lessons are learned, and how knowledge is distributed throughout the organisation. In this Block, the NCO at the Primary Level will study four modules: Fundamentals of Command and Control; Introduction to the Operations Planning Process (OPP); Introduction to Lessons Learned processes; and Elements of Information Management.

Learning Objectives/Outcomes

- 1) Describe the principles of Command and Control (C2).
- 2) Demonstrate the practice of C2 at the squad/platoon level.
- 3) Describe the principles and practice of the OPP.
- 4) Demonstrate the facilitator's role in an After-Action Review (AAR).
- 5) Describe the principles of communication and information management (IM) systems.

Module 2.3.1 Fundamentals of Command and Control

Description

The exercise of authority and direction of an armed force and its constituent units is more complex than the simple giving and obeying of commands. In this module the NCO at the Primary Level is introduced to the fundamentals of command and control, and learns how orders are generated and disseminated through the chain of command. On completion of this module, students will have acquired a familiarity with the language (terms and definitions) of command and control and will be able to apply this concept in a practical manner at the section/platoon level.

Learning Objectives/Outcomes

- 1) Define command and control.
- 2) Describe the chain of command.
- 3) Understand the principle of commander's intent.

Issues for Consideration

- a) What distinguishes a designated commander from another senior officer of equal rank?
- b) What communication and information systems are utilized at the tactical level of command?
- c) When should a tactical leader adjust the plan to meet the commander's intent?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, invited speakers, in-class exercises, small group discussions, reference articles and case studies.

References/Readings

AAP-06 NATO Glossary of Terms and Definitions. 2012. <http://www.fas.org/irp/doddir/other/nato2008.pdf>

AJP-3 (B) (2011) Allied Joint Doctrine for the Conduct of Operations. 2011. http://www.cicde.defense.gouv.fr/IMG/pdf/20110316_np_otan_ajp-3b.pdf

AJP-6 Allied Joint Doctrine for Communication and Information Systems. 2011. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200016/20110401-ajp6_cis_secured.pdf

Rush, CSM (Retd) Robert S. *NCO Guide 9th Edition* Mechanicsburg, PA: Stackpole, 2010, pp 32-33.

Applicable national guidance on C2 doctrine and procedures should be provided by national experts.

Module 2.3.2 Strategic Decision Making

(Not instructed at this level)

Module 2.3.3 Introduction to the Operations Planning Process

Description

The Operations Planning Process (OPP) is a formalised methodology applied throughout the chain of command from the strategic down to the tactical level. In this module, the NCO at the Primary Level is introduced to the OPP's concepts and its employment. S/he explores how junior leaders may contribute to the planning process by assessing various options, balancing opportunity against the risks. On completion of this module NCOs at the Primary Level will understand how their actions and decisions are part of a larger concept envisioned within the OPP.

Learning Objectives/Outcomes:

- 1) Describe the different stages of the Operations Planning Process.
- 2) Describe the role of a junior leader in the OPP.
- 3) Describe how possible courses of action (COA) are assessed.

Issues for Consideration

- a) How do strategic decisions influence planning at the tactical level?
- b) How do tactical considerations influence the operational plan?
- c) Which of the Principles of War apply to the OPP?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, and case studies.

References/Readings

Canadian Forces Joint Publication (CFJP) 5.0. The Canadian Forces Operational Planning Process. http://publications.gc.ca/collections/collection_2010/forces/D2-252-500-2008-eng.pdf

Simon, G., and M. Duzenli. *The Comprehensive Planning Directive. NATO Rapid Deployment Center – Italy Magazine.* Issue 14 (2009). <http://www.nato.int/nrdc-it/magazine/2009/0914/0914g.pdf>

U. S. Joint Publication (JP) 5.0. *Joint Operation Planning.* (2011). http://www.dtic.mil/doctrine/new_pubs/jp5_0.pdf

Module 2.3.4 Introduction to the Lessons Learned Process: After-Action Reviews

Training Units and Developing Leaders for Full Spectrum Operations FM 7-0. 2011. [http://usacac.army.mil/CAC2/Repository/FM70/FM_7-0_Final\(WEB\).pdf](http://usacac.army.mil/CAC2/Repository/FM70/FM_7-0_Final(WEB).pdf)

Description

The basis of the military Lessons Learned process is the After Action Review (AAR), an immediate and informal assessment by the unit of a completed task or mission. In this module the NCO at the Primary Level is introduced to the concept of Lessons Learned, and learns where AARs fit into the Lessons Learned process. S/he learns how to conduct AARs as a non-judgmental tool to give a clear comparison of intended outcomes versus results achieved.

Learning Objectives/Outcomes

- 1) Describe the Lessons Learned process and the AAR.
- 2) Explain how to conduct an AAR and the tools that may be used in the AAR process.
- 3) Describe ways to use AAR results to improve performance.
- 4) Demonstrate squad/platoon level AARs including facilitation, briefing and debriefing techniques.

Issues for Consideration

- a) How are Lessons Learned communicated through the organisation to improve performance?
- b) To what extent should the AAR result be communicated beyond the unit?
- c) How is an AAR different from a “post-mortem”?
- d) What is the difference between asking “What happened when ...?” and asking “Why didn’t you ...?”

Learning Methodology/Assessment

Teaching delivery methods may include lectures, invited speakers, guided discussions, case studies, role play, syndicate and individual assignments.

References/Readings

A Leader’s Guide to After-Action Reviews, Sep 1993
http://www.au.af.mil/au/awc/awcgate/army/tc_25-20/tc25-20.pdf

Establishing a Lessons Learned Program 11-33. Combined Arms Center. Center for Army Lessons Learned Handbook. 2011. <http://usacac.army.mil/cac2/call/docs/11-33/index.asp>

Module 2.3.5 Information Management

Description

Modern warfare increasingly relies on the collection, organisation and distribution of large amounts of information. In this module, the NCO at the Primary Level is introduced to the basic concepts of information management. S/he learns to navigate a spectrum of information management tools that runs from standing orders to social media. Finally, s/he will learn how to filter information to determine what information subordinates, peers and seniors leaders need, and how to distinguish information that should be readily accessible from information that must be protected.

Learning Objectives/Outcomes

- 1) Describe the communications technologies and processes that affect information management.
- 2) Explain the factors used to determine who needs information.
- 3) Identify processes and procedures for reporting critical information.

Issues for Consideration

- a) Consider how information management affects leadership and mission accomplishment.
- b) What are the benefits and risks of filtering the information that is passed down the chain of command?
- c) Discuss how assumptions affect information management.

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, guided discussions, scholarly articles, case studies, syndicate and individual assignments.

References/Readings

Brown, John Seely, and Paul Duguid. *The Social Life of Information* Boston, MA: Harvard Business School Press, 2002.

Davenport, Thomas H., and Lawrence Prusak. *Working Knowledge: How Organisations Manage What They Know*, Boston, MA: Harvard Business School Press, 1998.



Official inauguration of the first ever senior course in Armenia.



Defence Education and Enhancement Programme (DEEP) Team first visit to Ukraine with Czech, Polish, Slovak, US and NATO experts.



Defence Education and Enhancement Programme (DEEP) Team first visit to Serbia with Austrian, Czech, Romanian, US and NATO experts.

THEME 2: Leadership and Ethics (II. Intermediate Level)

Goal

The Leadership and Ethics Theme builds on acquired experience to enhance the knowledge base of NCOs at the Intermediate Level with respect to leadership theory, values and character development of members of the profession of arms. Topics examined in this theme include military leadership, ethics, and command and control. By acquiring the knowledge associated with these topics, NCOs ensure that they are guided by the values and leadership attributes required of members of the profession of arms.

Description

The Leadership and Ethics theme is one of three principal interrelated developmental programs in the professional military education reference curriculum (PME RC) for NCOs. This theme focuses on the character development of Non-Commissioned Officers as members of the profession of arms and servants of their country. At the Intermediate Level, NCOs must have good understanding of leadership principles and reflect the values and virtues associated with members of the profession of arms in democratic societies. In addition, they must understand that their actions and those of their subordinates may have strategic implications. NCOs at this level are expected to know and be able to do the following things: operate confidently and independently in an ambiguous, dynamic and politically sensitive environment; and communicate with subordinates to lead a platoon/company across the full range of operations, among other things.

A few key definitions in this theme include:

Leadership – a permanent process of influencing people while operating to accomplish the mission and improving the organisation.

Character – the inner dimension of an individual that defines his/her behaviour, shapes his/her decisions and actions, and constitutes the nature of a leader.

Leader of Character – leaders who behave in the spirit of truth, emphasise what is right and demonstrate the courage and commitment to act accordingly.

Ethics – moral principles that govern the person or the members of a profession.

Moral Courage – the ability to stand by the core values when it may not be the popular thing to do.

Command and Control (also called C2 “[t]he 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.”¹²

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Intermediate Level will:
 - understand leadership theory and how it can be effectively imparted to subordinates and peers;
 - explain the necessity and challenges of teaching ethics in a multicultural environment/setting; and
 - use a lessons learned process to enhance the effectiveness of operations and missions.
- 2) By completing the theme, each NCO will:
 - describe how leadership theory works in practice at the Intermediate Level;
 - explain how NCOs at the Intermediate Level demonstrate ethical behaviour and instill them in their subordinates and peers; and
 - understand how NCOs at the Intermediate Level care for and motivate subordinate leaders to succeed even in the face of adversity, uncertainty and austerity.

Block 2.1 Military Leadership

Description

The effectiveness and welfare of armed forces units depend heavily on the leadership provided by NCOs. Over time and space, the leadership roles and responsibilities of NCOs have expanded beyond leading small units to occupying strategic level positions within the military. While NCOs at the Intermediate Level will continue to provide direct leadership to military units, at this point in their career they will begin to learn the essence of leadership in larger organisations. This block deepens and adds to the experience and knowledge of leadership principles acquired at the Primary Level of this curriculum. More specifically, students will examine the following topics and issues: group cohesion, empowerment, motivation, order and discipline and stress management to mention just a few. Together, these topics will enable NCOs at the Intermediate Level to refine and enhance their personal leadership style and at the same time learn how to indirectly lead the organisation and provide leadership advice to others.

Learning Objectives/Outcomes

- 1) Demonstrate leadership at the platoon/company level.
- 2) Adapt leadership skills to varied individual and organisational leadership contexts.
- 3) Build group cohesion and work productivity.
- 4) Apply disciplinary guidelines at the platoon/company level.
- 5) Analyse the effects of combat on individual and organisational stress levels.

References/Readings

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chp. 2: "Leading a Team", 2012.

Handboek Leidinggeven (Leadership Manual) in de KL, 07-06-2002. druk: Plantijn Casparie Zwolle.

Handboek onderofficier (NCO NCO) HB 2-07/A

Horn, Bernd, and Robert Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Netherlands Defence Doctrine. The Hague, Netherlands: Ministry of Defence, 2005. <http://merln.ndu.edu/whitepapers/Netherlands-2005.pdf>

Okros, Alan. *Leadership in the Canadian Military Context*. Toronto, CA: Canadian Forces Leadership Institute, 2010. http://www.defence.gov.au/adcdcos/cdle2012/CDLE_120329_OkrosA2010LeadershipintheCanadianMilitaryContext.pdf

U.S. Marine Corps Warfighting Publication 6-11, *Leading Marines*. Washington, D.C: U.S. Marine Corps, 1995. <http://www.marines.mil/Portals/59/Publications/MCWP%206-11%Leading%Marine.pdf>

Module 2.1.1 Leadership Styles

Description

NCOs at the Intermediate Level are beginning to make the transition from directly leading subordinates to indirectly leading the organisation by mentoring and guiding the actions of subordinate leaders. Their accumulated experience and knowledge of leadership principles will help them in developing the leadership skills of subordinate leaders. In this module, NCOs at the Intermediate Level will deepen their knowledge of different styles of leadership and learn the best methods to impart that knowledge to subordinate leaders.

Learning Objectives/Outcomes

- 1) Describe situational leadership theory.
- 2) Correlate influence techniques and leadership styles.
- 3) Assess what leadership styles are more effective at the operational level (direct versus indirect).
- 4) Determine how to coach subordinate leaders to apply various leadership styles.

Issues for Consideration

- a) Discuss ways to identify the leadership strengths and weaknesses of subordinates?
- b) How do you take advantage of subordinate leader strengths while also helping them overcome weaknesses?
- c) What leadership styles are more effective for leading by influence?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Yeakey, George. "Situational Leadership." *Military Review* 82 (January 2002): 72-82. <http://cgsc.contentdm.oclc.org/utis/getfile/collection/p124201coll1/id/202/filename/203.pdf>

Module 2.1.2 Leading Subordinates

Description

NCOs at the Intermediate Level move directly from leading subordinates at the squad level to indirectly applying leadership principles at the platoon/company level. While they still apply direct leadership skills to supervise subordinate leaders, in this module they will learn how leadership principles are applied indirectly in leading larger military units, gain some understanding of the limits of their authority and recognise the value of delegating authority. Lastly, they will learn how to influence subordinates by employing different leadership techniques, and organisational systems and procedures to accomplish unit missions.

Learning Objectives/Outcomes

- 1) Distinguish between direct and indirect (organisational) leadership.
- 2) Analyse how leadership principles apply to indirect leadership.
- 3) Describe organisational level leadership principles.
- 4) Analyse how to improve subordinates' morale and welfare.

Issues for Consideration

- a) What are the limitations of my authority?
- b) What authority can be delegated?
- c) Advisor role to officers - your leader or your friend?
- d) How to guide the decision making of officers without undermining their authority?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Lagacé-Roy, Daniel, and Janine Knackstedt. *The Mentoring Handbook*. Kingston, ON: Canadian Forces Leadership Institute, 2007.

Module 2.1.3 Group Development

Description

Drawing on prior knowledge and experience, NCOs at the Intermediate Level are called upon to develop similar group cohesion in medium-size teams. In this module, NCOs will learn ways of assessing group cohesion and performance, and techniques for improving the performance of groups. In addition, they will gain further knowledge of group development dynamics that will enable them to lead and influence the continued development of the group.

Learning Objectives/Outcomes

- 1) Analyse methods to promote group cohesion.
- 2) Compare and contrast ways to assess group performance.
- 3) Identify the interpersonal factors that affect group development.
- 4) Assess the success of subordinate group leaders.

Issues for Consideration

- a) How can personal characteristics affect group development?
- b) What steps do you take when the group does not work?
- c) How do you ensure active participation by all group members?
- d) How do you mitigate these challenges?
- e) How do you maintain group cohesion under stress?
- f) How does your leadership style affect your team?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Building a Cohesive Team. [http://cc.army.mil/pubs/armymagazine/docs/2013/CC_Army\(Apr2013\)_Cohesive_Team.pdf](http://cc.army.mil/pubs/armymagazine/docs/2013/CC_Army(Apr2013)_Cohesive_Team.pdf)

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chps. 3-6: "Leading a Team", 2012.

Module 2.1.4 Order and Discipline

Description

Maintaining good order and discipline is an important part of military life. At the Intermediate Level, NCOs will handle disciplinary situations that cannot be addressed by less experienced NCOs. They will also handle disciplinary issues that arise with subordinate leaders. In this module, NCOs will analyse the causes of indiscipline, examine ways to handle more complex infractions and learn more about the boundaries of their authority to maintain good order and discipline. In addition, because NCOs at this level will work closely with officers, they will need to learn how to work with them to foster and reinforce a climate that promotes good order and discipline and unit procedures for handling disciplinary infractions.

Learning Objectives/Outcomes

- 1) Analyse the causes of disciplinary infractions.
- 2) Compare methods to handle disciplinary infractions.
- 3) Determine the limits of NCO authority to handle disciplinary infractions.
- 4) Describe how the relationship between NCOs and officers is used to maintain good order and discipline.

Issues for Consideration

- a) How do NCOs at the Intermediate Level assist subordinate NCOs to assert effective authority to enforce and maintain order and discipline?
- b) How do NCOs at the Intermediate Level provide opportunities to subordinate NCOs to gain experience in the military justice proceedings?
- c) How do NCOs at the Intermediate Level identify underlying issues for poor discipline?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chp. 7: "Leading a Team", 2012.

Module 2.1.5 Stress Management

Description

NCOs at the Intermediate Level will often face higher levels of personal stress owing to the increased scope of authority and sphere of responsibility. As such, they must monitor and manage not only their own stress levels but those of subordinate leaders and the entire unit. It is important for NCOs at the Intermediate Level to recognise the early signs and symptoms of stress in members of their platoon/company and to understand the factors associated with deployments that can increase stress (e.g. combat, family separation, homesickness). In this module, NCOs will continue to improve their knowledge of stress management by differentiating between positive and negative ways to manage organisational stress and identifying other resources that can be employed by unit leaders to mitigate the effects of stress on unit performance.

Learning Objectives/Outcomes

- 1) Analyse factors in deployment operations that increase stress.
- 2) Distinguish between positive and negative ways to manage stress.
- 3) Compare techniques that leaders can use to reduce stress in the organisation.
- 4) Describe organisations and resources that are available to assist with stress management.

Issues for Consideration

- a) How do you recognise stress in oneself and others?
- b) Why are people reluctant to acknowledge their stress level?
- c) How do you manage one's stress and still remain effective as a leader?
- d) How do you instill confidence in your subordinates to reveal their personal or subordinates' stress?
- e) How do you manage confidentiality without compromising trust?
- f) How important is the shared experience of combat veterans to subordinates?

Learning Methodology/Assessment

Teaching delivery methods may include discussions with veterans, self-study, lectures, in-class exercises,

small group discussions, scholarly articles, role-play, reflective journaling and case studies.

References/Readings

Stress Management: A Guide for Senior Leaders. Carlisle, PA: U.S. Army Physical Fitness Research Institute, 2000. <http://www.au.af.mil/au/awc/awcgate/army/TG225-stres-senior.pdf>

Module 2.1.6 Personnel Welfare

Description

As NCOs move to the Intermediate Level, they will begin to shift their focus from the personal welfare of individuals towards the health and well-being of the larger group and organisation. As such, NCOs at this level need to understand how organisational factors affect the welfare of the unit as a whole. In addition, they need to learn how to consider and incorporate morale and welfare issues into military planning in order to enhance mission success, especially during deployment, operations and redeployment.

Learning Objectives/Outcomes

- 1) Analyse how morale and welfare affect organisational performance.
- 2) Identify organisational indicators that morale and welfare may need improvement.
- 3) Explain how to incorporate morale and welfare support into military planning.

Issues for Consideration

- a) When and how do you disengage from relationships? (Bereavement, closure etc.).
- b) When is it time to seek professional advice? Referrals?
- c) How do you balance the needs of the individual against the needs of the group?
- d) What actions can leaders take to help members reintegrate into the family and the community after being separated due to deployments?
- e) What is the role of Veterans' Associations?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, discussions with veterans, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, DC: 2002.

Johns, G., and A. M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Prentice Hall, 2011.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 2.1.7 Motivation

Description

NCOs at the Intermediate Level have significant experience with motivating subordinates in the face of adversity, uncertainty and austerity. They must become attuned to how unit policies and procedures affect individual and organisational motivation. In addition, they must continue to refine their understanding of motivation in order to be in a position to influence the motivation of subordinate leaders and peers. In this module, NCOs will learn how differences between intrinsic and extrinsic motivation may be used to affect individual and unit performance. They will also examine methods that leaders employ to assess motivation levels in the unit.

Learning Objectives/Outcomes

- 1) Compare intrinsic and extrinsic motivation.
- 2) Analyse the differences between motivating individuals and motivating teams.
- 3) Determine methods to assess the level of motivation within the unit.

Issues for Consideration

- a) How to maintain motivation during difficult situations?
- b) How to communicate news in crisis situations?
- c) How to reconcile unit and individual expectations?

Learning Methodology/Assessment

Teaching delivery methods may include self-study; lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Clark, Richard, and Fred Estes. *Turning Research into Results: A Guide to Selecting the Right Performance Solutions*. Atlanta, GA: CEP Press, 2008.

O'Neil, Harry, and Michael Drillings. *Motivation Theory and Research*. New York: Routledge, 1994.

Module 2.1.8 Self Management

Description

NCOs at the Intermediate Level serve as role models for subordinate leaders and unit members by demonstrating exemplary personal and professional behaviour. Building on their accumulated experience, this module helps NCOs gain a greater understanding of the conscious and unconscious factors that influence motivation, self-awareness and self-regulation. Deeper knowledge of these factors enables NCOs at the Intermediate Level to improve their own self-management and those of subordinate leaders. In addition, they will learn how to make effective use of feedback from subordinates, peers and seniors towards the same self-improvement goals.

Learning Objectives/Outcomes

- 1) Define emotional intelligence.
- 2) Describe how motivation, self-regulation and emotion affect self-management.
- 3) Describe 360-degree assessments.
- 4) Analyse techniques to improve self-management in subordinates.

Issues for Consideration

- a) What is appropriate behaviour?
- b) What are the guidelines for behaviour?
- c) How do cultural biases and values affect behaviour?
- d) When are you off duty; do your official responsibilities end at the close of business?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, role-plays, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Bryant, Andrew, and Ana Lucia Kazan. *Self Leadership: How to Become a More Successful, Efficient, and Effective Leader from the Inside Out*. New York: McGraw-Hill. 2012.

Goleman, Daniel. *Emotional Intelligence, Why it Can Matter More the IQ*. New York: Bantam. 1995.

Module 2.1.9 Empowerment

Description

NCOs at the Intermediate Level are already familiar with delegating and empowering personnel to complete assigned tasks. The greater span of control and responsibilities associated with being an NCO at the Intermediate Level however means that they exercise authority and leadership over the execution of more complex duties and missions. In order to manage their increased span of control, NCOs at the Intermediate Level must learn to empower and entrust subordinate leaders to take on more responsibilities and to exercise appropriate initiative. In this module, NCOs at the Intermediate Level will learn and consider methods of empowering subordinate leaders to achieve overall mission success.

