Partnership Action Plan

on

Defence Institution Building

REFERENCE CURRICULUM

Public Administration and Governance

Defence Management and Economics

Ethics and Leadership

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Partnership Action Plan
on Defence Institution Building
(PAP-DIB) Reference Curriculum (RC)

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Dear partners,

Chers partenaires,

It pleases me to share with you the document entitled the Partnership Action Plan on Defence Institution Building (PAP-DIB) Reference Curriculum (RC), produced by the PfP Consortium of Defence Academies and Security Studies Institutes. The Reference Curriculum aims to provide NATO Partner countries with in-depth learning objectives and curriculum support for academic courses focused on reforming or building defence institutions. As such, the project makes an important contribution towards achieving a key goal of the 2004 NATO Heads of State Summit.

Il me fait grand plaisir de partager avec vous le document qui suit, intitulé « the Partnership Action Plan on Defence Institution Building (PAP-DIB) Reference Curriculum (RC) », produit par PfP Consortium of Defence Academies and Security Studies Institutes. L'objectif de ce document est d'offrir aux pays partenaires de l'OTAN un appui dans les objectifs d'apprentissage et dans le curriculum pour les cours qui mettent l'accent sur la réforme et l'édification des institutions de défense. Ainsi, le projet contribuera de façon importante à l'atteinte de l'un des principaux objectifs du sommet des chefs d'État de l'OTAN de 2004.

The Reference Curriculum consists of three themes: Public Administration and Governance; Defence Management and Economics; and Ethics and Leadership. These themes were derived from the aggregation of the 10 PAP-DIB Objectives promulgated at the Istanbul summit. This document is best understood as a source document designed to serve as a guide to partner countries seeking to inculcate principles of defence institution building and reform in their future leaders.

Le curriculum de référence comprend trois thèmes: l'administration publique et la gouvernance; la gestion et l'économie de la Défense; le leadership et l'éthique. Ces thèmes sont dérivés de l'ensemble des 10 objectifs du PAP-DIB promulgués au sommet d'Istanbul. Ce document-source sert plutôt de guide pour les pays partenaires recherchant à inculquer des principes de réforme et de formation des institutions de la défense pour les leaders de demain.

Canada

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

Only through mutual dialogue and experiences can the contents of this document make a positive difference in defence institution building and reform in partner countries. I invite your delegation personnel to enrich this document by ensuring its widest distribution in your respective countries.

If you have any questions regarding the curriculum, please have your delegation personnel contact Dr. David Emelifeonwu, Senior Staff Officer Defence Education Partnerships, Canadian Defence Academy at 011-613-541-6000 ext 3782.

Best wishes,

Le commandant,
Major-général

Cet ouvrage est présenté dans l'espoir qu'il sera noté par l'OTAN, en son temps, par le biais de comités appropriés; la prochaine étape consisterait à collaborer avec les institutions partenaires en éducation de la défense alors qu'ils adopteront et mettront en œuvre leur curriculum, en tout ou en partie, selon leur « Individual Partnership Action Plan » (IPAP).

Le contenu de ce document peut seulement faire une différence positive par un dialogue et un partage d'expériences de la réforme et formation des institutions de la défense pour pays partenaires. J'invite le personnel de votre délégation à contribuer à l'enrichissement de ce document en assurant la plus vaste distribution de ce document parmi vos pays respectifs.

Pour de plus ample information sur le curriculum, le personnel de votre délégation peut contacter Dr. David Emelifeonwu, Officier supérieur d'état-major Partenariats en éducation de la défense, Académie canadienne de la Défense au 011-613-541-6000 poste 3782.

Mes vœux les plus sincères,

J.P.Y.D. Gosselin
Major-General
Commander

Table of Contents

Ten Partnership Action Plan on Defence Institution Building (PAP-DIB) Objectives[1]

The three themes (Public Administration and Governance; Defence Management and Economics; and Ethics and Leadership) that animate this document were derived from the aggregation of the 10 PAP-DIB objectives listed in Section II. These objectives had their genesis from the 2004 Istanbul Summit of NATO Heads of State.