Learning Objectives/Outcomes

- 1) Analyse the benefits and risks of empowering individuals and units.
- 2) Compare empowerment and mission command.
- 3) Identify techniques to empower subordinate leaders.

Issues for Consideration

- a) What are some of the risks of empowerment at this level?
- b) How can abuse of power be prevented?
- c) What are the criteria for empowerment?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Conger, Jay. "Leadership: The Art of Empowering Others." *The Academy of Executive Management* 3.1 (1989): 17-24.

Kirkland, Faris. "Combat Leadership Styles: Empowerment versus Authoritarianism." *Parameters* 20.4 (1990): 61-72. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA517842>.

Module 2.1.10 Leading Change

Description

The need for continuous improvement makes change inevitable in many large organisations. At the Primary Level, NCOs are charged with helping individual members adopt and adapt to change. At the Intermediate Level, NCOs have a more substantive role to play in managing systemic changes in the unit. In this module, NCOs will analyse the factors that cause change so that they can make recommendations to superiors and subordinates regarding ways to effectively implement change. They will also examine the stages of change adoption so that they can help subordinate leaders become effective change agents rather than resisting change.

Learning Objectives/Outcomes

- 1) Explain factors that cause organisational change.
- 2) Analyse the causes of change failures.
- 3) Describe techniques to manage resistance to change.
- 4) Identify the stages of individual commitment to change.

Issues for Consideration

- a) How do you confirm the need for change?
- b) How do you embrace change you do not agree with?
- c) How do you promote change?
- d) How do you control the pace of change (too much change at once)?
- e) How do you deal with change fatigue?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, role-play, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Conner, Daryl. *Managing at the Speed of Change*. New York: Random House. 2006.

Kotter, John. *Leading Change*. Boston: Harvard Business Review Press. 2012.

Kotter, John. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review* (January 2007): 1-11.

Block 2.2 Ethics

Description

A leader of character seeks to determine what is appropriate then demonstrates the moral courage and commitment to act accordingly. NCOs at the Intermediate Level will encounter situations where differing values and virtues collide. Ethical principles must guide not only the use of force but the resolution of conflict within the organisation as well. Applying these principles requires a certain amount of resoluteness, self-discipline, sound judgment and the ability to live a warrior ethic while following a professional code of conduct.

Learning Objectives/Outcomes

- 1) Describe ways to identify and deal with ethical misconduct.
- 2) Describe ways to promote ethical behaviour.
- 3) Identify potential challenges to effective and ethics-based decision making in military organisations.
- 4) Describe human rights aspects and their impact on a military organisation/unit.
- 5) Explain how diversity and diversity management affects operations.

References/Readings

“Apply the Ethical Decision-Making Method as a Commander, Leader, or Staff Member.” *Personal, Professional, and Military Ethics and Values*. Army Training Support Center (ATSC), 12 May 1999. http://www.au.af.mil/au/awc/awcgate/army/ethical_d-m.htm

Baumann, D. *Militäretik – Was sonst? Zentrum Innere Führung (Hrsg.), Sachstand der ethischen Bildung in den Streitkräften, Arbeitspapier III/2008*, Koblenz 2009, 40-56. <http://www.militaryethics.ch/images/Militaerethik%20.pdf>

Duty with Honour: the Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009.

“IHL and human rights - ICRC.” *International Committee of the Red Cross - ICRC*. N.p., n.d. <http://www.icrc.org/eng/war-and-law/ihl-other-legal-regimes/ihl-human-rights/index.jsp>

International Committee of the Red Cross. “Universal Declaration of Human Rights.” *IHL and Human Rights*. n.d. http://www.ohchr.org/Documents/Publications/Poster_en

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Leigh, I., and H. Born. *Handbook on Human Rights and Fundamental Freedoms of Armed Forces Personnel*. Warsaw, Poland: OSCE Office for Democratic Institutions and Human Rights, 2008.

Peters, Ralph. “A Revolution in Military Ethics?” *Strategic Studies Institute (SSI) | US Army War College*. (Summer 1996): n.p. <http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/96summer/peters.htm>

Robinson, Paul. „Ethics Training and Development in the Military.“ *Parameters* (Spring 2007): n.p.

Schweizer Armee: Militäretik in der Schweizer Armee, Dokumentation 92.010 (Military Ethics in the Swiss Armed Forces). gültig ab 01.09.2010. http://kms2.isn.ethz.ch/serviceengine/Files/SSN/133535/ipublicationdocument_singledocument/3b563903-0e0d-4961-a48a-c7ea82d2428a/de/Bericht_Militaerethik_2010.pdf&sa=U&ei=FHmiT5-HmDoqh4gTo2pGJCQ&ved=0CBUQFjAA&usg=AFQjCNH-Pfqsy035qBk33Fd4iAhdmwv5vw

Scott, Jr., Ronald. „Ethical Decision-Making: The Link Between Ambiguity and Accountability.“ *Chronicles Online Journal*. Air and Space Power Journal, 12 Apr. 2002. <http://www.airpower.maxwell.af.mil/airchronicles/cc/scott.html>

Siang, MAJ Derrick Tang Keng. “V24N3 - Professional Military Ethics - A Soldier’s Contract.” *Pointer*. Journal of the Singapore Armed Forces, 18 July 2005. http://webcache.googleusercontent.com/search?q=cache:Q-3dIrgIkKJ:www.mindef.gov.sg/safti/pointer/back/journals/1998/vol24_3/3.htm+%&cd=2&hl=en&ct=clnk&gl=us

Snider, Don M., Paul Oh, and Kevin Toner. *The Army’s Professional Military Ethic in an Era of Persistent Conflict*. Carlisle, Pa.: Strategic Studies Institute, U.S. Army War College, 2009.

Tang Keng Siang, D. “Professional Military Ethics- A Soldier’s Contract.” *Journal of the Singapore Armed Forces* 24.3 (1998).

Toner, James Hugh. *Morals Under the Gun: the Cardinal Virtues, Military Ethics, and American Society*. Lexington, Ky.: University Press of Kentucky, 2000.

Vickers, George R. *Human Rights and Military Conduct: A Progress Report*. Ft. Belvoir: Defense Technical Information Center, 2000.

Walker, Robert William, and Bernd Horn. *The Military Leadership Handbook*. Kingston, ON: Canadian Defence Academy Press, 2008.

Module 2.2.1 Military Ethics

Description

This module deals with ethics in an operational military environment. The understanding of ethics and ethical attributes such as duty, loyalty, integrity, courage and honour has to be nurtured from the moment a member joins the armed forces. Military ethics and ethical behaviour have to be internalised in order to guide every member in their everyday life. NCOs at the Intermediate Level serve as role models for their subordinates and peers, and, in particular, have a significant influence on the behaviour of subordinates. With an increased sphere of responsibility, NCOs at the Intermediate Level must be attentive to issues of ethical misconduct and be familiar with the range of instruments and responses to address infractions and enforce good ethical behaviour.

Learning Objectives/Outcomes

- 1) Describe ways to identify and deal with ethical misconduct.
- 2) Describe ways to promote ethical behaviour.
- 3) Apply ethical reasoning to issues and dilemmas faced by military personnel within the unit.

Issues for Consideration

- a) What are the different types of responses available to an NCO in dealing with ethical misconduct?
- b) What factors are to be taken into consideration in deciding the appropriate response?
- c) How does a leader reconcile ethical values and military necessities?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, role play, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2)

Module 2.2.2 Ethical Decision Making

Description

This module builds on the knowledge and experience attained at the Primary Level with the focus at the Intermediate Level being on how ethical decision making affects operations. Every decision is a balancing act or a choice amongst alternatives. NCOs at the Intermediate Level must make ethically sound decisions regarding mission necessities, often in times of strife and conflict. Each decision must be aimed at achieving the intended goal while considering many conflicting factors that shape and affect the decision making process.

Learning Objectives/Outcomes

- 1) Describe ethical decision making.
- 2) Compare and contrast the impact of ethical and unethical decisions on military operations.
- 3) Identify potential challenges to effective and ethics-based decision making in military organisations.

Issues for Consideration

- a) How do ethics and morals differ from country to country? What are the possible impacts on operations?
- b) What are possible/probable ethical dilemmas in operations?
- c) How is ethical behaviour affected by these dilemmas?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, role plays, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2)

Module 2.2.3 Human Rights¹³

Description

Drawing on accumulated knowledge and experience, NCOs at the Intermediate Level are expected to promote, prevent and protect human rights within their sphere of influence and especially within their area of operation. In particular, NCOs at the Intermediate Level have the responsibility to impart to those in their care the knowledge and understanding that human rights violations can have adverse strategic consequences for the mission, the profession and the country they serve. Creating an atmosphere of zero tolerance for human rights violations will go a long way in ensuring that it is appropriately internalised.

Learning Objectives/Outcomes

- 1) Identify the potential causes of human rights violations and proper preventive measures.
- 2) Define human rights aspects and their impact on a military organisation/unit.
- 3) Describe how perceived inequalities (e.g. gender, racial) influence decision-making.

Issues for Consideration

- a) What are the human rights that affect members of the armed forces?
- b) How can values of equality be promoted within military organisations and in areas of operations?
- c) How to proceed when faced with a violation of human right by a superior?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2)

Module 2.2.4 Diversity Management

Description

This module deals with how to manage diversity within military units which, increasingly, has become a defining characteristic of advanced industrialised economies. As the modern military must increasingly recruit from across society, it needs to be attuned to and acquire a deep appreciation of the challenges of managing diversity in the workplace. NCOs at the Intermediate Level are often called upon to manage the differing values, experiences and points of view of their subordinates and peers. This can be a challenging responsibility. As leaders, they must encourage subordinates and colleagues to see diversity as a benefit and source of strength than a disadvantage and source of weakness to the military. In addition, they must teach and advise their peers and subordinates on the consequences of discriminatory behaviour.

Learning Objectives/Outcomes

- 1) Identify potential problem areas related to diversity within organisations.
- 2) Apply appropriate processes for handling diversity issues.
- 3) Describe preventive measures to prevent discrimination.

Issues for Consideration

- a) How can leaders resolve conflict that is related to diversity?
- b) Do differing gender perspectives play a role in managing diversity?
- c) How can a leader leverage diversity to improve unit performance?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, in-class exercises, small group discussions, role plays, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2)

¹³ This module is connected and should be considered alongside the module on Diversity Management (M 2.2.4), especially with regards to preventing gender, ethnic, religious etc discrimination.

Block 2.3 Command and Control (C2)

Description

Once a simple matter of giving and accepting orders, Command and Control has become a sophisticated process that exhibits traditional hierarchical exercise of authority, while exploiting the flexible and responsive features of networked and distributed authority. This Block explores how these two fundamental and different characteristics are combined in the Mission Command approach. At the same time, NCOs are challenged to think about how lessons are learned, and how knowledge is distributed throughout the organisation. In this Block, the NCO at the Intermediate Level will study five modules: Command and Control Structures (Mission Command); Strategic Decision Making, the Operations Planning Process; Lessons Learned Process; and Information Management. Throughout the Block, NCOs are exposed to command relationships at the Intermediate Level and within the Command Team, including complexity of C2 during operations when there is a significant presence of non-military participants or when military forces are under civilian command during whole-of-government/ interagency operations.

Learning Objectives/Outcomes

- 1) Explain Mission Command.
- 2) Describe C2 structures and relationships, including at joint and combined levels.
- 3) Describe the concept of strategic planning and decision making.
- 4) Describe how the OPP is adapted for joint and multi-national operations.
- 5) Discuss the principles of the Lessons Learned process.
- 6) Define the principles of communication and information management (IM) systems.

Module 2.3.1 Command and Control Structures (Mission Command)

Description

Mission Command and its variants represent the predominant command philosophy in many modern armed forces. In this module, the NCO at the Intermediate Level learns the definition and principles of Mission Command. S/he will explore how decentralised authority for execution of the commander's intent and plan enables subordinate commanders to adjust flexibly to changing circumstances. The NCO will further examine how Mission Command draws on the active intelligence, initiative, and tactical skills of subordinate leaders while placing greater and more complex expectations on them.

Learning Objectives/Outcomes

- 1) Explain the Mission Command approach.
- 2) Explain how the C2 process functions in Mission Command.
- 3) Explain the central role of the commander's vision and the commander's intent.

Issues for Consideration

- a) Discuss different command philosophies (Mission Command versus restricted/tutorial command).
- b) Are there limits to a subordinate commander's authority to adjust the plan, and what are they?
- c) What are the expectations of a subordinate leader in Mission Command?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, invited speakers, in-class exercises, small group discussions and case studies.

References/Readings

AAP-06 NATO Glossary of Terms and Definitions. 2012. <http://www.fas.org/irp/doddir/other/nato2008.pdf>

AJP-3 (B) Allied Joint Doctrine for the Conduct of Operations. 2011. http://www.cicde.defense.gouv.fr/IMG/pdf/20110316_np_otan_ajp-3b.pdf

AJP-6 Allied Joint Doctrine for Communication and Information Systems. 2011. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200016/20110401-ajp6_cis_secured.pdf

US Army: Mission Command White Paper. http://www.jcs.mil/content/files/2012-04/042312114128_CJCS_Mission_Command_White_Paper_2012_a.pdf

Module 2.3.2 Strategic Decision Making

Description

Decisions taken at the tactical level have their roots in a larger plan designed at the strategic level. In this module, the NCO at the Intermediate Level is introduced to the concept of strategic planning and decision making. S/he explores how leadership at the tactical level reflects strategic guidance and, conversely, how decisions and actions taken at the tactical level can have a far-reaching effect above and beyond the unit level. On completion of this module, NCOs at the Intermediate Level will understand how decisions taken at the tactical level must fit within the overall objectives of the mission, and how junior leaders serve as the conduit between superiors who provide commander's intent and subordinates who must execute the mission.

Learning Objectives/Outcomes

- 1) Outline the strategic decision making process.
- 2) Describe the relationships among strategic, operational and tactical planning.
- 3) Explain the concept of national strategy.

Issues for Consideration

- a) What is the national Level Command Structure?
- b) What is the NATO Command Structure, and how does it differ from the national structure?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, invited lectures, small group discussions, scholarly articles and case studies.

References/Readings

AAP-06 NATO Glossary of Terms and Definitions. 2012. <http://www.fas.org/irp/doddir/other/nato2008.pdf>

AJP-01(D) Allied Joint Doctrine. 2010. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/33694/AJP01D.pdf

Beyond Transformation: The CPO1/CWO Strategic Employment Model, 17 Wing Winnipeg Publishing Office. Canadian Armed Forces, 2011.

Krulak, C. C. *The Strategic Corporal: Leadership in the Three Block War*. Marines Magazine Jan 1999. http://www.au.af.mil/au/awc/awcgate/usmc/strategic_corporal.htm

Module 2.3.3 Operations Planning Process

Description

The Operations Planning Process (OPP) is a core process for the planning of military operations at the strategic, operational and tactical levels. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the OPP concept and methodology. S/he explores how an NCO may contribute to the OPP through preparing and assessing potential courses of action (COA) as options to their superiors, and therefore, helping to shape the plan. Finally, s/he explores how the OPP is adapted for joint or multi-national operations.

Learning Objectives/Outcomes

- 1) Explain the application of the OPP at the operational level.
- 2) Describe the role of a Senior NCO in the OPP.
- 3) Describe how joint and interagency OPP differs from single-service OPP.

Issues for Consideration

- a) What are the critical inputs for the OPP?
- b) How does the OPP maintain linkage among strategic, operational and tactical concerns?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, discussions, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

AJP-3 (B) Allied Joint Doctrine for the Conduct of Operations. 2011. http://www.cicde.defense.gouv.fr/IMG/pdf/20110316_np_otan_ajp-3b.pdf

Canadian Forces Joint Publication (CFJP) 5.0. The Canadian Forces Operational Planning Process. http://publications.gc.ca/collections/collection_2010/forces/D2-252-500-2008-eng.pdf

Simon, G., and M. Duzenli. (2009). The Comprehensive Planning Directive. NATO Rapid Deployment Center – Italy Magazine. 14 (2009). <http://www.nato.int/nrdc-it/magazine/2009/0914/0914g.pdf>

U. S. Joint Publication (JP) 5.0. Joint Operation Planning (2011). http://www.dtic.mil/doctrine/new_pubs/jp5_0.pdf

Module 2.3.4 Lessons Learned Process

Description

Lessons learned are a vital tool for any organisation that must adapt to changing circumstances. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to broaden his/her understanding of the Lessons Learned concept and structure. S/he explores the principal elements of Lessons Learned: collect, filter, analyse, share and archive, and develops his/her ability to facilitate After Action Reviews for larger units and, where appropriate, to produce After Action Reports as the next stage of the Lessons Learned process. Finally, the NCO learns how to monitor Lessons Learned for possible incorporation in unit training.

Learning Objectives/Outcomes

- 1) Demonstrate the conduct of an After-Action Review and the preparation of an After-Action Report.
- 2) Describe the principal elements of the Lessons Learned process.
- 3) Explain how effective use of Lessons Learned provides adaptability and continuous improvement.

Issues for Consideration

- a) How do modern communication technologies affect the collection and sharing of lessons learned?
- b) When is it appropriate to have After-Action Reviews separated by rank?
- c) What other tools available to aid the unit leader in the compilation of Lessons Learned?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, invited speakers, guided discussions, role play, reflective journaling, case studies, syndicate and individual assignments.

References/Readings

Establishing a Lessons Learned Program 11-33. Combined Arms Center. Center for Army Lessons Learned Handbook. 2011. <http://usacac.army.mil/cac2/call/docs/11-33/index.asp>

Training Units and Developing Leaders for Full Spectrum Operations FM 7-0. (2011). [http://usacac.army.mil/CAC2/Repository/FM70/FM_7-0_Final\(WEB\).pdf](http://usacac.army.mil/CAC2/Repository/FM70/FM_7-0_Final(WEB).pdf)

Module 2.3.5 Information Management

Description

Especially for NCOs, the acquisition, filtering and dissemination of information is an almost intuitive part of daily business. In this module, the NCO at the Intermediate Level draws on acquired experience and previous learning to understand that military information management more concerned with people than with the supporting technologies. S/he learns to distinguish between formal and informal information management processes, and the importance of exercising discipline for both. S/he learns to distinguish between critical and non-critical, and relevant and non-relevant information. Finally, the NCO explores the obligations and responsibilities that accompany information received and transmitted.

Learning Objectives/Outcomes

- 1) Describe the tools available to ensure a steady flow of relevant information up and down the chain of command.
- 2) Explain the role of the unit NCOs in maintaining access to information that is relevant, accurate and usable.

Issues for Consideration

- a) Does information have ownership issues?
- b) Is the information time-sensitive, or out-dated?
- c) Can the use of social media be controlled, or managed?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, invited speakers, guided discussions, case studies and individual assignments.

References/Readings

Brown, John Seely, and Paul Duguid. *The Social Life of Information* Boston, MA: Harvard Business School Press, 2002.

Davenport, Thomas H., and Lawrence Prusak. *Working Knowledge: How Organisations Manage What They Know*, Boston, MA: Harvard Business School Press, 1998.



Afghan Senior Leaders Seminar - Working lunch with NGOs, 2012.



Supreme Allied Commander Transformation addresses students of the International Senior NCO Leadership Course in Lucerne, 2008.



Participants of the Baltic States Senior NCO Seminar visiting an Estonian Army unit.

THEME 2: Leadership and Ethics (III. Advanced Level)

Goal

The Leadership and Ethics Theme introduces NCOs at the Advanced Level of this curriculum to the leadership theory, values and character development within the profession of arms. At the end of this theme, the NCO at this level will be capable of leading and developing subordinates, advising and counseling officers and civilian employees at the company/battalion levels. Topics examined in this theme include military leadership, ethics and command and control. By acquiring the knowledge associated with these topics, NCOs ensure that throughout their career they are guided by the values and the leadership attributes associated with members of the profession of arms.

Description

The Leadership and Ethics theme is one of three principal interrelated developmental programs in the professional military education reference curriculum (PME RC) for NCOs. This theme focuses on the character development of Non-Commissioned Officers as members of the profession of arms and servants of their country. NCOs at the Advanced Level must be competent to lead within the full spectrum of operations and be acutely aware and understand the strategic implications of their actions and those of subordinate leaders and units. In addition, NCOs at this level are expected to know and be able to do the following things: operate confidently and independently in an ambiguous, dynamic and politically sensitive environment; communicate and operate in national and multinational coalitions, lead and support change, and take prudent risks among other things.

A few key definitions in this theme include:

Leadership – a permanent process of influencing people while operating to accomplish the mission and improving the organisation.

Character – the inner dimension of an individual that defines his/her behaviour, shapes his/her decisions and actions, and constitutes the nature of a leader.

Leader of Character – leaders who behave in the spirit of truth, emphasise what is right and demonstrate the courage and commitment to act accordingly.

Ethics – moral principles that govern the person or the members of a profession.

Moral Courage – the ability to stand by the core values when it may not be the popular thing to do.

Command and Control (also called C2 “[t]he 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.”¹⁴

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Advanced Level will:
 - thoroughly understand the principles and practice of leadership and ethics, as applied to individuals, units and the institution;
 - continually impart the principles and practice of leadership and ethics to peers and subordinates; and
 - operate confidently, competently and effectively with the Command and Control environment of the profession of arms.
- 2) By completing the theme each graduating student will:
 - describe how leadership theory works in practice at the Advanced Level;
 - explain how NCOs at the Advanced Level demonstrate ethical behaviour and instill in their subordinates and peers its significance to the profession of arms; and
 - understand how NCOs at the Advanced Level care for and motivate subordinates leaders to succeed even in the face of adversity and austerity.

Block 2.1 Leadership

Description

NCOs serving at the Advance Level of this curriculum provide direct leadership to subordinate leaders and focus most of their attention on leading at the organisational and strategic levels. For this reason, they are required to fully understand how to indirectly lead by influencing and empowering others in the unit. This block deepens and builds on the accumulated knowledge and exercise of leadership acquired at the Intermediate Level. NCOs at this level require a sound and explicit understanding of leadership principles and must be able to analyse, interpret and apply them. NCOs at this level achieve sound leadership through the framework of transparent and properly designed and articulated professional development programs.

In this block, students will examine and learn how to foster group cohesion among senior leaders, enhance personnel welfare and empowerment in multinational contexts, and lead, support and manage change in large organisations as tasked, among other things. Scale and scope of responsibility and authority are what define and distinguish an NCO at this level of the curriculum.

Learning Objectives

- 1) Distinguish leadership qualities at the company/battalion/brigade levels.
- 2) Apply organisational and strategic leadership principles.
- 3) Understand the power, authority and responsibilities of senior leaders.
- 4) Appraise the effectiveness of leadership within a large organisation.

Issues for Consideration

- a) How best to promote values necessary to ensure effective leadership at this level?
- b) How to identify the signs of stress?
- c) How best to time manage?
- d) How and when to intervene in disciplinary matters?
- e) What leadership style is most appropriate to the situation?

Learning Methods

Teaching delivery methods may include individual study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chp. 2: "Leading a Team", 2012.

Horn, Bernd, and Robert Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Netherlands Defence Doctrine. The Hague, Netherlands: Ministry of Defence, 2005. <http://merln.ndu.edu/whitepapers/Netherlands-2005.pdf>

Okros, Alan. *Leadership in the Canadian Military Context*. Toronto, CA: Canadian Forces Leadership Institute, 2010. http://www.defence.gov.au/adc/dcos/cdle2012/CDLE_120329_OkrosA2010LeadershipintheCanadianMilitaryContext.pdf

U.S. Marine Corps Warfighting Publication 6-11, *Leading Marines*. Washington, D.C: U.S. Marine Corps, 1995. <http://www.marines.mil/Portals/59/Publications/MCWP%206-11%Leading%Marine.pdf>

Module 2.1.1 Leadership Styles

Description

By the time NCOs progress to the Advanced Level they will have developed their personal leadership styles. However, increasingly, they will begin to encounter complex leadership situations and issues that often take place in multinational settings. They will interact with senior military leaders, other government departments and non-governmental organisations. In this module NCOs at the Advanced Level will consider how organisational culture may affect and constrain the ability to lead effectively. Increased understanding of how context affects leadership will allow NCOs at this level to adapt their leadership styles in culturally diverse and organisationally complex situations.

Learning Objectives/Outcomes

- 1) Analyse how cultural factors influence use of various leadership styles.
- 2) Assess how leadership styles change when leading at the operational and strategic levels.
- 3) Evaluate the applicability of leadership styles to multinational military operations.

Issues for Consideration

- a) How can culture affect the effectiveness of a leadership style?
- b) To what level is the leadership style engrained in the leader?
- c) To what level is the leadership style influenced by stress?
- d) How do you minimise the effect of stress on your leadership style?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Blanchard, Kenneth, and Spencer Johnson. *The One Minute Manager*. New York: William Morrow and Company, 2003.

Blanchard, Kenneth, and Mark Miller. *Great Leader Grow: Becoming a Leader for Life*. San Francisco: Berrett-Koehler Publishers, 2012.

Module 2.1.2 Leading Subordinates

Description

Leading at the operational and strategic levels requires an understanding of how leadership principles are indirectly applied to guide the organisation. At this level of the curriculum, senior NCOs in the unit play a vital role in helping other NCOs and junior officers refine their leadership skills. This module focuses on deepening the knowledge of NCOs at the Advanced Level with regards to the concept of leadership and its application at the organisational level of the military. In addition, this module examines the distinction between leadership at the organisational and strategic levels so that NCOs can better understand their roles in both.

Learning Objectives/Outcomes

- 1) Evaluate the difference between management and leadership.
- 2) Analyse organisational and strategic leadership principles.
- 3) Evaluate how morale and welfare programs may be used to sustain or improve the organisation.

Issues for Consideration

- a) How do NCOs at the Advanced Level interact with NCOs below the Intermediate Level without compromising the integrity of the chain of command?
- b) How do NCOs at the Advanced Level guide the decision making of officers without undermining their authority?

Learning Methods

Teaching delivery methods may include lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Brafman, Ori, and Rod Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. New York: Penguin Group, 2006.

Maccoby, Michael. "Understanding the Difference Between Management and Leadership." *Research Technology Management* 43.1 (2000): 57-59. <http://www.maccoby.com/Articles/UtDBMal.shtml>

Module 2.1.3 Group Development

Description

The NCOs at the Advanced Level play a crucial bridging role between officers and NCOs, and therefore constitute an important factor in fostering and developing group cohesion. In many instances, NCOs at this level will be called upon to resolve problems associated with group dynamics and group performance that subordinate leaders are unable to address. Their extensive experience and knowledge of the issues and factors that shape and influence team performance, allows them to coach and mentor subordinate leaders on effective strategies for forming teams and fostering cohesive groups. In addition, NCOs at this level may be called upon to facilitate work groups comprised of other senior leaders.

Learning Objectives/Outcomes

- 1) Analyse the factors that affect team performance.
- 2) Explain methods to promote cohesion between teams.
- 3) Apply the techniques of group development to forming teams of senior leaders.

Issues for Consideration

- a) What are some of the challenges in achieving inter-generational group development?
- b) What are some of the methods of mitigating these challenges?
- c) How does the NCO/Officer relationship affect group development?
- d) How do you ensure active participation by all group members?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

European Command. *Team of Leaders Coaching Guide*. Stuttgart, Germany: EUCOM. (2009). <http://www.dtic.mil/dtic/tr/fulltext/u2/a512927.pdf>

Module 2.1.4 Order and Discipline

Description

A core responsibility of NCOs at the Advanced Level is the promotion, application and maintenance of order and discipline within their unit and the service, including dress, deportment and military conduct. NCOs at the Advanced Level will have expert knowledge of the orders, regulations or directives that govern the administration of military order and discipline and will need to learn more about the legal aspects (military and civilian) related to handling disciplinary infractions. In this module, NCOs at the Advanced Level will also learn how the military and civil authorities collaborate with respect to jurisdiction and law enforcement.

Learning Objectives/Outcomes

- 1) Describe methods to assess good order and discipline within the organisation.
- 2) Examine the role of legal counsel in supporting disciplinary actions.
- 3) Analyse how the military and local legal authorities collaborate.
- 4) Create unit policies to promote good order and discipline.
- 5) Analyse contemporary topics (e.g. sexual assault) related to military order and discipline.

Issues for Consideration

- a) How do NCOs at the Advanced Level assist subordinate NCOs to assert effective authority to enforce and maintain order and discipline?
- b) How do NCOs at the Advanced Level provide opportunities to subordinate NCOs to gain experience in the military justice proceedings?
- c) How do NCOs at the Advanced Level identify underlying causes of poor discipline?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Lajoie, Andrew C. and Bruce S. Sterling. *A Review and Annotated Bibliography of the Literature Pertaining to*

Module 2.1.5 Stress Management

Description:

Deployments and combat operations typically induce extremely high levels of stress for armed forces members. NCOs at the Advanced Level remain responsible for helping their direct subordinates manage stress; however, because of their many years of experience they are often involved in helping other leaders create military-wide programs for dealing with stress. In this module, NCOs will learn about post-traumatic stress and national policies regarding the care of military members with stress related health problems. This additional knowledge regarding stress management will help them advise commanders on ways to mitigate the long-term effects of stress.

Learning Objectives/Outcomes

- 1) Define posttraumatic stress.
- 2) Describe national policies regarding combat stress.
- 3) Analyse the effects of combat stress on individual and organisational performance.

Issues for Consideration

- a) How can poor management of stress undercut organisational operational performance?
- b) How can you mitigate organisational stress by identifying indirect and direct causes of stress?
- c) How do you recognise stress in oneself and others?
- d) Why are people reluctant to acknowledge their stress level?
- e) How do you manage one's stress and still remain effective as a leader?
- f) How do you instill confidence in your subordinates to reveal their personal stress levels and those of their subordinate?
- g) How do you manage confidentiality without compromising trust?
- h) How important is the shared experience of combat veterans to subordinates?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Castro, Carl Andrew, Amy Adler, Dennis McGurk, and Jeffrey Thomas. *Leader Actions to Enhance Soldier Resiliency in Combat*. Silver Springs, MD: Walter Reed Army Research Institute Department of Military Psychiatry. 2006. <http://www.dtic.mil/dtic/tr/fulltext/u2/a472783.pdf>

Fiorey, Ramona. *Mitigating PTSD: Emotionally Intelligent Leaders*. Carlisle Barracks, PA: U.S. Army War College. 2010. <http://www.dtic.mil/dtic/tr/fulltext/u2/a526234.pdf>

Module 2.1.6 Personnel Welfare

Description:

Welfare speaks to the quality of life and work of members of a military unit. This has broad implications for unit and organisational performance. NCOs at the Advanced Level are responsible for detecting issues of low morale in their subordinates and taking corrective measures to address them. Where the NCOs at the Advanced Level have completed the Intermediate Level of education, no further formal instruction is required. In all cases, ongoing maintenance of skill and knowledge is encouraged; otherwise, see Primary/Intermediate Level modules for more guidance.

Learning Objectives/Outcomes

(see Primary/Intermediate Level module 2.1.6)

Issues for Consideration

(see Primary/Intermediate Level module 2.1.6)

Learning Methodology/Assessment

(see Primary/Intermediate Level module 2.1.6)

References/Readings

(see Primary/Intermediate Level module 2.1.6)

Module 2.1.7 Motivation

Description

NCOs at the Advanced Level have extended experience in motivating subordinates to excel in the face of adversity, uncertainty and austerity. As such, they will be asked to provide senior leaders with assessments of the overall motivation level of the unit and make recommendations on how to shape unit policies and operational plans so that they can sustain motivation. This module explores the means and methods of motivating personnel: military and civilian.

Learning Objectives/Outcomes

- 1) Analyse operational environment factors that affect motivation.
- 2) Describe how motivation affects operational planning.
- 3) Compare and contrast techniques to motivate subordinate leaders.

Issues for Consideration

- a) How to maintain motivation through difficult situations?
- b) How to communicate news in crisis situations?
- c) How to reconcile institutional and individual expectations?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

(see Primary and Intermediate Level module 2.1.7)

Module 2.1.8 Self Management

Description

NCOs at the Advanced Level are expected to demonstrate exemplary levels of personal and professional behaviour. To achieve this goal, they must manage their own behaviour on and off duty in a variety of environments. A combination of methods such as self-reflection, observations of verbal and non-verbal language from the members of the unit, lessons learned and acceptance of constructive criticism will enable the NCO at the Advanced Level to develop his/her professional and interpersonal skills while setting an example for their subordinates to emulate. Where NCOs at the Advanced Level have completed the Intermediate Level of education, no further formal instruction is required. In all cases, ongoing maintenance of skill and knowledge is encouraged; otherwise, see Primary/Intermediate Level module for further guidance.

Learning Objectives

(see Primary/Intermediate Level module 2.1.8)

Issues for Consideration

(see Primary/Intermediate Level module 2.1.8)

Learning Methodology/Assessment

(see Primary/Intermediate Level module 2.1.8)

References/Readings

(see Primary and Intermediate Level module 2.1.8)

Module 2.1.9 Empowerment

Description

NCOs at the Advanced Level have a wider span of control and authority that allows them to empower more subordinate leaders within the unit. Their accumulated knowledge and experience with the concept of empowerment means that no further formal instruction is required with regard to empowerment. They should continue to sharpen their skills with regard to delegation of authority and empowering subordinates.

Learning Objectives

(see Primary/Intermediate Level module 2.1.9)

Issues for Consideration

(see Primary/Intermediate Level module 2.1.9)

Learning Methodology/Assessment

(see Primary/Intermediate Level module 2.1.9)

References/Readings

(see Primary/Intermediate Level module 2.1.9)

Module 2.1.10 Change Management

Description:

NCOs at the Advanced Level often serve as the link between the commander's desire to implement change and subordinate leaders who are responsible for implementing organisational change. Therefore, they need to understand the relationship between the commander's intent and any change effort. Combining their understanding of the organisation with the commander's change intent allows NCOs at this level of the curriculum to anticipate and mitigate risks associated with the change effort. In this module, they will learn how to link change management with broader military strategies, identify gaps in the change effort and determine ways to help subordinate leaders apply change management techniques.

Learning Objectives/Outcomes

- 1) Explain the relationship between strategy and change management.
- 2) Predict shortfalls in change management that may lead to organisational failure.
- 3) Identify the resources necessary to implement organisational change.
- 4) Analyse ways to empower subordinate leaders to serve as change agents.

Issues for Consideration

- a) How do you confirm the need for change?
- b) How do you embrace change you do not agree with?
- c) How do you promote change?
- d) When do you have to postpone change (too much change at once)?
- e) How do you deal with change fatigue?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

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NCO PME RC Writing Teams' Workshop in Garmisch-Partenkirchen (contributors from Armenia, Azerbaijan, Canada, Lithuania, Republic of Moldova, PfP Consortium and Switzerland).

Block 2.2 Ethics

Description

NCOs at the Advanced Level play an important role in sustaining ethics and ethical conduct in contemporary military organisations. Along with unit Commanders and officers, NCOs at this level set key standards in many areas, including personal ethics, ethical treatment of individuals (such as unit personnel, enemy combatants, non-combatants, etc.), disposition of issues arising from lapses in ethical behaviour, among others. Through their personal experience and conduct these leaders strive to create an ethical organisational climate, where transparency, integrity and probity are mandatory routine instead of discretionary principles.

Learning Objectives/Outcomes

- 1) Analyse ethical misconduct and identify methods of redress.
- 2) Compare and contrast methods to promote ethical behaviour.
- 3) Examine the core principles of ethical decision making.
- 4) Apply ethical reasoning to issues and dilemmas facing leaders at the operational level.
- 5) Explain how to integrate human rights considerations in operational planning

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guest lecturers, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

“Apply the Ethical Decision-Making Method as a Commander, Leader, or Staff Member.” *Personal, Professional, and Military Ethics and Values*. Army Training Support Center (ATSC), 12 May 1999. http://www.au.af.mil/au/awc/awcgate/army/ethical_d-m.htm

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Duty with Honour: the Profession of Arms in Canada. Kingston, ON: Canadian Forces Leadership Institute, 2009.

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International Committee of the Red Cross. “Universal Declaration of Human Rights.” *IHL and Human Rights*. n.d. <http://www.ohchr.org/Documents/Publications/Poster/en.pdf>

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Leigh, I., and H. Born. *Handbook on Human Rights and Fundamental Freedoms of Armed Forces Personnel*. Warsaw, Poland: OSCE Office for Democratic Institutions and Human Rights, 2008.

Peters, Ralph. “A Revolution in Military Ethics?” *Strategic Studies Institute (SSI) | US Army War College*. (Summer 1996): n.p. <http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/96summer/peters.htm>

Robinson, Paul. “Ethics Training and Development in the Military.” *Parameters* (Spring 2007): n.p.

Schweizer Armee: Militäretik in der Schweizer Armee, Dokumentation 92.010 (Military Ethics in the Swiss Armed Forces). gültig ab 01.09.2010. http://kms2.isn.ethz.ch/serviceengine/Files/SSN/133535/ipublicationdocument_singledocument/3b563903-0e0d-4961-a48a-c7ea82d2428a/de/Bericht_Militaerethik_2010.pdf&sa=U&ei=FHmiT5HmDoqh4gTo2pGJCQ&ved=0CBUQFjAA&usg=AFQjCNH-Pfqsy035qBk33Fd4iAhdmwv5vw

Scott, Jr., Ronald. “Ethical Decision-Making: The Link Between Ambiguity and Accountability.” *Chronicles Online Journal*. Air and Space Power Journal, 12 Apr. 2002. <http://www.airpower.maxwell.af.mil/airchronicles/cc/scott.html>

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Toner, James Hugh. *Morals Under the Gun: the Cardinal Virtues, Military Ethics, and American Society*. Lexington, Ky.: University Press of Kentucky, 2000.

Vickers, George R. *Human Rights and Military Conduct: A Progress Report*. Ft. Belvoir: Defense Technical Information Center, 2000.

Walker, Robert William, and Bernd Horn. *The Military Leadership Handbook*. Kingston, ON: Canadian Defence Academy Press, 2008.

Module 2.2.1 Military Ethics

Description

NCOs at the Advanced Level are the role models, mentors and leaders who live and promote the organisational norms that guide all unit NCOs. Leaders who demonstrate ethical behaviour powerfully influence others in the organisation and create a climate which encourages unit personnel to trust and respect each other.

Learning Objectives/Outcomes

- 1) Analyse ethical misconduct and identify methods of redress.
- 2) Compare and contrast methods to promote ethical behaviour.
- 3) Apply ethical reasoning to issues and dilemmas routinely encountered.

Issues for Consideration

- a) How do senior leaders create an environment of trust and respect?
- b) How do ethical lapses by senior leaders undermine the organisation's ethics?
- c) Do desperate circumstances justify desperate measures?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guest lecturers, in-class exercises, small group discussions, role play; scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2)

Module 2.2.2 Ethical Decision Making

Description

This module builds on the knowledge and experience attained at the Intermediate level. NCOs at the Advanced level NCOs make ethical decisions and recommendations that guide units and can have consequences for the organisation they serve. As such, they must have an intrinsic understanding of the impact of their decision making process. They must ensure that ethics underpins their decision making process--especially when addressing unpopular decisions.

Learning Objectives/Outcomes

- 1) Examine the core principles of ethical decision making.
- 2) Apply ethical reasoning to issues and dilemmas facing leaders at the operational level.
- 3) Apply ethical principles to contemporary military operations.

Issues for Consideration

- a) What role does organisational culture play in shaping ethical decision-making?
- b) How do leaders respond when an ethical decision, with good intentions, produces negative outcomes?
- c) What are possible/probable ethical dilemmas in operations? What are their possible impact on operations?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guest lecturers, in-class exercises, small group discussions, role plays, scholarly articles, reflective journaling and case studies.

References/Readings

(See list in B 2.2)

Module 2.2.3 Human Rights¹⁵

Description

From battlefield to boardroom, senior leaders set the tone and pace for the unit personnel, especially regarding respect for human dignity. Building on knowledge and experience acquired at the Intermediate Level, NCOs at the Advanced Level aid and support officers and Commanders in establishing the parameters for preventing breaches and mistreatment of individuals within the unit and in the full spectrum of operations.

Learning Objectives/Outcomes

- 1) Analyse the impact of military operations on human rights within an operational area.
- 2) Explain how to integrate human rights considerations into operational planning.
- 3) Develop plans for promoting respect for human rights of indigenous peoples in area of operations

Issues for Consideration

- a) What are the human rights that affect members of the armed forces?
- b) What are the legal bases for human rights within the armed forces?
- c) How do the human rights of military personnel, enemy combatants and host population, etc affect military operations?
- d) What steps can a Senior NCO take to promote respect for Human Rights within their units?
- e) What are the responsibilities of a leader at the Advanced Level with regards to human rights violations?
- f) What must a Senior NCO do if there is any kind of violation of human rights by a superior, a peer or a subordinate?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guest lecturers, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References and Readings

(See list in B 2.2)

¹⁵ This module is connected to and should be considered alongside the module on Diversity Management (M 2.2.4.) especially with regards to preventing gender, ethnic and religious etc discrimination.

Module 2.2.4 Diversity Management

Not instructed at this level. Material at the Intermediate Level is sufficient.



NCO PME RC Writing Teams' Workshop in Lucerne (contributors from Azerbaijan and Georgia).



NCO PME RC final Plenary meeting in Prague including contributors from Armenia, Azerbaijan, Republic of Moldova.

Block 2.3 Command and Control (C2)

Description

Once a simple matter of giving and accepting orders, Command and Control (C2) has become a sophisticated process that retains the traditional hierarchical exercise of authority, while at the same time exhibiting the flexible and responsive features of networked and distributed authority. This Block explores how these two fundamental but different elements are combined in the Mission Command approach. Throughout the Block, NCOs are exposed to the language of command and how it is used to plan, direct and coordinate forces and operations to accomplish assigned missions, and are asked to think about how lessons are learned and how information and knowledge are distributed throughout the organisation. In this Block, the NCO at the Advanced Level will study five modules: Commander's vision and intent; strategy; the military decision-making process; Lessons Learned processes; and Knowledge Management. Throughout the Block, NCOs are exposed to command relationships at the Advanced Level and within the Command Team, with an emphasis on the strategic concepts that underpin these relationships.

Learning Objectives/Outcomes

- 1) Describe the process and factors that govern the formulation of Commander's Intent.
- 2) Describe the concept and process of strategic planning.
- 3) Define the essential elements of military decision making processes.
- 4) Explain how a Lessons Learned process functions.
- 5) Explain how the principles of Knowledge Management are routinely applied by NCOs.

Module 2.3.1 Commander's Vision and Intent

Description

Commander's Vision and Intent lie at the heart of Mission Command philosophy and the decision-making cycle. In this module, the NCO at the Advanced Level learns the definition and features of Commander's Intent, as well as the necessary critical inputs. S/he examines the process of developing a clear Commander's Vision and Intent, one that provides subordinate commanders a goal and aim to focus the actions of their units, while providing them the authority to adjust tactical instructions as changing circumstances dictate.

Learning Objectives/Outcomes:

- 1) Explain the process of developing inputs for Commander's Vision and Commander's Intent.
- 2) Explain the significance of Commander's Intent to the Mission Command philosophy.
- 3) Define the critical inputs for the development of Commander's Vision and Commander's Intent.

Issues for Consideration

- a) How much latitude does Commander's Intent give a subordinate commander?
- b) What part does the After-Action Review play in Mission Command?
- c) What expectations does Commander's Intent place on the subordinate commander?

Learning methodology/Assessment

Teaching delivery methods may include self-study, lectures, invited speakers, in-class exercises, small group discussions and case studies.

References/Readings

US Army: Mission Command White Paper. http://www.jcs.mil/content/files/2012-04/042312114128_CJCS_Mission_Command_White_Paper_2012_a.pdf

Module 2.3.2 Strategy

Description

Strategic insight helps analysis and brings understanding in complex situations. In this module, the NCO at the Advanced Level discuss the spectrum of meanings that attach to the word “strategic”, from the employment of large and/or diverse forces in operations, to the long-term and long-range impact of current and local actions (as applied for instance to the “strategic corporal”.) While the first interpretation engages senior officers and staffs, the second interpretation has wide application at all rank levels. On completion of this module, NCOs at the Advanced Level can be expected to grasp and explain the strategic factors at play in a given circumstance, or be asked to help develop a strategic plan.

Learning Objectives/Outcomes:

- 1) Understand the influence of internal and external factors in strategic decision making and the process of developing military strategies.
- 2) Discuss when and how an NCO might advise the commander on NCO issues related to military policy and strategy.

Issues for Consideration

- a) What is the difference between strategy for business and military strategy?
- b) What is the difference between “strategic” and “operational”?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, invited speakers, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Liddel-Hart, Basil. *Strategy* London, Meridian 1967.

Senge, Peter. *The Fifth Discipline: The Art & Practice of The Learning Organisation*. New York, NY: Currency Doubleday, 1990.

Module 2.3.3 Military Decision Making Process

Description

The Operations Planning Process is one important example of a military planning tool. In this module, the NCO at the Advanced Level draws on acquired experience and previous learning to acquire greater understanding of military decision-making processes, S/he will learn how the process is applied deliberately when there is no time pressure, or quickly in urgent situations or when there are few staff resources. S/he will explore the common factors that lead to a commander’s decision in all military decision-making models, including mission analysis, constraints, available assets, influencing factors. Finally, the NCO will study appropriate national doctrine and procedures for military decision-making at the operational level.

Learning Objectives/Outcomes

- 1) Identify the essential elements of the military decision making process.
- 2) Discuss the difference between deliberate and quick decision-making.
- 3) Discuss the role of a commander’s staff in the decision-making process.

Issues for Consideration

- a) What roles might an NCO play in a decision-making process?
- b) Is military decision-making a rigid process or a flexible framework?
- c) Who should be consulted when making a decision?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, invited speakers, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

AJP-3 (B) *Allied Joint Doctrine for the Conduct of Operations*. 2011. http://www.cicde.defense.gouv.fr/IMG/pdf/20110316_np_otan_ajp-3b.pdf

The Military Decision Making Process www.au.af.mil/au/awc/awcgate/army/fm101-5_mdmp.pdf

Module 2.3.4 Lessons Learned Process

Description

A well-developed and effective Lessons Learned process depends heavily on filtering and analysis. In this module, the NCO at the Advanced Level draws on acquired experience and previous learning to explore the mandate of the Lessons Learned centre to collect, analyse, archive and share the most recent experience from the front lines. S/he will learn to identify significant events, persistent trends and best practices from the After-Action Reports of subordinate units and other pertinent sources, and to filter out fleeting observations. Finally, the NCO will explore how best to incorporate the results of the Lessons Learned process in the unit training programs.

Learning Objectives

- 1) Explain how to lead and supervise unit lessons learned process.
- 2) Describe the tools available to help filter and analyse the After-Action Reports.
- 3) Discuss how to incorporate lessons learned into unit training.

Issues for Considerations

- a) What effects do modern communication technologies have on the collection and sharing of lessons learned?
- b) How responsive should a Lessons Learned process be?
- c) How important are Lessons Learned archives?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, invited speakers, guided discussions, case studies and individual assignments.

References/Readings

Establishing a Lessons Learned Program 11-33. Combined Arms Center. Center for Army Lessons Learned Handbook, 2011. <http://usacac.army.mil/cac2/call/docs/11-33/index.asp>

Training Units and Developing Leaders for Full Spectrum Operations FM 7-0. (2011). [http://usacac.army.mil/CAC2/Repository/FM70/FM_7-0_Final\(WEB\).pdf](http://usacac.army.mil/CAC2/Repository/FM70/FM_7-0_Final(WEB).pdf)

Module 2.3.5 Knowledge Management

Description

Modern warfare increasingly relies on the collection, organisation, interpretation and distribution of large amounts of information. In this module, the NCO at the Advanced Level is introduced to the elements of Knowledge Management, and explores the strategies and practices used to identify, capture, communicate and adopt insights and experience. S/he learns to distinguish between explicit and implicit knowledge, and comes to see that the heart of knowledge management is people, while processes and technology are secondary. S/he will learn how Information Management and Lessons Learned are important elements of Knowledge Management. S/he will explore the importance and the utility for informal information sharing of the informal network of NCOs (the NCO support channel) that crosses and connects the traditional hierarchical command structures. To fully exploit the NCO network, NCOs must be able to navigate information management tools while effectively filtering information to determine what information subordinates, peers and seniors need.

Learning Objectives/Outcomes

- 1) Describe knowledge management theory and principles.
- 2) Distinguish between information management and knowledge management.
- 3) Explain organisational tools and techniques that enable knowledge sharing.
- 4) Discuss the use and utility of the NCO support channel.

Issues for Consideration

- a) How does culture influence the development of knowledge in a military organisation?
- b) What knowledge management techniques contribute to military effectiveness?
- c) What are the benefits and risks of using communities of practice and decentralising control of knowledge?
- d) When is it appropriate or inappropriate to make use of the NCO support channel?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, invited speakers, group discussions, practical exercises and reading assignments.

References/Readings

Easterby-Smith, M., and M. Lyles. *Handbook of Organisational Learning and Knowledge Management*. Blackwell Publishing. Blackwell Reference Online, 2006. http://www.blackwellreference.com/public/book.html?id=g9780631226727_9780631226727

Janiszewski, J. *Knowledge Management: A Model to Enhance Combatant Command Effectiveness*. Carlisle Barracks, PA: Army War College, 2011.

Rush, CSM (Retd) Robert S. *NCO Guide 9th Edition*. Mechanicsburg, PA: Stackpole, 2010, p 33.

Sullivan, P. *The Difference that Makes a Difference: Distinguishing Between Knowledge Management and Information Management in the U.S. Army*. Fort Leavenworth, Kansas: School of Advanced Military Studies, 2011. <http://www.dtic.mil/dtic/tr/fulltext/u2/a545232.pdf>

Trainor, T., D. Brazil, and T. Lindberg. "Building Knowledge from Organisational Experience: Approaches and Lesson Learned from US Army Base Camp Workshops." *Engineering Management Journal*, 20.2 (2008).

Wilker, P., and K. Snook. "Knowledge Management: Harnessing Mental Capital for the Future." *DISAM Journal of International Security Assistance Management*. Vol. 29 Issue 3 (2007): 11-14.



Participants of the Afghan Senior Leaders Seminar (including representatives from ISAF) with the Deputy Secretary General of NATO, Ambassador A. Vershbow, NATO HQ Brussels, 8 November 2013.



Mauritanian Delegation's visit to the French Staff College in Saumur.



The Canadian Academic Lead summarizing his views at the Prague Plenary meeting.



THEME 3: NCO Core Competencies (I. Primary Level)

Goal

The NCO Core Competencies theme covers topics that enable the NCO corps to function as the backbone of the military. Topics examined in this theme include instruction, communication, personnel development and unit management that are the foundation of a successful NCO corps. By acquiring the knowledge associated with these topics, NCOs ensure that they are able to translate the commander's intent into actions by training and developing personnel, caring for members, enforcing standards and providing practical leadership for their organisations.

Description

The NCO Core Competencies theme serves as one of three interrelated developmental programs within the professional military education reference curriculum (PME RC) for NCOs. The NCO Core Competencies theme compliments the Profession of Arms and the Leadership and Ethics themes that provide NCOs with the knowledge and skills to enable them function effectively within the armed forces. Teaching NCOs about personnel development and unit management supports their roles as trainers and managers within their organisations. In addition, as NCOs progress to higher levels, the sequential and progressive development of knowledge related to instruction, communication, personnel development and unit management allows them to handle increasingly complex challenges while also preparing them for strategic roles. Knowledge acquired in this theme is critical to building an effective partnership between NCOs and officers. NCOs must learn and demonstrate that they can translate the commander's intent into actionable plans and manage the execution of those plans. The execution of these fundamental responsibilities is a key factor in allowing the officer corps to perform their visionary role within the military while NCOs manage the daily execution of tasks, activities and missions. This unique relationship between officers and NCOs is seldom put into words; however, it is essential to mission success. The goal of this portion of the curriculum is to provide NCOs at the Primary Level with the skills, knowledge and attributes necessary to become leaders of small units.

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Primary Level will:
 - explain how various instructional techniques contribute to service members' knowledge and skill development;
 - understand the factors that affect the communication process and how modern media affects military operations;
 - examine how counselling and coaching affect performance and personnel development; and
 - determine the unit management practices necessary for effective leadership at the squad/platoon level.
- 2) By completing the theme, each graduating student will:
 - develop and implement training and education that improves member performance;
 - communicate effectively in oral and written formats;
 - employ counselling, coaching, mentoring, and conflict management techniques to improve individual and organisational performance; and
 - manage the training and operations at the squad/platoon level.

Block 3.1 Instruction

Description

NCOs must maintain expertise within their occupational specialty and strive to develop themselves and their subordinates. To help others learn NCOs do the following things: create effective instructional environments; train and coach members in acquiring the knowledge, skills and attitudes required to achieve professional competence and personal growth; and employ appropriate technologies to improve the efficiency and effectiveness of training and education. In addition to training on technical and general military topics, NCOs are also responsible for physical fitness training in units. In this block NCOs will learn the basics of creating lesson plans, conducting and assessing a period of instruction and acquiring the skills and knowledge necessary to improve the physical fitness of their subordinates.

Learning Objectives/Outcomes

- 1) Understand how to deliver basic periods of instruction.
- 2) Explain the advantages and disadvantages of various instructional methods.
- 3) Apply the components physical fitness to improve military performance.

References/Readings

Mayer, Richard. *Applying the Science of Learning*. New York: Pearson, 2011.

U.S. Army. *Field Manual 7-0, Training for Full Spectrum Operations*. Washington, D.C.: December 2008.

U.S. Army. *Training Circular 3.21-20, Army Physical Readiness Training*. Washington, D.C. March 2010.

Module 3.1.1 Instructional Techniques

Description

There are a variety of instructional techniques available to military instructors. Whether training in a unit or serving as a formal school instructor, NCOs must be comfortable with the different techniques of instruction including but not limited to the following: periods of drill; formal or informal lectures; facilitating guided discussions; and overseeing practical exercises. In this module NCOs will learn how to select instructional techniques, customise lesson plans that have been prepared by others and assess learning. Additionally, NCOs will learn how to assess the effectiveness of the lesson plan and their own instructional skills.

Learning Objectives/Outcomes

- 1) Describe the characteristics of effective instructors.
- 2) Explain how adult learning principles are applied in various instructional settings.
- 3) Describe different techniques of instruction (instructional strategies).
- 4) Describe how assessments and evaluation may be used to improve student learning and instructor performance.
- 5) Demonstrate different techniques of instruction.

Issues for Consideration

- a) How does the instructional environment (classroom configuration, materials, technology) affect learning?
- b) Compare and contrast the role of an instructor and the role of a facilitator.
- c) What educational technologies may be used to enhance learning?
- d) Discuss how question techniques affect learning.
- e) What are appropriate instructor reactions to verbal and non-verbal actions of students?

Learning Methodology/Assessment

Teaching delivery methods may include, but are not limited to: lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Ambrose, Susan, et al. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010.

Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco, CA: Jossey-Bass, 2006.

Driscoll, Marcy. *Psychology of Learning for Instruction*. 3rd ed. New York: Allyn & Bacon, 2005.

King, Alison. "Guiding Knowledge Construction in the Classroom: Effects of Teaching Children How to Question and How to Explain." *American Education Research Journal* 31.2 (1994): 338-368.

Kirkpatrick, Donald, and James Kirkpatrick. *Evaluating Training Programs*. 3rd ed. San Francisco, CA: Berrett-Koehler, 2006.

U.S. Air Force, *Air Force Manual 36-2236, Guidebook for Air Force Instructors*. Washington, DC. <http://www.au.af.mil/au/awc/awcgate/edref/afman36-2236.pdf>

Module 3.1.2 Instructional Design

Description

NCOs will often be charged with creating lesson plans used to train and educate members. Knowledge of instructional design coupled with an understanding of how people learn will enable NCOs to effectively match the lesson design to the learning goals. In this module, NCOs will learn how different components of a lesson contribute to learning. They will also learn how to develop lessons, select instructional techniques, and media and technology, and conduct learner analysis and learning assessment.

Learning Objectives/Outcomes

- 1) Explain the purpose of each part of a lesson.
 - 2) Identify the student characteristics that affect the lesson.
 - 3) Correlate instructional techniques, instructional media and technology, with learning objectives and assessment techniques.
-
- 1) Prepare a lesson.

Issues for Consideration

- a) What circumstances favour the use of a particular instructional technique (e.g. case study, role play, etc.)?
- b) If time for learning is constrained, what instructional techniques are more efficient?
- c) What areas should be considered when determining if students should work individually or in groups?
- d) Discuss informal measures of learning and how they may be used.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Clark, Richard. "Research-Tested Team Motivation Strategies." *Performance Improvement* 44.1 (2005): 13-16.

Clark, Ruth. *Developing Technical Training*. 3rd ed. San Francisco, CA: Wiley, 2008.

Department of Defense. *Department of Defense Handbook 1329-2, Instructional Systems Development/System Approach to Training and Education*. http://www.atssc.army.mil/itsd/imi/Documents/MilHdbk/HB2_ALL.pdf

Merrill, M. David. "First Principles of Instruction." *Educational Technology Research and Development* 50.3 (2002): 43-59.

Merrill, M. David, and Clark Gilbert. "Effective Peer Interaction in a Problem-Centered Instructional Strategy." *Distance Education* 29.2 (2008): 199-207.

Morrison, Gary et al. *Designing Effective Instruction*. 6th ed. Hoboken, NJ: Wiley, 2011.

Module 3.1.3 Physical Training

Description

Physical training prepares members and units to withstand the rigours of military life while also having the strength and endurance to accomplish missions. Because NCOs are the primary trainers in units, they must maintain a personal fitness program so as to set the example for subordinates as well as oversee the physical training of members. Advances in physical education have led the military to incorporate a wide variety of activities and sports into fitness training programs. In this module, NCOs will learn how to plan and execute physical training programs. They will also examine how lifestyle and nutrition affects the health of members.

Learning Objectives/Outcomes

- 1) Explain the benefits of physical training.
- 2) Describe the components of physical fitness (e.g. muscular strength, cardiovascular endurance, flexibility).
- 3) Plan and conduct a physical training session.
- 4) Identify the lifestyle factors (e.g. sleep, nutrition) that affect fitness and military readiness.

Issues for Consideration

- a) How do physical training programs contribute to motivation and team building?
- b) How can physical fitness programs be modified or adjusted based on the operational environment?
- c) Explain how overtraining and rest cycles affect physical fitness.
- d) What effects will long-term consumption of alternative rations have on the fitness of the military?
- e) How can fun be incorporated into the physical fitness program?
- f) How do diet, drugs and alcohol affect fitness?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, and practical exercises.

References/Readings

Army Physical Fitness Research Institute. *Leadership, Health and Fitness Guide*. Carlisle, PA: Army War College, 2011. <https://apfri.carlisle.army.mil/web/>

Publications/APFRI%20Leader%20Development%20Guide%202011.pdf

U.S. Army, *Training Circular 3.21-20, Army Physical Readiness Training*. Washington DC: March 2010.



NCO PME RC Writing Teams' Workshop in Lucerne (contributors from ACT and Canada).



Work in progress during the NCO PME RC final Plenary meeting in Prague.

Block 3.2 Communication

Description

Effective communication affects unit performance and is a critical element of mission success or failure. NCOs are the communication link between senior leaders that direct the mission and the members that execute the tasks to achieve the desired mission outcome. For this reason, NCOs need to be skilled at communicating with seniors, peers and subordinates in ways that are effective for each group. NCOs must use appropriate written and verbal communication to provide information to subordinates as well as report to seniors. Communication skills also affect the ability of NCOs to be effective trainers. In this block, NCOs will examine the fundamentals of interpersonal communication and how media and social media affect military operations.

Learning Objectives/Outcomes

- 1) Communicate effectively with individuals and small groups.
- 2) Describe the effects of modern media on military operations.

References/Readings

Mackintosh, Scott. "Social Leadership-Exploring Social Media and the Military-A New Leadership Tool." *Social Knowledge: Using Social Media to Know What You Know*. Ed. John Girard and JoAnn Girard. Hershey, PA: IGI Global, 2011. 129-138.

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

Module 3.2.1 Communication Techniques

Description

Interpersonal communication is an enabling skill that allows NCOs to effectively train, build teams, care for members and accomplish missions. NCOs must analyse what is communicated, objectively identify facts and assumptions, and determine what information is necessary to communicate to subordinates, peers and seniors. In this module, NCOs will begin to learn how to develop and employ verbal, written and non-verbal communication skills.

Learning Objectives/Outcomes

- 1) Explain the communication process.
- 2) Describe active listening.
- 3) Identify the factors that affect verbal and nonverbal communication.
- 4) Describe differences in how NCOs communicate with seniors, peers and subordinates.
- 5) Prepare reports, letters and briefings used by NCOs at the primary level.
- 6) Explain the process for determining if information is restricted from the public.

Issues for Consideration

- a) How does accuracy and timeliness affect the communication process?
- b) Discuss situations when formal or informal communication should be used.
- c) How does trust and confidentiality affect the communication process?
- d) Why should communication style and technique be dependent on the situation?
- e) Discuss how tact, empathy and other emotions affect communication.

Learning Methodology/Assessment

Teaching delivery methods may include, but are not limited to: lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Federal Emergency Management Agency. *Effective Communication, Independent Study 242.a*. Washington, DC, May 2010. <http://www.au.af.mil/au/awc/awcgate/fema/242/is242.pdf>

Headquarters, Department of the Army. *Field Manual 6-22: Army Leadership*, October 2006. <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

Kline, John. *Speaking Effectively: A Guide for Air Force Speakers*. Maxwell Air Force Base, AL: Air University Press, 1989. <http://www.au.af.mil/au/awc/awcgate/kline-speak/b33tp.htm>

Lesmeister, Marilyn et al. *Leadership Development within Groups: Communicating Effectively*. North Dakota: North Dakota State University, 1992. http://www.austincc.edu/adnlev4/Copy_of_rnsg2221/communicating/communicating_effectively.htm

Yager, Mark et al. *Technical Report 128, Nonverbal Communication in the Contemporary Operating Environment*. Fort Leavenworth, KS: Army Research Institute, 2009. <http://www.dtic.mil/dtic/tr/fulltext/u2/a501219.pdf>

Module 3.2.2 Media Communication/Awareness

Description

The Internet and other changes in communications technologies have dramatically altered how communications and media relations affect military operations. Every member of the military has the potential to serve as an ambassador of the unit and nation. Because reporters, bloggers, and videographers are present in the contemporary operating environment, it is also important for NCOs to understand how even the simplest statement or action can have strategic consequences for the military. In addition to examining the impact of modern media, this module also considers how media affects the daily life of unit members.

Learning Objectives/Outcomes

- 1) Explain how mass media affects military operations.
- 2) Describe the benefits and risks when military members use social media.
- 3) Explain the military policy for interacting with reporters and using social media.
- 4) Identify the benefits and risks of media communications.

Issues for Consideration

- a) How does media presence affect operations security?
- b) Discuss how the Internet and social media affect information security.
- c) How should members determine if information is approved for release to the public?
- d) What print or social media sources do members use and what are common practices that may affect military operations?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, research papers and individual studies.

References/Readings

Scott, T.M. *Enhancing the Future Strategic Corporal*. Quantico, VA: Marine Corps University, 2006. <http://www.dtic.mil/dtic/tr/fulltext/u2/a507697.pdf>

U.S. Air Force. *Meeting the Media: A Practical Guide to Assist Military Personnel and DOD Civilians in Preparing to Speak with Representative of News Media*. Maxwell Air Force Base, AL: Public Affairs Center of Excellence, 2003. <http://www.au.af.mil/au/awc/awcgate/pace/meetingmedia.pdf>

U.S. Air Force. *New Media and the Air Force*. Washington, DC. <http://www.edwards.af.mil/shared/media/document/AFD-090708-052.pdf>

U.S. Army. *Social Media Handbook*. Version 3, Washington, DC, 2012. <http://www.slideshare.net/USArmySocialMedia/army-social-media-handbook-2012>

Module 3.2.3 Introduction to Strategic Communication

Description

Strategic communication refers to the capacity and the process of managing information activity within an organisation and the self image it intends to project to the outside world; in particular consideration of 2nd and 3rd order effects of actions taken and/or not taken. In this module, NCOs at the Primary Level will be introduced to the strategic effects of the revolution in communications on military units and military operations.

Learning Objectives/Outcomes

- 1) Define strategic communications.
- 2) Describe how senior leaders use strategic communications to influence the military operations.

Issues for Consideration

- a) Discuss the communication technologies used for strategic communication.
- b) Analyse how senior leaders used strategic communication to effect and affect change in the military.
- c) How do NCOs help members interpret strategic communication messages?

Learning Methodology/Assessment

Teaching delivery methods may include case studies, practical exercises, readings, and Internet research of current military media.

References/Readings

Eder, Mari. "Toward Strategic Communication." *Military Review* (March-April 2007): 61-70.

Block 3.3 Personnel Development

Description

The military's future and the legacy of today's military leaders reside in the development of military personnel to become the next generation of senior leaders. NCOs play an important role in guiding the professional development of personnel through counselling, coaching and conflict management. Coaching provides a way to encourage individuals to reach immediate performance goals while mentoring provides the opportunity to guide the long-term professional development of members. In this block, students will learn the role of NCOs in counselling, coaching and conflict management. They will learn how to establish a coaching relationship with subordinates and peers, and techniques to anticipate, prevent and when necessary assist with the resolution of interpersonal conflict that occurs at the team and tactical levels.

Learning Objectives/Outcomes

- 1) Understand the role of counselling and mentoring in personnel development.
- 2) Differentiate between counselling and mentoring characteristics.
- 3) Explain conflict management techniques.

References/Readings

Eder, Mari. "Toward Strategic Communication." *Military Review* (March-April 2007): 61-70.

Module 3.3.1 Counselling

Description

Counselling is one of the most important leadership responsibilities for NCOs. NCOs use counselling to do and accomplish a variety of things: integrate new members into the unit; assess and review member performance; identify areas for improvement; recognise superior performance; and guide their professional development. NCOs also use counselling to help members handle difficult professional and personal situations that affect individual performance and the unit. In this module, NCOs will learn the purpose of different types of counselling, how to prepare for, conduct and document counselling sessions, and when to recommend the member seek additional counselling.

Learning Objectives/Outcomes

- 1) Explain the purpose of different types of counselling and the counselling process.
- 2) Analyse what actions are necessary to prepare for a counselling session.
- 3) Conduct a counselling session.
- 4) Produce counselling reports for subordinates.
- 5) Describe the resources available to assist your subordinates with problems.

Issues for Consideration

- a) What situations can be handled with a verbal instead of a formal written counselling?
- b) How does counselling support personnel evaluation reports?
- c) Discuss how NCOs can determine when to refer a member to another agency/organisation for assistance.
- d) How does self-awareness affect the NCOs' performance as a counsellor?
- e) What circumstances may occur during a counselling session that could require some form of legal action?

Learning Methodology/Assessment

Teaching delivery methods may include, but are not limited to: lectures, guided discussions, case studies, role-play and individual studies.

References/Readings

Headquarters, Department of the Army. *Field Manual 6-22, Army Leadership*. October 2006. <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, D.C.: 23 December 2002.

United States Marine Corps. *NAVMC 2795USMC Guide to Counseling*. Washington, D.C.: Department of the Navy, 21 Jul 1986. <http://www.marines.mil/news/publications/Documents/NAVMC%202795.pdf>

Module 3.3.2 Coaching

Description

NCOs are charged with improving the performance of subordinates as well as providing advice to peers and sometimes seniors. Typically, advice comes in the form of coaching. As coaches, NCOs use their experience to guide learning and performance improvement. As mentors, NCOs focus on members broader personal and/or professional development goals. In this module, NCOs will examine coaching and mentoring relationships and activities, and ways to utilise coaching and mentoring techniques as instruments to enhance members' performance and conduct.

Learning Objectives/Outcomes

- 1) Define coaching.
- 2) Describe the main activities of coaching.
- 3) Describe effective ways to provide feedback.

Issues for Consideration

- a) How does individual credibility affect coaching relationships?
- b) Describe the benefits of having a coach or being a coach.
- c) Discuss how different feedback techniques affect performance.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, role-play, individual studies, and practical exercises.

References/Readings

Baugh, S.G., and T.A. Scandura. "The Effect of Multiple Mentors on Protégé Attitudes Toward the Work Setting." *Journal of Social Behavior and Personality* 14 (1999): 503-522.

Headquarters, Department of the Army. *Army Mentorship Handbook*. Washington, D.C. 1 January 2005. <http://www.armyg1.army.mil/mentorship/docs/Army%20Mentorship%20Handbook%202005.pdf>

Turk, Wayne. "Coach Your Team." *Defense AT&L* January-February (2011): 39-41. Web <http://www.dtic.mil/dtic/tr/fulltext/u2/a535507.pdf>

Module 3.3.3 Conflict Management

Description

Conflicts are present in any organisations and the armed forces are no exception. Disagreement is a natural process in team building and is often caused by differences in values, attitudes, socialisation and behaviours. Conflict management involves implementing strategies to temper the negative aspects of interpersonal and organisational relationships, while emphasising the positive aspects of collaboration, cooperation and interdependence. In this module, students will examine sources of interpersonal conflicts and will discuss preventative measures and techniques to minimise them.

Learning Objectives/Outcomes

- 1) Describe the sources and indicators of conflict.
- 2) Identify techniques to prevent potential conflicts.
- 3) Explain ways to guide resolution of conflict at the lowest level.

Issues for Consideration

- a) How does an NCO know when to get help (chain of command, outside unit) to help resolve issues?
- b) What are the risks associated with not handling potential conflicts?
- c) Discuss how cultural differences affect conflicts and conflict resolution.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Washington, D.C. 10 September 2012.

Headquarters, Department of the Army. *Commander's Equal Opportunity Handbook*. Fort Jackson, SC: Adjutant General School. <http://www.armyg1.army.mil/eo/docs/tc26-6.pdf>

Block 3.4 Unit Management

Description

Unit management includes key management functions that NCOs perform to enable military units to function effectively. This typically involves managing resources such as personnel, budgets and supplies. NCOs at the Primary Level also plan and manage training and the risks associated with training and operations. In this block, NCOs will acquire knowledge on a range of topics associated with unit management.

Learning Objectives/Outcomes

- 1) Apply unit management processes at the squad/platoon level.
- 2) Manage material resources and logistics at the squad/platoon level.
- 3) Apply training management processes to improve performance.

References/Readings

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, DC: 23 December 2002.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.1 Budget Management

Description

Organisations must typically strike a balance between the amount of money they have been allocated or have at their disposal and the amount of money they need to accomplish various tasks and duties. Budget management is the process of matching desired goals and expectations with the amount of resources that has been allocated. NCOs at the Primary Level who have this responsibility will learn to understand the processes involved in the procurement of required resources. They will also learn to maintain situational awareness of budgetary constraints on desired goals and expectations. In addition, students at this level will be introduced to the structure of budget management within a military organisation.

Learning Objectives/Outcomes

- 1) Describe the processes of budgeting at the squad/platoon level.
- 2) Describe budget management at the squad/platoon level.
- 3) Practice cost estimation.

Issues for Consideration

- a) What level of financial training is necessary for NCOs at the Primary Level?
- b) Who are the key financial advisors available to NCOs at the Primary Level?
- c) What legal authority is required for the NCOs at the Primary Level to fulfill their financial duties?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National financial management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.2 Personnel Management

Description

This module introduces students to the personnel management process and its role in ensuring that the squad/platoon maintains an optimum level of operational effectiveness. Personnel management is the process of assigning personnel to the best-suited position for the benefit of the organisation and the development of the individual. This process includes identifying personnel strengths and weaknesses, and progression and succession issues. In addition, personnel management includes the provision of formal training and professional development opportunities for members.

Learning Objectives/Outcomes

- 1) Describe the personnel management process
- 2) Identify individual training and professional development goals.
- 3) Prepare comments for evaluation reports.

Issues for Consideration

- a) How do leaders manage individual expectations?
- b) How do leaders identify the right person for the right job?
- c) How do leaders maximise development opportunities without affecting tactical effectiveness?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National personnel management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chps. 10-12, 2012.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.3 Logistics Management

Description

Logistics management is the governance of supply chain functions. NCOs at the Primary Level who have this responsibility require a basic knowledge and understanding of the processes involved in planning for, procuring and managing resources necessary to sustain military operations. They must learn to maintain situational awareness of constraints that can affect the availability of resources. Logistics management activities at this level may include one or more of the following: transportation management, fleet management, warehousing, materials handling and procurement.

Learning Objectives/Outcomes

- 1) Describe logistics management processes.
- 2) Explain logistics process to subordinates.
- 3) Identify equipment/resources required at squad/platoon level.

Issues for Consideration

- a) How do you ensure logistics resources are available when and where they are needed?
- b) What time constraints are associated with logistics management pertinent to the mission?
- c) How do you incorporate life-cycle management and routine maintenance in the weekly routine?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National procurement and resource management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Headquarters, Department of the Army. *Field Manual 3-21.8, The Infantry Rifle Platoon and Squad*. Washington, D.C.: Training and Doctrine Command, 2007.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.4 Operational Risk Management

Description

Operational Risk Management (ORM) is a decision-making tool to determine the best courses of action taking into account the strengths, weaknesses, opportunities and threats applicable to the situation. NCOs at the Primary Level will gain a basic understanding of the Operational Risk Management (ORM) process. They will learn to perform the ORM at the tactical level while examining the potential short and long-term effects of risk decisions. To the extent possible, they will learn to minimise or mitigate risk.

Learning Objectives/Outcomes

- 1) Describe Operational Risk Management (ORM).
- 2) Describe how to identify and mitigate risks at the squad/platoon level.
- 3) Assess the consequence linked to risk management in the decision making process.

Issues for Consideration

- a) What constitutes a risk?
- b) What is an acceptable level of risk?
- c) How do you mitigate risk aversion?

Learning Methodology/Assessment

Teaching delivery methods may include self-study; lectures; discussions; in-class exercises, small group discussion and participation; scholarly articles; reflective journaling and case studies.

References/Readings

Applicable national risk management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Headquarters, Department of the Army. *Field Manual 5-19, Composite Risk Management*. Washington, D.C.: Training and Doctrine Command, 2006.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.5 Training Management

Description:

Training management is the formal process of identifying the gap between the existing skills and those required to meet mission requirements. NCOs at the Primary Level play a supporting role in determining the training requirements for squad/platoon personnel, including civilian employees, for the assigned tasks or mission. This includes developing training plans, identifying, enforcing and assessing training and performance plans.

Learning Objectives/Outcomes

- 1) Describe the training management process.
- 2) Identify the appropriate training standards at the squad/platoon level.
- 3) Describe the methods for enforcing training standards.
- 4) Maintain training records at squad/platoon level.

Issues for Consideration

- a) To what extent are professional development programs different for military personnel and civilian employees?
- b) How do you address training deficiencies?
- c) How do you enforce training standards?
- d) How do you develop training plans?
- e) What resources are available to execute the training plan?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, role-play, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable national military training instructions and regulations

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). "Training Methodologie 51.018", 2012.

Horn, Bernd, and Robert W. Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.6 Task Management

Description

Military operations and the day-to-day activities of militaries are often organised into a series of individual and collective tasks that must be accomplished to meet organisational goals. NCOs serve a critical function in identifying, prioritizing, and managing the execution of those tasks. In this module, NCOs will learn that task management is the process of planning, assigning, tracking and reporting the progress of work assigned to the unit.

Learning Objectives/Outcomes

- 1) Identify the tools available to assist with task management.
- 2) Describe techniques that may be used to influence the tasks that superiors assign to your unit.
- 3) Explain the factors that affect planning, prioritization and assignment of tasks.

Issues for Considerations

- a) How does the chain of command support or influence task management?
- b) Discuss options available when the workload of the tasks assigned exceeds the resources available.
- c) What are the consequences for NCOs if task management is not performed well?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate and individual assignments.

References/Readings

Bianchi, Rich. "6 Key Elements for Better Task Management." *Tech Republic*. January 3, 2005.

Headquarters, Department of the Army, *Field Manual 5.0, The Operations Process*, March 2010.

Headquarters, Department of the Army. *Field Manual 3-21.8, The Infantry Rifle Platoon and Squad*. Washington, D.C.: Training and Doctrine Command, 2007.



Director of the George C. Marshall European Center for Security Studies addresses participants of the International Senior Enlisted Seminar in Garmisch-Partenkirchen, 2008.



Deputy Secretary General, Ambassador A. Vershbow, of NATO presents a certificate to the Afghan Deputy Assistant Minister of Defence, Major General A. Akramyar, during the Senior Leaders Seminar at NATO HQ Brussels, 8 November 2013.



Baltic States Senior NCO Seminar.

THEME 3: NCO Core Competencies (II. Intermediate Level)

Goal

The NCO Core Competencies theme covers topics that enable the NCO corps to function as the backbone of the military. Topics examined in this theme include instruction, communication, personnel development and unit management that are the foundation of a successful NCO corps. By acquiring the knowledge associated with these topics, NCOs ensure that they are able to translate the commander's intent into actions by training and developing personnel, caring for members, enforcing standards and providing practical leadership for their organisations.

Description

The NCO Core Competencies theme serves as one of three interrelated developmental programs within the professional military education reference curriculum (PME RC) for NCOs. The NCO Core Competencies theme compliments the Profession of Arms and the Leadership and Ethics themes that provide NCOs with the knowledge and skills to enable them function effectively within the armed forces. Teaching NCOs about personnel development and unit management supports their roles as trainers and managers within their organisations. In addition, as NCOs progress to higher levels, the sequential and progressive development of knowledge related to instruction, communication, personnel development and unit management allows them to handle increasingly complex challenges while also preparing them for strategic roles. Knowledge acquired in this theme is critical to building an effective partnership between NCOs and officers. NCOs must learn and demonstrate that they can translate the commander's intent into actionable plans and manage the execution of those plans. The execution of these fundamental responsibilities is a key factor in allowing the officer corps to perform their visionary role within the military while NCOs manage the daily execution of missions. This unique relationship between officers and NCOs is seldom put into words; however, it is essential to mission success. The goal of this portion of the curriculum is to provide NCOs at the Intermediate Level with the skills, knowledge and attributes necessary to become leaders of small units.

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Intermediate Level will:
 - understand the instructional process and how to improve the effectiveness of learning activities.
 - explain how communication effects to organisational performance and military operations.
 - use counselling, coaching, and mentoring to improve individual performance.
 - manage personnel development and unit performance to accomplish assigned missions.
- 2) By completing the theme, each NCO will:
 - describe how NCOs at the Intermediate level influence unit communication.
 - explain how NCOs at the Intermediate level implement personnel management processes related to the development and care of military members.
 - understand how NCOs at the Intermediate level manage unit processes and improve organisational effectiveness.

Block 3.1 Instruction

Description

In this block, NCOs at the intermediate level expand their knowledge of instructing and instruction by examining how to: use advanced instructional methods, create and evaluate courses, create lesson plans and supervise physical fitness training in units. By the end of this block, NCOs at the Intermediate Level will understand the instructional design process and how to use that process to improve learning. They will also learn how to evaluate and improve the performance of instructors and personnel leading physical training in units.

Learning Objectives/Outcomes

- 1) Apply advanced knowledge of instructional techniques to improve learning.
- 2) Analyse how to use instructional design process to develop learning activities.
- 3) Assess and improve the unit physical fitness training.

References/Readings

Brookfield, Stephen. *The Skillful Teacher*. 2nd ed. San Francisco, CA: Jossey Bass, 2006.

Merrill, M. David. *First Principles of Instruction*. San Francisco, CA: Pfeiffer, 2013.

U.S. Army. *Training Circular 3.21-20, Army Physical Readiness Training*. Washington, D.C. March 2010.

Module 3.1.1 Instructional Techniques

Description

NCOs at the intermediate level will use instructional techniques other than lectures and demonstrations (e.g. small group facilitation, problem-based learning, Socratic questioning etc.) to facilitate learning. They also serve as coaches and mentors for subordinate instructors by evaluating their performance and providing helpful feedback. In this module, NCOs will examine how various instructional techniques can be employed to improve student learning. They will also examine the competencies and characteristics they should develop in other instructors

Learning Objectives/Outcomes

- 1) Analyse the advantages and disadvantages of techniques of instruction (e.g. small group facilitation, problem-based learning, Socratic questioning).
- 2) Explain how small group facilitation affects instructors and students.
- 3) Compare methods to assess student learning.
- 4) Evaluate how instructor competencies apply to subordinate instructors.

Issues for Consideration

- a) Discuss how to adjust instructional techniques to meet learning requirements (e.g. student needs, complexity of topic).
- b) What are some of the differences between “instructor-centric” and “learner-centric” instructional techniques?
- c) Discuss how instructor performance varies based on the instructional setting (e.g. formal school, unit training).

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Andres, Dee, Thomas Hull, and Jennifer Donahue. “Storytelling as an Instructional Method: Descriptions and Research Questions.” *The Interdisciplinary Journal of Problem-Based Learning* 3.2 (2009): 6-23. <http://www.dtic.mil/dtic/tr/fulltext/u2/a518392.pdf>

Ciancolo, Anna et al. *Problem – Based Learning: Instructor Characteristics, Competencies and Professional Development*. Arlington, VA. 2011. <http://www.dtic.mil/dtic/tr/fulltext/u2/a535416.pdf>

Golich, Vicki L., Mark Boyer, Patrice Mark., and Steve Lamy. *The ABCs of Case Teaching*. Institute for the Study of Diplomacy, 2000. <http://faculty.guisd.org/abcs.pdf>

Klein, James, et. al. *Instructor Competencies: Standards for Face-To-Face, Online, and Blended Settings*. Greenwich, CT: Information Age Publishing, 2004.

Olmstead, Joseph. *Small Group Instruction: Theory and Practice*. Alexandria, VA: Human Resources Research Organization, 1974. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA955271&Location=U2&doc=GetTRDoc.pdf>

Module 3.1.2 Instructional Design

Description

At the Primary Level, NCOs learned the fundamentals of creating individual lessons. At the Intermediate Level they will build upon that foundation by learning more about instructional theory and design techniques that are used for developing and evaluating courses. In this module, NCOs will examine the instructional theories, instructional design processes and the techniques that are employed in evaluating the effectiveness of lessons and courses.

Learning Objectives/Outcomes

- 1) Assess how the differences between learning theories affect the creation of lessons.
- 2) Describe how the instructional design process is used to create learning activities.
- 3) Explain evaluation strategies that may be used to determine the effectiveness of lessons and learning activities.

Issues for Consideration

- a) What are the advantages and disadvantages of various learning theories and instructional methods?
- b) Discuss various techniques to determine what someone needs to learn and how to sequence learning activities.
- c) How does evaluation data help improve instruction?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Department of Defense. *Department of Defense Handbook 1329-2, Instructional Systems Development/System Approach to Training and Education*. Washington, D.C.: 1997. http://www.atssc.army.mil/itsd/imi/Documents/MilHdbk/HB2_ALL.pdf

Driscoll, Marcy. *Psychology of Learning for Instruction*. 3rd ed. New York: Allyn & Bacon, 2005.

Gagne, Robert, et. al. *Principles of Instructional Design*. 5th ed. Stamford, CT: Wadsworth Publishing, 2004.

Kirkpatrick, Donald, and James Kirkpatrick. *Evaluating Training Programs*. 3rd ed. San Francisco, CA: Berrett-Koehler, 2006.

Module 3.1.3 Physical Training (PT)

Description

Physical training prepares members and units to withstand the rigours of military life while also developing the strength and endurance to accomplish missions. NCOs at the Intermediate Level supervise the development and execution of physical fitness programs in units while also advising leaders on the status of physical readiness within the unit. In this module, NCOs will learn how to supervise the physical training program in the unit so that it prepares members for anticipated missions and is aligned with the commander's intent. They will also examine ways to help subordinates develop aspects of a healthy lifestyle that contributes to overall fitness.

Learning Objectives/Outcomes

- 1) Supervise the unit physical fitness training.
- 2) Describe ways to increase the safety and effectiveness of physical fitness training.
- 3) Analyse the resources and methods available to help members develop other aspects of a healthy lifestyle (e.g. nutrition, spiritual fitness, emotional well-being).

Issues for Consideration

- a) Discuss why it is important for NCOs to be role models for fitness and spend time with each subordinate element during physical fitness training.
- b) Explain the value of team competitions and sports activities in physical fitness training.
- c) What are some of the indicators of improper physical training and what measure can the leader take to minimise injuries?

Learning Methodology/Assessment

Teaching delivery methods may include discussion, lecture, reading assignment, videos, practical exercises and guest speakers.

References/Readings

Army Physical Fitness Research Institute. *Leadership, Health and Fitness Guide*. Carlisle, PA: Army War College, 2011. <https://apfri.carlisle.army.mil/web/Publications/APFRI%20Leader%20Development%20Guide%202011.pdf>

U.S. Army. *Training Circular 3.21-20, Army Physical Readiness Training*. Washington, D.C.: March 2010.

Block 3.2 Communication

Description

Effective communication affects unit performance and may be a critical element of mission success or failure. NCOs at the Intermediate Level are the communication link between unit leaders that direct the mission and the members that execute the tasks to achieve the desired outcome. NCOs need to filter information, complete written reports and adjust their communication style for a variety of purposes and audiences in order to be effective in this middle management role. In this block, NCOs will examine the oral and written communication skills necessary to accomplish their daily work. They will learn how to interact with the media and examine how strategic communication affects the military.

Learning Objectives/Outcomes

- 1) Analyse communication skills necessary to support mission accomplishment.
- 2) Assess the effects of media interactions on military operations.
- 3) Interpret military strategic communication messages.

References/Readings

Bokma, Lee. *Strategic Communications for Tactical Leaders*. Fort Leavenworth: U.S. Army Command and General Staff College. <http://www.dtic.mil/dtic/tr/fulltext/u2/a524396.pdf>

Eder, Mari. "Toward Strategic Communication." *Military Review* (March-April 2007): 61-70.

U.S. Air Force. *Meeting the Media: A Practical Guide to Assist Military Personnel and DOD Civilians in Preparing to Speak with Representatives of News Media*. Maxwell Air Force Base, AL: Public Affairs Center of Excellence, 2003. http://www.au.af.mil/au/awc/awcgate/pace/meeting_media.pdf

Module 3.2.1 Communication Techniques

Description

NCOs at the Intermediate Level begin to serve as the connection between the officer's intent and military members that accomplish the mission. This unique place in the chain of command requires NCOs to communicate effectively with superiors, peers and subordinates. In this module, NCOs will focus on higher-level skills in oral and written communication so that they are able to effectively communicate. In addition, they will examine the following: facilitation, negotiation and debate skills; military writing and briefing techniques; and methods of communication as representatives of the commander.

Learning Objectives/Outcomes

- 1) Analyse how facilitation, negotiation, mediation and debating techniques are used in effective communication.
- 2) Describe operational level military writing requirements and the characteristics of effective written communication.
- 3) Compare the advantages and disadvantages of using communication methods.
- 4) Describe how communication style and purpose change when serving as a representative of the commander.

Issues for Consideration

- a) Discuss how information confidentiality affects communication in the unit.
- b) What changes in communication styles are made for different audiences?
- c) Consider the factors that affect the meaning of written and oral messages.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Barrett, Julie. *Communication in Style: Discover How to Communicate with Everyone (and Like It!)*. PinnacleOne. http://www.au.af.mil/au/awc/awcgate/gsa/communicate_with_everyone.pdf

Eisen, Stef. *Practical Guide to Negotiating in the Military*. 2nd ed. Air Force Negotiation Center of Excellence, 2011. <http://culture.af.mil/NCE/PDF/pracguide2011.pdf>

Moore, Christopher. *Negotiation*. <http://www.au.af.mil/au/awc/awcgate/army/usace/negotiation.htm>

Module 3.2.2 Media Communication/Awareness

Description

The Internet and other changes in communications technologies have dramatically altered how communications and media relations affect military operations. NCOs at the Intermediate Level must be aware of how interacting with the media affects the military and must understand what actions are permissible and appropriate, and which ones are not. This module will focus on ways to interact with the media that are consistent with national military policy and have a positive effect on military operations.

Learning Objectives/Outcomes

- 1) Analyse how the national military policy for conducting media interviews affects units.
- 2) Assess how actions during interviews are perceived by the audience.
- 3) Participate in a media interaction.
- 4) Analyse how to handle situations where mass media are embedded in military operations.

Issues for Consideration

- a) What methods are available to help NCOs develop interview skills?
- b) Discuss the effects that an media interaction may have on military operations, security, and national interests.
- c) How can NCOs at the Intermediate Level manage subordinates use of social media?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Department of the Army. *Field Manual 3-21.10, The Infantry Rifle Company*. Washington, D.C.: 2006. <https://rdl.train.army.mil/catalog/view/100.ATSC/423B3CC4-3606-4E1B-86A6-F37C4BC792C3-1274572553978/3-21.10/toc.htm#toc>

Scott, T.M. *Enhancing the Future Strategic Corporal*. Quantico, VA: Marine Corps University, 2006. <http://www.dtic.mil/dtic/tr/fulltext/u2/a507697.pdf>

U.S. Marine Corps. *Media Skills Training Guide, A Media Primer*. Washington, D.C.: Division of Public Affairs. http://www.au.af.mil/pace/handbooks/marine_media_skills_guide.pdf

Module 3.2.3 Elements of Strategic Communication

Module Description

The information environment offers opportunities to shape military and national operations through the use of communications technologies; however, global and instantaneous access to information also poses risks. NCOs at the Intermediate Level must manage the effects that strategic communications have on their unit, military operations and their nation. As such, they must understand the pros and cons of strategic communications.

Learning Objectives/Outcomes

- 1) Describe the national and military purposes for strategic communication.
- 2) Explain ways to interpret the effects of strategic communications for subordinates.
- 3) Analyse how strategic communications (military and non-military) affect military operations.

Issues for Consideration

- a) Discuss how social media and other communications technologies affect strategic communication.
- b) How do strategic communications in the mass media affect military members?
- c) How do NCOs manage the affects that strategic communications have on the unit?

Learning Methodology/Assessment

Teaching delivery methods may include discussion, case studies, practical exercises, readings and Internet research of current military media.

References/Readings

Eder, Mari. "Toward Strategic Communication." *Military Review* (March-April 2007): 61-70.

Jones, Jefferey, et al. "Strategic Communications and the Combatant Commander." *Joint Forces Quarterly* 55.4 (2009): 104-108. <http://www.dtic.mil/dtic/tr/fulltext/u2/a515469.pdf>

Block 3.3 Personnel Development

Description

The military's future and the legacy of today's military leaders reside in the development of the next generation of senior leaders. NCOs at the Intermediate Level have greater responsibility to oversee and to employ a variety of counselling, coaching and mentoring strategies to guide personnel development as well as to manage or resolve conflicts between military members and between organisations. In addition, knowledge of these strategies helps NCOs to coach and advice junior officers (See Block 1.2 in the Profession of Arms theme).

Learning Objectives/Outcomes

- 1) Explain how counselling, coaching and mentoring affect personnel development.
- 2) Differentiate between the strategies used for coaching, counselling and mentoring.
- 3) Analyse interpersonal and organisational conflict management techniques.

References/Readings

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, D.C.: 23 December 2002.

Pierre, Russell, and Jerome Peppers. "Conflict in Organizations, Good or Bad." *Air University Review* November-December 1976. <http://www.airpower.au.af.mil/airchronicles/aureview/1976/nov-dec/peppers.html>

United States Air Force. *Air Force Pamphlet 36-2241, Professional Development Guide*. Headquarters, Air Education and Training Command. Washington, D.C. 1 October 2011. <http://www.e-publishing.af.mil/shared/media/epubs/afpam36-2241.pdf>

Module 3.3.1 Counselling

Description

Counselling is one of the most important leadership development responsibilities for NCO's. NCOs at the Intermediate Level already know how to conduct individual counselling sessions; therefore, in this module NCOs will acquire knowledge that enables them to develop the counselling skills of subordinate NCOs. In addition, this module includes learning how personal development plans and professional development models are used to counsel NCO development.

Learning Objectives/Outcomes

- 1) Analyse skills and strategies that NCOs use during counselling sessions.
- 2) Assess the effectiveness of a counselling session.
- 3) Determine how individual development plans and professional development models support individual counselling.
- 4) Determine types of counselling situations that require supervision of an NCO at the Intermediate Level of this curriculum or external support from another resource.

Issues for Consideration

- a) Discuss ways to develop the counselling skills of subordinate NCOs.
- b) What skills that affect counselling (e.g. respect for subordinates, cultural awareness, empathy) are the most difficult for subordinate NCOs develop?
- c) Describe ways that NCOs at the Intermediate Level advice junior officers about situations that involve counselling.
- d) What are the most challenging counselling situations that should be handled by an NCO at the Intermediate Level?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Wash-

ington, D.C. 10 September 2012. http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adrp6_22_new.pdf

United States Marine Corps, *Individual Development Handbook*, Administration and Resource Management Division, Washington, D.C. http://www.hqmc.marines.mil/Portals/143/Docs/IDP_Handbook.pdf

United States Army. “*Infantryman Professional Development Model*”. Army Training Support Center, 2011. <https://ile.atsc.army.mil/pdmPublic/pdm/enlisted/cmfl11/11B.html>

Module 3.3.2 Coaching and Mentoring

Description

NCOs at the Intermediate Level coach subordinates in order to improve their overall performance. In addition, as mentors they provide personal and professional development advice to subordinates. In this module, NCOs will expand their knowledge of coaching and mentoring in order to improve the development and performance of other military members. NCOs will examine the formal and informal ways that coaching and mentoring affect personnel development.

Learning Objectives/Outcomes

- 1) Compare coaching and mentoring.
- 2) Analyse the characteristics of effective coaches.
- 3) Propose ways to integrate coaching and mentoring into personnel development processes.
- 4) Analyse methods to determine if coaching and mentoring programs are effective.

Issues for Consideration

- a) How do individuals become involved in a mentoring program?
- b) Discuss the benefits and risks of having a formal or informal mentor program.
- c) How does the relationship between members change because of coaching or mentoring?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual studies.

References/Readings

Boyce, Lisa. *Building Successful Leadership Coaching Relationships: Examining Impact of Matching Criteria in Leadership Coaching Program*. U.S. Air Force Academy, USAF Colorado. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA524818&Location=U2&doc=GetTRDoc>

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Washington, D.C. 10 September 2012. http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adrp6_22_new.pdf.

Johnson, W. Brad, and Gene R. Andersen. *Formal Mentoring in the U.S. Military: Research Evidence, Lin-*

gering Questions, and Recommendations. Newport, RI: Naval War College, 2010. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA519313>

Knouse, S.B., and S.C. Webb. "Unique Types of Mentoring for Diverse Groups in the Military." *Review of Business* (2000): 48-52.

Module 3.3.3 Conflict Management

Description

Interpersonal and inter-organisational conflicts are inevitable. NCOs at the Intermediate Level must acquire and implement strategies to limit the negative aspects of conflict and maximise its positive aspects. This module will help NCOs at the Intermediate Level to improve their knowledge of how to manage interpersonal conflicts and how to apply some of this knowledge to addressing intra- and inter-organisational conflicts.

Learning Objectives/Outcomes

- 1) Distinguish between positive and negative attributes of conflict.
- 2) Analyse situations to determine potential causes of conflict in the unit and between units.
- 3) Compare strategies for managing conflict.

Issues for Consideration

- a) Discuss situations that require additional resources (e.g. third party) to manage or resolve the conflict.
- b) What is the difference between the NCO and officer role in conflict management in the unit?
- c) What are the advantages and disadvantages of compromise?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guided discussions, case studies, syndicate, formal course and individual study.

References/Readings

Conflict Resolution, Study Guides and Strategies. <http://www.studygs.net/confres.htm>

Headquarters, Department of the Army. *Army Doctrinal Reference Publication 6-22, Army Leadership*. Washington, D.C. 10 September 2012. http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adrp6_22_new.pdf

Pierre, Russell, and Jerome Peppers. "Conflict in Organisations, Good or Bad." *Air University Review* November-December 1976. <http://www.airpower.au.af.mil/airchronicles/aureview/1976/nov-dec/peppers.html>.

Block 3.4 Unit Management

Description

Unit management includes key management functions that NCOs perform to enable military units function effectively. This typically involves managing personnel, budgets and supplies. NCOs at the Intermediate Level build on acquired experience to manage their unit's resources. In addition, at this level they will have increased situational awareness of budgetary constraints and working knowledge of the processes involved in procuring resources required to accomplish the mission. As well, NCOs at the Intermediate Level are responsible for identify training and professional development deficiencies in order to improve organisational performance and mission accomplishment.

Learning Objectives/Outcomes

- 1) Apply unit management processes at the platoon/company level.
- 2) Advise the chain of command on unit management issues.
- 3) Determine unit deficiencies that can be improved with training.

References/Readings

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

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, D.C.: 23 December 2002.

Module 3.4.1 Budget Management

Description

NCOs at the Intermediate Level charged with this responsibility require a working knowledge and understanding of the processes involved in the procurement of required resources. In addition, they maintain situational awareness of budgetary constraints that can affect the availability of resources. Furthermore, NCOs at the Intermediate Level play an important role in the budget management process by instilling in their subordinates proper financial accountability and prudent use of resources. In this module, students will gain additional knowledge of the structure and process of budget management within a military organisation.

Learning Objectives/Outcomes

- 1) Outline budget management process used at the platoon/company level.
- 2) Analyse ways to propose expenditure of financial resources.
- 3) Determine ways to improve budget awareness and accountability in the unit.

Issues for Consideration

- a) How do NCOs at the Intermediate Level contribute to the identification of budget requirements?
- b) Do NCOs at the Intermediate Level have increased legal authority and responsibility to fulfill their financial duties?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National financial management regulations.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Module 3.4.2 Personnel Management

Description

Personnel management is the process of assigning personnel to the best-suited position for the benefit of the organisation and the development of the individual. This process includes identifying strengths, weaknesses and potential for progression. It involves formal training and professional development but, especially, the assignment of tasks that offer personal development experience to support succession planning. In this module, NCOs at the Intermediate Level build on their acquired experience to enhance their knowledge of the personnel management process and ensure the unit maintains an optimum level of operational effectiveness.

Learning Objectives/Outcomes

- 1) Analyse how personnel management processes affect unit performance.
- 2) Coordinate individual training and professional development.
- 3) Prepare evaluation reports.

Issues for Consideration

- a) Discuss the strengths and weaknesses of ways to assign personnel to jobs in the unit.
- b) What training strategies can be used to improve the ability of personnel to perform more than one job in the unit?
- c) How do you handle situations where training does not improve individual performance?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National personnel management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chps 10-12: “Leadership Training”, 2012.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Lagacé-Roy, Daniel, and Janine Knackstedt. *The Mentoring Handbook*. Kingston, ON: Canadian Leadership Institute, 2007.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.3 Logistics Management

Description

Logistics management is the governance of supply chain functions. NCOs at the Intermediate Level who have this responsibility require a working knowledge and understanding of the processes involved in logistics management. Situational awareness of resource constraints allows them to predict resource shortages and develop alternatives to ensure the mission is accomplished. Logistics management activities at this level typically include a combination of transportation management, fleet management, warehousing, materials handling and procurement.

Learning Objectives/Outcomes

- 1) Analyse how the platoon/company fits into logistics management processes.
- 2) Estimate equipment/resources required for the platoon/company.
- 3) Determine ways to improve property accountability.

Issues for Consideration

- a) Predict failures in the supply-chain.
- b) Discuss the procurement timelines required to obtain supplies and equipment?
- c) What policies guide the equipment that is authorised for the unit?
- d) How do NCOs at the Intermediate level handle the loss of property in the unit?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National procurement and resource management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.4 Operational Risk Management

Description

Operational Risk Management (ORM) is a decision-making tool to determine the best courses of action taking into account the strengths, weaknesses, opportunities and threats applicable to the situation. NCOs at the Intermediate Level will have gained an instinctive grasp of the Operational Risk Management (ORM) process. NCOs at this level will perform the ORM at the operational and tactical level, assess potential operational consequences and to the extent possible consider risk mitigation strategies.

Learning Objectives/Outcomes

- 1) Analyse how Operational Risk Management (ORM) affects unit management processes.
- 2) Predict the potential effect that individual risk decisions may have at the tactical, operational and strategic levels.
- 3) Evaluate how risk management affects decision-making and planning.

Issues for Consideration

- a) What authority do NCOs at the Intermediate Level have to assume risk?
- b) How can you achieve realistic training when there is a high level of risk?
- c) Discuss indicators that leaders may be risk averse. How would you handle those situations?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National risk management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.5 Training Management

Description

Training Management is the formal process of identifying the gap between existing and required skills to meet the mission requirements. NCOs at the Intermediate Level determine the training requirements for platoon/company personnel, including civilian employees, for the assigned tasks or mission. They define and assess training standards to enable their subordinates to execute their tasks. They enforce training standards, develop training plans and recommend professional development programs to address deficiencies and promote continuous self-improvement.

Learning Objectives/Outcomes

- 1) Identify factors that affect training management at the platoon/company level.
- 2) Describe methods to assess the effectiveness of unit training standards.
- 3) Analyse how training record data affects the unit training plan.

Issues for Consideration

- a) Discuss the role of individual and collective training in the unit training plan.
- b) What are ways to conduct effective training when resources are constrained?
- c) How do you link the training management and mission effectiveness?
- d) What are indicators that training management needs improvement?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National Military Training Instructions and Regulations

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer (Swiss Armed Forces Leadership Manual). "Training Methodologie 51.018", 2012.

Horn, Bernd, and Robert W. Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007

Module 3.4.6 Task and Project Management

Description

Military operations and the day-to-day activities of military organisations are often organised into a series of individual and collective tasks that must be accomplished to meet the organisational goals. Project Management is a formal process for the execution of specific objectives which involve defined time constraints and quantified expectations. NCOs at the Intermediate Level will be called upon to monitor the execution of tasks and projects at platoon/company level. In this module, NCOs at the Intermediate Level will acquire the knowledge necessary to apply task management techniques at the platoon/company level as well as the fundamentals of project management.

Learning Objectives/Outcomes

- 1) Analyse techniques to supervise and report task completion at the platoon/company level.
- 2) Define project management.
- 3) Describe the purpose of projects timelines, milestones and completion criteria.
- 4) Identify how to plan the resources necessary for a project.

Issues for Consideration

- a) Describe how NCOs at the Intermediate level advise the commander on task prioritization.
- b) How do you delegate task execution while retaining responsibility for completion?
- c) How do you keep all personnel involved in a project motivated?
- d) What tools are available to help monitor project completion?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 12: “Leadership Training”, 2007.

Horn, Bernd, and Robert W. Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.



Chairman of the NATO Military Committee, General K. Bartels' discussion with Professor H. Tomlin and Colonel S. Anton, course directors of the Afghan Senior Leaders Seminar, NATO HQ Brussels, 8 November 2013.



Defence Education and Enhancement Programme (DEEP) Team first visit to Mongolia.



NATO Secretary General's Special Representative for Women, Peace and Security, Ms. Mari Skåre discussing gender issues with Senior Leaders from Afghanistan, NATO HQ Brussels, 8 November 2013.

THEME 3: NCO Core Competence (III. Advanced Level)

Goal

The NCO Core Competencies theme covers topics that enable the NCO corps to function as the backbone of the military. Topics examined in this theme include instruction, communication, personnel development, and unit management that are the foundation of a successful NCO corps. By acquiring the knowledge associated with these topics, NCOs ensure that they are able to translate the commander's intent into actions by training and developing personnel, caring for members, enforcing standards, and providing practical leadership for their organisations.

Description

The NCO Core Competencies theme serves as one of three interrelated developmental programs within the professional military education reference curriculum (PME RC) for NCOs. The NCO Core Competencies theme compliments the Profession of Arms and the Leadership and Ethics themes that provide NCOs with the knowledge and skills to enable them function effectively within the armed forces. Teaching NCOs about personnel development and unit management supports their roles as trainers and managers within their organisations. In addition, as NCOs progress to higher levels, the sequential and progressive development of knowledge related to instruction, communication, personnel development and unit management allows them to handle increasingly complex challenges while also preparing them for strategic roles. Knowledge acquired in this theme is critical to building an effective partnership between NCOs and officers. NCOs must learn and demonstrate that they can translate the commander's intent into actionable plans and manage the execution of those plans. The execution of these fundamental responsibilities is a key factor in allowing the officer corps to perform their visionary role within the military while NCOs manage the daily execution of missions. This unique relationship between officers and NCOs is seldom put into words; however, it is essential to mission success. The goal of this portion of the curriculum is to provide NCOs at the Advanced Level with the skills, knowledge and attributes necessary to become leaders of small units.

Learning Objectives/Outcomes

- 1) In support of the overarching goal, NCOs at the Advanced Level will:
 - communicate and provide advice to the commander on the development of communication plans;
 - provide guidance about counselling and mentoring to improve the development of NCOs and junior officers;
 - apply personnel development techniques to improve individual and organisational performance; and
 - advise the commander on ways to improve unit management.
- 2) By completing the theme, each NCO will:
 - describe how NCOs at the Advanced Level contribute to shaping unit goals and supporting Advanced leaders' communication messages;
 - explain how NCOs at the Advanced Level affect organisational processes related to the development and care of military members; and
 - understand the NCOs at the Advanced Level's role in improving performance to meet tactical, organisational and strategic level goals.

Block 3.1 Instructional Administration

Description

Some NCOs at the Advanced level may continue to be involved in delivering instruction; however it is more likely that NCOs at the Advanced Level will be charged with assessing the effectiveness of instructional programs while also coaching and mentoring NCOs that give instruction. Some NCOs at the Advanced level may also find themselves responsible for administering training and education programs in a formal military school such as an NCO academy. In this block, NCOs will examine the functions performed to manage the execution of NCO courses within a formal school.

Learning Objectives/Outcomes

- 1) Analyse how the training and education system of the nation affects resourcing and managing NCO schools.
- 2) Explain how military curriculums are created and updated.
- 3) Describe how program evaluation may be used to improve the instructional system.

References/Readings

Department of Defense. *Department of Defense Handbook 1379-2, Instructional Systems Development/Systems Approach to Training and Education*. Washington, DC: 1988.

Kirkpatrick, Donald, and James Kirkpatrick. *Evaluating Training Programs, The Four Levels*. 3rd ed. San Francisco: Berrett-Koehler, 2006.

Block 3.2 Communication

Description

Advanced leader communications are critical to improving trust within the organisation, establishing shared vision and goals, creating shared understanding and communicating with the public at large. At the Advanced Level, it is important for leaders to ensure that members have a shared understanding of the situation and goals that require action. NCOs at the Advanced Level also use communication strategies to shape internal and external conditions that contribute to mission success. In addition, as members of the command team, NCOs at the Advanced Level help achieve communication goals by serving as the commander's voice with internal and external agencies. In this block, NCOs at the Advanced level learn the skills and knowledge necessary to support internal and external communication. They will refine their ability to interact with the media and their understanding of social media.

Learning Objectives/Outcomes

- 1) Explain how effective communications shape organisational performance.
- 2) Analyse the role and affects that modern media have on military operations.
- 3) Examine how NCOs at the Advanced level support unit communications and build organisations that communicate effectively.

References/Readings

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

Jones, Phil. *Communication Strategy*. Aldershot, Hampshire, England: Gower Publishing, 2008.

Neilson-Green, Rumi. "Fighting the Information War, but Losing Credibility: What Can We Do?" *Military Review* (July - August 2011): 8-15.

Zaremba, Alan. *Crisis Communication – Theory and Practice*. London, England, M.E. Sharpe, 2010.

Module 3.2.1 Communication Techniques

Description

Advanced leader communications are critical to improving trust within the organisation, establishing shared visions and goals, creating shared understanding and communicating the armed forces messages to the public. As representatives of the commander and the military, NCOs at the Advanced Level are required to communicate strategic messages to the media and to other strategic level leaders. At higher level military organisations, NCOs at the Advanced Level may also serve as representatives of their nations and may be tasked to communicate with an international audience in a foreign context. The goal of this module is to prepare NCOs at the Advanced Level to effectively communicate operational and strategic level messages as required to actors within and outside the military.

Learning Objectives/Outcomes

- 1) Explain the purpose of operational and strategic level communication with internal and external audiences.
- 2) Compare how different communication technologies affect the delivery and intent of messages.
- 3) Analyse techniques (verbal and nonverbal) that may be used effectively with large audiences.
- 4) Design presentations to communicate clearly with the intended audience.
- 5) Communicate with external audiences.

Issues for Consideration

- a) How are communication techniques used with smaller audiences adjusted to communicate with larger audiences?
- b) What signs indicate effective or ineffective communication with a large audience?
- c) Discuss how cultural and linguistic differences affect communication.
- d) How is the message adapted to ensure a shared understanding among all audiences?
- e) How can strategic communication affect crisis situations?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, case studies, role play, simulation, practical exercises and guest speakers.

References/Readings

- Gardner, Lenore. *Public Speaking: A Selected Bibliography*. Fort Leavenworth: U.S. Army War College Library. <http://www.carlisle.army.mil/library/bibliographies.htm>
- Mayfield, Thomas D. III. "A Commander's Strategy for Social Media." *Joint Forces Quarterly* 60 (January 2011). <http://www.ndu.edu/press/commanders-strategysocial-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

Module 3.2.2 Media Communication and Awareness

Description

Effective communication helps shape the contemporary operating environment to achieve mission success. Recent changes in communications technologies have dramatically altered how communications and media relations affect military operations thereby making media relations a critical component of achieving strategic success. This module focuses on the importance of media communication and awareness to promoting the commander's strategic messages and enhancing the image of the unit and the country. In addition, NCOs will examine the effects of traditional and new media (blogging, social networks, etc.) on military operations.

Learning Objectives/Outcomes

- 1) Explain the importance of modern media practices and telecommunications in military operations.
- 2) Describe how to foster a positive image of the armed forces in the media.
- 3) Explain how interacting with the media and embedded media affects organisational dynamics.
- 4) Describe the common mistakes made with using social media and social media's impact on the military.
- 5) Analyse how effective communications relate to media relations.

Issues for Consideration

- a) How do effective communications shape the operating environment?
- b) What are the best ways to conduct a live media interview?
- c) How can effective media relations be a force multiplier?
- d) What are the security implications of effective and ineffective media relations, especially social media?
- e) What are some of the intended and unintended consequences of embedded media?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, Internet research of current military topics and article reviews.

References/Readings

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

Chairman, of the Joint Chiefs of Staff, *Joint Publication 3-61, Public Affairs*, Washington DC: 2010.

European Security and Defence College. *How to Meet the Media* (Document IG/2010/ 011), May 2010. http://esdc.mil-edu.be/index.php/component/docman/doc_download/349-10-01-04-standard-curriculum-common-module-on-communication

Module 3.2.3 Strategic Communication

Description

The information environment offers opportunities to shape military and national operations through the use of communication technologies; however, global and instantaneous access to information also poses risks. NCOs at the Advanced Level are increasingly involved in helping commanders understand the information and communications environment while also helping to shape and execute communications plans. As such, NCOs at this level must understand the potential uses of communication technologies, the effects of communications on internal and external audiences, and the application of strategic communications in the operating environment to win the information battle.

Learning Objectives/Outcomes

- 1) Explain how changes in communications technologies and generational differences affect Advanced leader's understanding of how to use communications technologies.
- 2) Describe the national and military purposes for strategic communication.
- 3) Analyse the "battle of the narrative" to include definition of "Narrative," "Theme" and "Message."
- 4) Describe the NCOs at the Advanced Level role in helping the commander developing and executing a communication plan.
- 5) Understand how NCOs at the Advanced Level support execution of the commander's public communication strategy.
- 6) Explain how the global information environment affects strategic communication and military operations.

Issues for Consideration

- a) How can public communications be used to meet strategic and national military objectives?
- b) What are the affects of not having a synchronised and consistent message?
- c) How do speed, mass, and ubiquity of social media affect messages?
- d) How should strategic communication be integrated into campaign and operational plans?

- e) How do leaders effectively balance operational security requirements with operational and strategic communication messages?

Learning Methodology/Assessment

Teaching delivery methods may include discussions, guest speakers, case studies, practical exercises, readings and Internet research of current military topics in the media.

References/Readings

- Eder, Mari. "Toward Strategic Communication." *Military Review* (March-April 2007): 61-70.
- Jones, Phil. *Communication Strategy*. Aldershot, Hampshire, England: Gower Publishing, 2008.
- Neilson-Green, Rumi. "Fighting the Information War, but Losing Credibility: What Can We Do?" *Military Review* (July - August 2011): 8-15.
- Zaremba, Alan. *Crisis Communication – Theory and Practice*. London, England: M.E. Sharpe, 2010.

Block 3.3 Personnel Development

Description

The military's future and the legacy of today's military leaders reside in the development of the next generation of leaders. NCOs at the Advanced Level play an important role in guiding the professional development of personnel by overseeing the conduct of counselling, coaching and mentoring in the organisation. In this block, NCOs at the Advanced Level will refine their knowledge of how to use counselling, coaching and mentoring programs to improve individual and organisational performance. In addition, they will learn how to establish a mentoring program and align the program with individual and unit goals. Lastly, NCOs at this level will learn how to anticipate, prevent and when necessary assist with the resolution of interpersonal conflicts that occur in every organisation.

Learning Objectives/Outcomes

- 1) Summarise leader behaviours and skills that facilitate effective counselling programs in units.
- 2) Analyse how mentoring differs from other personnel development techniques.
- 3) Distinguish between the mediation and negotiation techniques that are used to resolve conflicts between organisations.

References/Readings

Anderson-Ashcraft, Merrill. *Mentoring Perceptions in the Military*. Strategic Research Project. Carlisle Barracks: U.S. Army War College, 2002.

Conflict Resolution, Study Guides and Strategies. <http://www.studygs.net/confres.htm>

Deutsch, Morton, and Peter T. Coleman. *Handbook of Conflict Resolution: Theory and Practice*. New York: Jossey-Bass, April 2000.

Headquarters, Department of the Army, Field Manual 6-22, Army Leadership. October 2006. <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

Umbreit, M. *Conflict Negotiation Skills Checklist*. Center for Restorative Justice and Peacemaking. http://www.cehd.umn.edu/rjp/resources/rj_dialogue_resources/Conflict_Negotiation_Skill_Checklist.pdf

Williams, Kewyn L. *Mentorship: The Need for a Formal Program*. Strategic Research Project. Carlisle Barracks: U.S. Army War College, 2002.

Module 3.3.1 Counselling Programs

Description

Counselling is one of the most important responsibilities for NCOs. With many years of counselling experience under their belt, NCOs at the Advanced Level of the curriculum are focused on managing unit counselling programs and resources, and overseeing counselling. In addition, NCOs at this level are responsible for ensuring that other NCOs effectively and appropriately conduct, report and document counselling; coaching others to counsel more effectively; and ensuring that counselling supports performance improvement of individuals and the unit.

Learning Objectives/Outcomes

- 1) Explain how to establish a unit counselling program.
- 2) Assess the effectiveness of a counselling program.
- 3) Analyse how a counselling program contributes to unit performance and individual development.

Issues for Consideration

- a) Is the counselling program designed to support achieving the unit commander's intent and broader military performance goals?
- b) What metrics may be used to assess the effectiveness of counselling?
- c) What types of data are available about the counselling program?
- d) What are some of the indicators that the counselling program is not being used effectively?

Learning Methodology/Assessment

Teaching delivery methods may include case studies, discussions, lectures and guest speakers.

References/Readings

Headquarters, Department of the Army, Field Manual 6-22, Army Leadership. October 2006. <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

U.S. Air Force, *Air Force Doctrine Document 1-1, Leadership and Force Development*. http://static.e-publishing.af.mil/production/1/af_cv/publication/afdd1-1/afdd1-1.pdf

Module 3.3.2 Mentoring

Description

Mentoring improves individual performance, retention, morale, personal/professional development and career progression. A key responsibility for NCOs at the Advanced Level is to transfer to others the expert knowledge accumulated over the years of service. This is accomplished through informal and formal mentoring relationships with peers and junior personnel. In this module, NCOs will enhance their understanding of how mentoring improves the military force by creating opportunities for mentors and mentees to improve their leadership, interpersonal, and technical skills as well as achieve personal and professional objectives.

Learning Objectives/Outcomes

- 1) Discuss how to foster establishment of mentor/mentee relationships.
- 2) Explain the advantages and disadvantages of creating a formal mentoring program.
- 3) Analyse how mentoring affects personnel development.
- 4) Assess ways to integrate mentoring into professional development programs within the organisation.
- 5) Explain ways to determine if a mentoring program is improving individual and organisational development.

Issues for Consideration

- a) What are the benefits and risks associated with mentoring programs?
- b) How does serving as a mentor enhance the careers of NCOs at the Advanced Level?
- c) How can the organisational structure and policies support long-term and short-term mentoring relationships?
- d) How does a mentoring program affect organisational culture?
- e) What challenges must be overcome to establish a mentoring program?

Learning Methodology/Assessment

Teaching delivery methods may include case studies, discussions, lectures and guest speakers.

References/Readings

- Abrahams, Marc. "Making Mentoring Pay." *Harvard Business Review* 84 (June 2006): 21.
- Anderson-Ashcraft, Merrill. *Mentoring Perceptions in the Military*. Strategic Research Project. Carlisle Barracks: U.S. Army War College, 2002. <http://handle.dtic.mil/100.2/ADA401070>
- Army Mentorship Handbook. <http://www.armyg1.army.mil/hr/mentorship/docs/Army%20Mentorship%20Handbook%202005.pdf>
- Knouse, Stephen B., and Schuyler C. Webb. *Mentors, Mentor Substitutes, or Virtual Mentors?: Alternative Mentoring Approaches for the Military*. Patrick Air Force Base: Defense Equal Opportunity Management Institute, 1998.
- Martin, Gregg F., George E. Reed, Ruth B. Collins, and Cortez K. Dial. "The Road to Mentoring: Paved with Good Intentions." *Parameters* 32 (Autumn 2002): 115-128.
- Murray, Margo. *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process*, rev. ed. San Francisco: Jossey-Bass, 2001.
- Thomas, Ted, and Jim Thomas. *Mentoring, Coaching, and Counselling: Toward A Common Understanding*. http://usacac.army.mil/cac2/cgsc/repository/dcl_Mentoring.pdf
- Uldrich, Jack. "Meaningful Mentoring: The Principle of Learning from Others." in *Into the Unknown: Leadership Lessons from Lewis & Clark's Daring Westward Adventure*. New York: AMACOM, 2004.
- Williams, Kewyn L. *Mentorship: The Need for a Formal Program*. Strategic Research Project. Carlisle Barracks: U.S. Army War College, 2002. <http://handle.dtic.mil/100.2/ADA400995>

Module 3.3.3 Conflict Management

Description

Senior military leaders most often operate in complex environments at home and abroad. In order to obtain the cooperation and support of others including foreign militaries necessary to accomplish a task and/or mission, they must rely on good interpersonal and negotiation skills. For NCOs at the Advanced Level, conflict management will often require mediation of conflicts between people of different organisations and may also necessitate using negotiation skills to mediate issues that arise between military members from different nations and between military members and civilian organisations. In this module, NCOs at the Advanced level will examine how negotiations skills may be used to prevent or resolve intra- and inter-organisational conflicts.

Learning Objectives/Outcomes

- 1) Explain the sources and factors that may lead to conflicts between organisations.
- 2) Compare methods to mediate conflicts between organisations.
- 3) Describe various negotiation strategies.
- 4) Describe how negotiation skills may be used during conflict mediation.

Issues for Consideration

- a) How does extending influence beyond the immediate chain of command aid in conflict resolution?
- b) Assess the advantages and disadvantages of achieving a compromise settlement between different organisations.
- c) How do cultural differences affect persuasion, negotiation and conflict resolution?
- d) Why does leadership style affect the conflict resolution process?

Learning Methodology/Assessment

Teaching delivery methods may include case studies, discussions, lectures, guest speakers and role play.

References/Readings

Conflict Resolution, Study Guides and Strategies. <http://www.studygs.net/confres.htm>

Deutsch, Morton, and Peter T. Coleman. *Handbook of Conflict Resolution: Theory and Practice*. New York: Jossey-Bass, 2000.

Umbreit, M. *Conflict Negotiation Skills Checklist*, Center for Restorative Justice and Peacemaking. http://www.cehd.umn.edu/rjp/resources/rj_dialogue_resources/Conflict_Negotiation_Skill_Checklist.pdf

Block 3.4 Unit Management

Description

Unit management includes key management functions that NCOs perform to enable military units to function effectively. For NCOs at the Advanced Level, unit management implies oversight of processes and personnel who serve in those functions. Situational awareness of how the organisation is functioning will be necessary in order to advise the chain of command. NCOs need to understand systems thinking so they can identify the 2nd and 3rd order affects of making changes to management processes. In this module, NCOs will examine unit management topics, such as processing promotions and assigning duties to personnel, in order to learn how they apply to enlisted leadership at the battalion and brigade levels.

Learning Objectives/Outcomes

- 1) Evaluate the effectiveness of unit management processes.
- 2) Develop process changes to improve unit effectiveness and efficiency.
- 3) Analyse methods to assess and improve unit performance.

References/Readings

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

Headquarters, Department of the Army. *Field Manual 7-22.7, The Army Non-Commissioned Officer Guide*. Washington, DC: 23 December 2002.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.1 Budget Management

Description

The NCOs at Advanced Levels play a vital role in the management process by ensuring that financial requirements are identified and communicated to the chain of command. NCOs at the Advanced Level who have this responsibility require a working knowledge and understanding of the processes involved in the procurement of resources required to accomplish assigned tasks and missions. They must maintain situational awareness of budgetary constraints that can affect task and mission outcomes. When required, they must be able to formulate proposals for financial commitments and instill financial accountability in their subordinates. In this module, NCOs at the Advanced Level will explore the structure of budget management within a military organisation.

Learning Objectives/Outcomes

- 1) Diagram the operational and strategic level budget management processes.
- 2) Analyse how resource requirements are proposed and become approved in the budget.
- 3) Assess the effects that resource constraints have on military operations.

Issues for Consideration

- a) How do NCOs at the Advanced Level influence budget submissions?
- b) What national and organisational policies affect the budget process and financial management?
- c) What legal authority do NCOs at the Advanced Level have regarding financial expenditures?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, guest lecturers, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National financial management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.2 Personnel Management

Description

Personnel management is the process of assigning personnel to the best suited position for the benefit of the organisation. This process includes identifying strengths, weaknesses and potential for progression. In addition to formal training and education, this process entails exposing and assigning promising personnel to tasks that offer opportunities for personal and professional growth and development. In this module, NCOs at the Advanced Level will develop their knowledge of the personnel management process to ensure the unit maintains an optimum level of operational effectiveness.

Learning Objectives/Outcomes

- 1) Analyse how organisational personnel management policies affect unit performance.
- 2) Assess the effectiveness of unit individual training and professional development programs.
- 3) Describe the Advance Level NCO's role in personnel selection and assignment.
- 4) Review evaluation reports.

Issues for Consideration

- a) What flexibility do NCOs have to assign the right person to a job?
- b) Discuss ways that Advance Level NCOs can create developmental opportunities for unit members?
- c) How does the service personnel management processes help or hinder personnel management at the unit level?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, guest lecturers, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National personnel management regulations.

Bélanger, J., and P. Lew. *Developing the Next Generation of Military Leaders: Challenges, Imperatives and Strategies*. Kingston, ON: Canadian Defence Academy Press, 2011.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 5, Chps.10-12: "Leadership Training", 2012.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Lagacé-Roy, Daniel, and J. Knackstedt. *The Mentoring Handbook*. Kingston, ON: Canadian Forces Leadership Institute, 2007.

Leadership in the Canadian Forces: Conceptual Foundation. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Leadership in the Canadian Forces: Leading the Institution. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.3 Logistics Management

Description

Logistics management is the governance of supply chain functions. NCOs at the Advanced Level who have this responsibility require a working knowledge and understanding of the processes involved in logistics management to accomplish their mission. They maintain situational awareness of constraints that can affect the availability and supply of resources. Logistics management activities at this level typically include transportation management, fleet management, warehousing, materials handling and procurement.

Learning Objectives/Outcomes

- 1) Predict the effects that Logistics management processes have on unit operations.
- 2) Analyse military procurement policies that affect the equipment/resources authorised for a unit.
- 3) Assess the effectiveness of property accountability and maintenance programs.

Issues for Consideration

- a) Discuss the geopolitical factors that effect the supply chain.
- b) What alternatives may be available to meet critical equipment and resource requirements?
- c) Are there differences in logistics management processes when the unit is deployed?
- d) How do you encourage unit members to avoid wasting materials and damaging equipment?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National procurement and resource management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.4 Operational Risk Management

Description

Operational Risk Management (ORM) is a decision-making tool to determine the best courses of action taking into account the strengths, weaknesses, opportunities and threats applicable to the situation. From previous experience NCOs at the Advanced Level will have gained detailed knowledge of the Operational Risk Management (ORM) process. In performing the ORM at the operational and tactical level, NCOs at this level should be conscious of the potential short and long-term impact of risk decisions, and be capable of assessing their potential strategic consequences.

Learning Objectives/Outcomes

- 1) Evaluate risk at the operational and strategic levels using ORM
- 2) Advise the commander on ways to minimise or mitigate risk.
- 3) Analyse the effectiveness of ORM within the unit.

Issues for Consideration

- a) What controls ensure that ORM is conducted at lower levels?
- b) Discuss how experience effects the advice that Advanced Level NCOs provide to commanders?
- c) Describe ways to promote safety and risk management within the NCO corps?

Learning Methods

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National risk management regulations.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.5 Training Management

Description

Training Management is the formal process of identifying the gap between existing and required skills necessary to meet new mission requirements. NCOs at the Advanced Level play an active role in determining the training requirements for all unit personnel, including civilian employees. In addition, they play an important role in: i) aligning training plans and standards with the unit's assigned mission; ii) enforcing training standards; iii) developing training plans and professional development programs to address deficiencies; and iv) promoting continuous self-improvement.

Learning Objectives/Outcomes

- 1) Evaluate the effectiveness of unit training programs.
- 2) Analyse the factors that affect establishment and modification of training standards.
- 3) Determine how to identify skills and knowledge that personnel will need to develop to support future operations.

Issues for Consideration

- a) To what extent are professional development programs different for Junior Officers, NCOs and civilian employees?
- b) Are there legal or administrative constraints affecting the participation of civilian employees in development programs?
- c) Discuss how long-term planning and changes to force structure effects training management.
- d) What resources are available to execute the training plan?

Learning Methodology/Assessment

Teaching delivery methods may include self-study, lectures, guest lecturers, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Applicable National Military Training Instructions and Regulations

Bélanger, J., and P. Lew. *Developing the Next Generation of Military Leaders: Challenges, Imperatives and Strate-*

gies. Kingston, ON: Canadian Defence Academy Press, 2011.

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Horn, Bernd, and Robert W. Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.

Module 3.4.6 Project Management

Description

Project Management is a formal process for executing specific objectives with defined time constraints and quantified expectations. NCOs at the Advanced Level will be called upon to monitor the execution of projects at unit level. Therefore, they require an understanding of project management processes. In addition, they must be able to convey to subordinates the extent of their role in the successful completion of the overall project. In this module, NCOs at the Advanced Level will apply project management practices and expand and refine competencies that will enable them to lead, monitor and advise on any given project.

Learning Objectives/Outcomes

- 1) Plan the provision of resources necessary for the success of the project.
- 2) Develop projects timelines, milestones and completion criteria.
- 3) Create guidance for project execution.
- 4) Analyse tools available to monitor project execution.

Issues for Consideration

- a) How do you influence others to commit to the project?
- b) Discuss ways to influence and motivate personnel involved in the project?
- c) What authority can you delegate for execution of various tasks while still retaining oversight of the project?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, self-study, in-class exercises, small group discussions, scholarly articles, reflective journaling and case studies.

References/Readings

Duty with Honour: The Profession of Arms in Canada. 2nd ed. Kingston, ON: Canadian Forces Leadership Institute, 2009. www.cda-acd-forces.gc.ca/cfli-ilfc/index-eng.asp

Führungsausbildung der Schweizer Armee (Swiss Armed Forces Leadership Manual). Module 12: "Leadership Training", 2007.

Horn, Bernd, and Robert W. Walker. *The Military Leadership Handbook*. Kingston, ON: Dundurn Press, 2008.

Johns, G., and A.M. Saks. *Organisational Behaviour: Understanding and Managing Life at Work*. 8th ed. Toronto, ON: Pearson Prentice Hall, 2011.

Leadership in the Canadian Forces: Conceptual Foundations. Kingston, ON: Canadian Defence Academy, 2005.

Leadership in the Canadian Forces: Leading People. Kingston, ON: Canadian Defence Academy, 2007.



NCO PME RC Writing Teams' Workshop in Garmisch-Partenkirchen (contributors from Canada and the Czech Republic).



Defence Education and Enhancement Programme (DEEP) Team first visit to Iraq, meeting with the NATO Transition Cell.



The Canadian Academic Lead discussing ideas with the Czech Peer Reviewer during the NCO PME RC Writing Teams' Workshop in Garmisch-Partenkirchen.



IV. Command Senior Enlisted Leader (CSEL) Level

A CSEL is the highest ranking non-commissioned officer (NCO) within a unit or formation. The primary function of a CSEL is to provide advice and support to the commander and his/her staff, drawing on the CSEL's unique understanding of and access to the rank and file. When empowered by his/her commander, the CSEL can be an exceptionally effective advocate and champion for the morale and welfare of the forces.

Making the transition from the tactical and operational levels to the strategic level can be a major challenge for a new CSEL. S/he is no longer a "trade specific" NCO, but an advisor to commanders on more complex issues which have over-arching effects and consequences on all ranks and trades. A CSEL can be expected to have comprehensive understanding of the following issues: defence and security policies and processes, leading the institution, civil-military relations, goals and structures of national and international bodies, and world affairs. In addition, a CSEL must be able to analyse and communicate issues at the operational and strategic levels and must be able to effect and manage change at all levels.

There are ample professional development opportunities available to the CSEL to hone his/her skills as a member of the command team. These opportunities include national and international Senior Level courses, seminars and conferences, etc. By attending these professional development activities and sessions, the CSEL enriches his/her knowledge and skills, and joins an extended network of CSELs.

The CSEL level curriculum that follows presents only some perspectives on the role of the most senior NCOs in a professional armed force. It presupposes that the NCO at this level has passed through the primary, intermediate and advanced levels of the NCO PME reference curriculum, or their equivalents. In addition, that they have over the course of their career acquired the experience appropriate to senior enlisted leaders. By adopting this level of the curriculum at the appropriate time and place in their defence institution building reform efforts, partner nations will be ensuring that the members of their NCO cadre are well positioned to serve as effective members of a command team.

Block 1 Civil-Military Interface

Description

Democratic civilian control of the armed forces is, among other things, the central focus of civil-military relations. Civilian control of the military implies the subordination of the military and other security organisations to the governing institutions in a liberal democracy, and includes the internalisation of liberal democratic norms and values by agents of these institutions. A Command Senior Enlisted Leader (CSEL) is expected to know how the military and the government interface. S/he must know how civilian oversight affects the military and the policies related to the running of the armed forces. The CSEL must understand these relationships in order to be an effective advisor at all levels (operational and strategic) to his/her commander and staff. The CSEL must fully understand the national policies and strategic vision of his/her government in order to ensure that relevant information is communicated to the lower echelons. To better assist subordinates s/he must also understand how civilian policies (e.g. social support, care of injured soldiers, and health services) apply to the armed forces.

Learning Objectives/Outcomes

- 1) Examine past and present national civil-military practices and relationships.
- 2) Explain security and defence strategies.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include senior military (general staff) and civilian leaders (politicians).

References/Readings

National Constitution

National Security Strategy

National Military Strategic Concepts and Vision

National Legislation with regards to the Armed Forces

Module 1.1 Civil-Military Interaction

Description

This module will examine dimensions of civil-military relations: democratic civilian control, and the interactions between the defence sector and other national and international authorities. It explores the division of roles and responsibilities between the civilian and military sectors while providing an understanding of why tensions may arise between the sectors. Democratic civilian control of the military implies the subordination of the military and other security organisations to the governing institutions in a liberal democracy, and includes the internalisation of liberal democratic norms and values by agents of these organisations. As well, this implies understanding the appropriate levels of interactions between the military and organisations of civil society, and important regional and international norms. To be an effective advisor, the CSEL must be able to engage members of these organisations and understand the political environment and how it affects the military.

Learning Objectives/Outcomes

- 1) Explain democratic civilian control of the military.
- 2) Assess the values that guide civilian-military relations within a democratic society.
- 3) Analyse the political processes to employ the military in crisis and non-crisis situations.

Issues for Consideration

- a) Positions, responsibilities and interaction of political and senior military leaders.
- b) Effects of national constitution and laws.
- c) Media awareness.
- d) How the evolution of the society affects civilian-military relations.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include senior military (general staff) and civilian leaders (politicians).

References/Readings

National Constitution

National Security Strategy

National Military Strategic Concepts and Vision

Desch, Michael C. *Civilian Control of the Military: The Changing Security Environment*.

Baltimore, MD: Johns Hopkins University Press, 1999.

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

Hoffman, Frank. "Bridging the Civil-Military Gap." *Armed Forces Journal* (December 2007): 18.

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

Module 1.2 Security and Defence Strategies

Description

This module helps a CSEL to understand the relationships between national policies (including national interests and international commitments) and strategic concepts, on one hand, and the operational and security goals of the armed forces, on the other. CSELs must be able to translate strategic documents into concrete information to help subordinates understand how national level guidance provides the framework for the development of military objectives. CSELs should understand the geopolitical environment in order to link national decisions to international actions. S/he must also understand how regional and international security structures and norms constrain policy choices and military action.

Learning Objectives/Outcomes

- 1) Analyse national strategies and policy documents.
- 2) Evaluate national interests and international commitments.
- 3) Explain the international security structures.
- 4) Identify potential future threats and global security challenges.

Issues for Consideration

- a) Possible gaps between political expectations and military capacity.
- b) Impact of political propaganda on troop morale.
- c) Competition of political parties and unpopular political decisions.
- d) Political, economic and cultural factors that influence national security policy formulation.
- e) Regional security concerns on national policy choices.
- f) Sovereignty, the right of self-defence, collective security, and international peace and security.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include senior military (general staff) and civilian leaders (politicians).

References/Readings

National Security Strategy

National Military Strategic Concepts and Vision

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

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



The 2nd functional Clearing-House meeting on Defence Education, Allied Command Transformation (ACT), Norfolk.

Block 2 Key Processes at the Operational and Strategic Levels

Description

The CSEL must have detailed knowledge of how key processes (e.g. campaign and business plans) that influence decision-making are applied at the operational and strategic levels. The CSEL must understand the hierarchical relationship between these processes and policy decisions. S/he must understand the impact and consequences of these processes on the organisation and the commander's decision-making cycle. As a member of the command team, the CSEL is expected to participate in these processes, provide recommendations as appropriate, and communicate progress and outcomes to the rest of the corps.

Learning Objectives/Outcomes

- 1) Explain how key processes and documents affect the organisation and other commands.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include senior military (general staff) and civilian leaders (politicians).

References

National key processes and documents.

Module 2.1 Operational and Strategic Level Processes/Documents

Description

This module will assist the CSEL in understanding how key processes (e.g. campaign and business plans), directives and legal documents that influence decision-making are applied at the operational and strategic level. These processes, directives and legally binding documents provide the operating framework for effective leadership, planning and management of resources. With this knowledge the CSEL is able to assess the progress of the organisation towards achieving the Commander's intent and to provide appropriate advice and leadership to the rest of the corps.

Learning Objectives/Outcomes

- 1) Analyse the different processes (legislative, business plans, campaign plans etc) and documents that shape the operational and strategic decisions of the armed forces.
- 2) Explain the hierarchy of processes and documentations within the organisation.
- 3) Understand the relationship between the processes and documents.
- 4) Understand the CSEL's role in these processes.

Issues for Consideration

- a) Change management related to key processes.
- b) Understanding the process of strategic guidelines and governance documents, and how they translated into mission objectives.
- c) What influence does a CSEL exercise on the institution of the armed forces?
- d) What are some of the relevant methods for acquiring working knowledge of the issues in advance of key processes meetings?
- e) Recognising when and where the knowledge and experience of a CSEL is most appropriate and significant.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include senior military (general staff) and civilian leaders (politicians).

References

National key processes and documents.

Block 3 Leading the NCO Corps

Description

CSELs at the strategic level have the opportunity to make significant contributions to the overall morale, ethical conduct, well-being and professionalism of a variety of personnel (officers, NCOs and civilians) in the defence sector. In order to make such contributions a CSEL must be visionary, embody ethical leadership and be capable of leading change that will have strategic effects on NCO development and performance. In addition, s/he must provide ethical leadership to the command team. To be successful in this role it is necessary to formalise and to recognise the vital role of the CSEL in NCO professional development.

Learning Objectives/Outcomes

- 1) Understand the roles and responsibilities of a CSEL in a variety of environments.
- 2) Explain the ethical foundations of military leadership.
- 3) Analyse the status of the NCO Corps.
- 4) Evaluate the NCO Professional Development Program.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include former and current top level CSELs (national and international).

References/Readings

National NCO Doctrine

National documents pertaining to NCO Development Training

The Canadian Forces Non Commissioned Member in the 21st Century: Detailed Analysis and Strategy for Launching Implementation (NCM Corps 2020).

NATO Non-Commissioned Officer Bi-SC Strategy and Recommended Non-Commissioned Officer Guidelines

Module 3.1 Expanding Roles and Responsibilities of a CSEL

Description

One of the major challenges for CSELs is the transition from the tactical to the operational and strategic domains. S/he is no longer a “trade specific” NCO, but rather an advisor to commanders on more complex issues which have over-arching effects on all ranks and trades. To become an effective advisor, a CSEL must have a comprehensive understanding of such issues as leading the institution, policies and processes governing the armed forces, goals and structures of national and international bodies, and global affairs. With expanded authority comes greater ethical responsibilities and challenges requiring CSELs to exhibit the highest levels of character and virtue.

In this module, the CSEL will examine the complexity of leading organisations at the strategic level and the importance of using an informal network among Command Senior Enlisted Leaders to improve the capabilities of the NCO Corps and the Armed Forces.

Learning Objectives/Outcomes

- 1) Identify how roles and responsibilities of an NCO shift when assigned to higher level CSEL positions.
- 2) Describe the difference between leading people and leading the institution.
- 3) Explain the values, virtues and characteristics that all defence professionals must embody, especially NCOs.
- 4) Evaluate situations in which there are tensions between important values and virtues.
- 5) Organise an effective CSEL network.
- 6) Assess the identification and selection process for CSELs.

Issues for Consideration

- a) Knowing when and how to harness the expertise within the organisation.
- b) What are the best ways to convey the effects of change to senior commanders and civilian officials?
- c) Learning how to foster and maintain a personal network of CSELs/officers/officials at national and international levels.
- d) Discuss how increased authority and position creates greater ethical responsibilities.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include former and current top level CSELs (national and international) and senior commanders.

References/Readings

National NCO professional development documents.

National jobDescription on roles and responsibilities of a CSEL

International CSEL positionDescription

NATO Non-Commissioned Officer Bi-SC Strategy and Recommended Non-Commissioned Officer Guidelines

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

Module 3.2 Status of the NCO Corps

Description

This module focuses on how the following issues: manning, professional development, changes in operational tempo etc. can affect the overall well-being and performance of the NCO corps and mechanisms to address and mitigate them. The CSEL must be aware of the strengths and weaknesses of the force in order to exercise effective leadership, formulate recommendations that affect the NCOs corps and provide well thought out advice and solutions to resolving issues. S/he must also ensure that the NCO professional development system is meeting the needs of a modern military.

Learning Objectives/Outcomes

- 1) Identify and describe methods to assess the status of the NCO corps.
- 2) Evaluate NCO corps strengths and weaknesses.
- 3) Analyse human resource policies (e.g. recruitment, retention, promotion and assignments).

Issues for Consideration

- a) How policies and processes affect NCOs in a joint environment.
- b) Assessing interoperability in multinational coalitions.
- c) Maintaining communication with troops at all rank levels.

Awareness of foreign NCO issues.

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include HR managers (civilian / military), former and current top level CSELs (national and international).

References/Readings

National NCO PD documents (courses curricula)

National policies pertaining to all issues mentioned above (manning, recruiting strategies etc.)

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

Module 3.3 NCO Professional Development

Description

Identifying, selecting and growing NCO leaders are key processes of an effective professional development system. A well designed professional development system ensures that NCOs are prepared to face current and future security challenges. To enhance the capabilities of the NCO corps and the armed forces as whole, CSELs build teams, share ideas and lessons learned. Where CSELs are not empowered, roles are not formalised or positions do not exist, there is a significant gap in the professionalisation of the NCO Corps. In this module, CSELs will examine the overall NCO professional development structure and processes, and how they support military effectiveness.

Learning Objectives/Outcomes

- 1) Understand the NCO professional development system.
- 2) Evaluate the NCO professional development programs.
- 3) Design NCO professional development programs.

Issues for Consideration

- a) Constraints on professional development (e.g. resources, time, operational tempo).
- b) What is the connection and significance of a professional development system to military effectiveness?
- c) What are the effects of learning technology on professional development programs?

Learning Methodology/Assessment

Teaching delivery methods may include lectures, syndicate discussions, case studies, formal course and individual studies. Guest speakers should include former and current top level CSELs (national and international), institutional leaders, SMEs.

References/Readings

National NCO PD programs and documents (courses curricula)

Career management policies

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

Block 4. Protocol

Description

As a member of the Command Team, the CSEL provides advice to the Commander and protocol officer with regards to key national and international events, including formal ceremonies, visit programs, official gatherings and social events. The CSELs experience and knowledge in these areas will ensure that correct military traditions are upheld, guests are fully satisfied, and the event is a success. CSELs must possess thorough knowledge of military protocol and should be consulted at the earliest stage of the planning cycle.

Learning Objectives/Outcomes

- 1) Understand the importance of the CSEL's role within the protocol process to ensure that professional military conduct and bearing contribute to overall success of the event.

Learning Methodology/Assessment

- a) Teaching delivery methods may include self-studies, lectures, syndicate discussions, case studies, formal course and individual studies etc. Guest speakers should include protocol SMEs.

References/Readings

National Military Protocol policy
Strategic Commanders' Guide to Protocol in NATO
Precedence List for Events with Military VIPs

Module 4.1 Protocol Engagements

Description

A CSEL's role in national and international protocol engagements includes oversight of details, fielding manpower requests, conducting rehearsals, and logistical support. The CSEL should be engaged early in the planning process, especially for those events that involve military participation. This module examines the ways in which the CSEL's years of accumulated experience and keen eye for detail can avoid potential organisational embarrassments. S/he should participate in post event reviews to ensure that all lessons learned are recorded and applied towards future events.

Learning Objectives/Outcomes

- 1) Distinguish and examine the roles of CSELs in protocol events from other NCOs.
- 2) Explain factors that CSELs must consider when planning and executing national and international events.
- 3) Understand the role of CSELs in preparing senior leaders for high-level protocol.

Issues for Consideration

- a) National protocol directives.
- b) International customs and courtesies.
- c) Appropriate exchange of gifts.
- d) Effects of cultural diversity on protocol.
- e) Security requirements.
- f) Acquisition of military ceremonial experience.
- g) g. Type of event (formal ceremonies, visit programs, social events or gatherings, etc.).

Learning Methodology/Assessment

Teaching delivery methods may include self-studies, lectures, syndicate discussions, case studies, formal course and individual studies etc. Guest speakers should include protocol SMEs.

References/Readings

National Military Protocol policy
Strategic Commanders' Guide to Protocol in NATO
Precedence List for Events with Military VIPs



Defence Education and Enhancement Programme (DEEP) Review with the Moldovan Ministry of Defence.



The Moldovan Minister of Defence discussing the DEEP Review with the Expert Team in Chisinau.



The 2nd functional Clearing-House meeting on Defence Education, Allied Command Transformation (ACT), Norfolk.



Active participation of Major General A. Akramyar, Afghan Deputy Assistant Minister of Defence for Strategy and Policy, with other Afghan officers, at the Senior Leaders Seminar, NATO HQ Brussels, 2012.



NCO PME RC final Plenary meeting in Prague including contributors from Azerbaijan, Canada, Georgia, NATO, PfP Consortium and Switzerland.



The Commandant of the Swiss Armed Forces College thanking the Project Manager for the excellent work.



Non-Commissioned Officer PME Reference Curriculum Project Team

Name	Country	Institutional Affiliation	
LTC Azad ALAKBAROV	Azerbaijan	Armed Forces Training and Education Center	
Dr. Jim BARRETT	Canada	Royal Military College of Canada	
Mrs. Megan BASTICK	Switzerland	Geneva Centre for the Democratic Control of Armed Forces	
Mr. John BERRY	USA	Partnership for Peace Consortium of Defense Academies and Security Studies Institutes	
CSM Richard BLANC	Switzerland	Armed Forces College	
Mr. Jean d'ANDURAIN	France	NATO International Staff	
Dr. David EMELIFEONWU	Canada	Canadian Defence Academy	
WO1 Marcel FAVRE	Netherlands	Ministry of Defence / CDS	
CSM Heinrich GAUTSCHI	Switzerland	Anti-Aircraft Training Unit (Fliegerabwehr)	
CSM Ronald GREEN	USA	U.S. Marine Corps Forces, Europe	

CWO Stephane GUY	Canada	Canadian Armed Forces NMR	
Mr. Tigran HARUTUNYAN	Armenia	MOD Defence Policy Department	
SFC Levan JAVAKHISHVILI	Georgia	Education and Training Command NCO School	
Mr. John KANE	USA	Partnership for Peace Consortium of Defense Academies and Security Studies Institutes	
SWO Stephen KOBEL	Switzerland	Tank and Artillery Training Unit	
CSM/SGM Ludek KOLESA	Czech Rep	Allied Command Transformation/ Czech Ministry of Defence	
WO1 Marcel KOSTER	Netherlands	Ministry of Defence / CDS	
Mr. John LIPPS	USA	Joint Forces Staff College	
CWO Robert McCANN	Canada	Unit CWO Canadian Forces Support Unit, Europe	
CWO Michael McDONALD	Canada	NATO School Oberammergau	
MSGT Shalva OKMELASHVILI	Georgia	Education and Training Command NCO School	
Mr. Gary PURDY	USA	USMC Center for Advanced Operational Culture Learning	

Dr. Gary RAUCHFUSS	USA	Institute for NCO Professional Development	
MWO Rejean ROBICHAUD	Canada	National Military Representative (ACO)	
LTC Eugen RUSU	Moldova	Armed Forces Military Academy	
Mr. Mher SHIRINYAN	Armenia	Ministry of Defence / Military Education and Personnel Department	
CMSGT Richard Todd SMALL	USA	Allied Command Operations	
CWO Christian THIBAUT	Canada	Canadian Defence Academy	
MAJ Ion TINEVSCHI	Moldova	Armed Forces Military Academy	
LTC Ara TONOVAN	Armenia	Ministry of Defence / Military Education and Personnel Department	
SWO Marcel WASER	Switzerland	Army Logistics Training Unit	
WO1 Marc WICKS	United Kingdom	Allied Command Transformation	
MWO Kilian ZIMMERMAN	Switzerland	Command Support Training Unit	
CSM Darius ZUBRICKAS	Lithuania	Armed Forces NCO School, TRADOC	



NORTH ATLANTIC TREATY ORGANISATION
ORGANISATION DU TRAITÉ DE L'ATLANTIQUE NORD
HEADQUARTERS, SUPREME ALLIED COMMANDER TRANSFORMATION
7857 BLANDY ROAD, SUITE 100
NORFOLK, VIRGINIA, 23551-2490



5000/ TSC TWX 0012/TT-10154/Ser: NU

TO: See Distribution

SUBJECT: Approval of the NCO Professional Military Education Reference Curriculum as a NATO Educational Reference Document

DATE: 9 January 2014

1. Given the continued interest in curricula for partners, I am convinced that the Non-Commissioned Officer (NCO) Professional Military Education (PME) Curriculum can serve as a reference for partner countries in the design and development of courses models, and programmes for professional NCO military education, and serve as an enhancement of military interoperability between NATO and its partners. Therefore, it is my pleasure to support and enhance dialogue of the NCO Professional Military Education (PME) Curriculum through publishing this guide in appropriate NATO partner venues as a NATO document.

2. In an effort to strengthen collaboration towards the development of a responsive education and training system, the Canadian Defence Academy on behalf of NATO has developed the NCO Professional Military Education (PME) Curriculum. The effort of professionalism and dedication to the education and training of all members is commendable. Therefore, I encourage all respective instructional designers of partner countries involved in the development of learning paths for military non-commissioned officers to review the documentation and distribute within their countries.

3. Should there be any questions, our points of contact are, SACT SNCO Marc Wicks phone: +1 757-747-3225 MARC.WICKS@act.nato.int, and MS Catherine Bell, CTR, phone: +1 757-747-3343, email: Catherine.Bell@act.nato.int.

FOR THE SUPREME ALLIED COMMANDER TRANSFORMATION

Javier González-Huix
Rear Admiral, ESP N
Deputy Chief of Staff Joint Force Trainer





Academic Lead and Editor:

David C. Emelifeonwu, PhD
Section Head Educational Engagements and Partnerships
Associate Professor
Canadian Defence Academy
PO. Box 17000 Stn Forces
Kingston, ON K7K 7B4
Phone +1-613-541-5010 Ext. 6058
david.emelifeonwu@forces.gc.ca

Project Manager:

CSM Richard Blanc
SNCO to Cdt Sup Bde 41
Federal Department of Defence,
Civil Protection and Sport
Swiss Armed Forces Command Support Organisation
Command Support Brigade 41
Kaserne, CH-8180 Bülach
Phone +41 44 815 97 08
richard.blanc@vtg.admin.ch