I. PREAMBLE

1. The Member states of the Euro-Atlantic Partnership Council reaffirm their conviction that effective and efficient state defence institutions under civilian and democratic control are fundamental to stability in the Euro-Atlantic area and essential for international security co-operation. They agree to establish a Partnership Action Plan to support and sustain further development of such institutions across the Euro-Atlantic area.

2. The Partnership Action Plan on Defence Institution Building (PAP-DIB) aims to reinforce efforts by EAPC Partners to initiate and carry forward reform and restructuring of defence institutions to meet their needs and the commitments undertaken in the context of the Partnership for Peace Framework Document and EAPC Basic Document, as well as the relevant OSCE documents including the OSCE Code of Conduct on Politico-Military Aspects of Security.

3. The PAP-DIB is developed within the EAPC framework and is open to all EAPC Partners. In line with NATO's special focus on the Caucasus and Central Asia, it may have particular relevance for Partners in these two regions, as well as for Moldova. It provides a common political and conceptual platform for bilateral and multilateral co-operation in developing and sustaining efficient and democratically responsible defence institutions including the armed forces under democratic and civilian control. The PAP-DIB will define common objectives for Partnership work in this area, encourage exchange of relevant experience among all Allies and Partners, foster resource efficiency, and help tailor and focus bilateral assistance programmes related to defence and security issues. It will include possible new measures to facilitate and harmonise operational cooperation between security structures including those beyond the responsibility of the Ministry of Defence.

4. In taking this work forward, Allies and Partners will explore opportunities to co-operate with other international organisations and institutions which share a commitment to democratic transformation and security co-operation in the Euro-Atlantic area, in particular the EU and the OSCE.

II. OBJECTIVES

5. PAP-DIB is an integral part of the Partnership for Peace. By agreeing this initiative, Allies and Partners commit themselves to dialogue, exchange of experience, and practical co-operation in pursuing the following objectives considered fundamental to the development of effective and democratically responsible defence institutions:

5.1 Develop effective and transparent arrangements for the democratic control of defence activities, including appropriate legislation and co-ordination arrangements setting out the legal and operational role and responsibilities of key state institutions in the Legislative and Executive branches of Government.

5.2 Develop effective and transparent procedures to promote civilian participation in developing defence and security policy, including participation of civilians in governmental defence institutions, cooperation with non-governmental organisations and arrangements to ensure appropriate public access to information on defence and security issues.

5.3 Develop effective and transparent legislative and judicial oversight of the defence sector, including appropriate arrangements to conduct due legal process.

5.4 Develop effective and transparent arrangements and procedures to assess security risks and national defence requirements; develop and maintain affordable and inter-operable capabilities corres-

ponding to these requirements and international commitments, including those in the framework of PfP.

5.5 Develop effective and transparent measures to optimise the management of defence ministries and agencies with responsibility for defence matters, and associated force structures, including procedures to promote inter-agency co-operation.

5.6 Develop effective and transparent arrangements and practices to ensure compliance with internationally accepted norms and practices established in the defence sector, including export controls on defence technology and military equipment.

5.7 Develop effective and transparent personnel structures and practices in the defence forces, including training and education, promotion of knowledge of international humanitarian law, arrangements for transparent promotion and career development, and for protection of the civil rights and freedoms of members of the armed forces.

5.8 Develop effective and transparent financial, planning, and resource allocation procedures in the defence area.

5.9 Develop effective, transparent and economically viable management of defence spending, taking into account macro-economic affordability and sustainability; develop methods and policies in order to cope with the socio-economic consequences of defence restructuring.

5.10 Develop effective and transparent arrangements to ensure effective international co-operation and good neighbourly relations in defence and security matters.

Structure of this Document

This document provides NATO partner countries with in-depth learning objectives and curriculum development support for academic courses focused on defence institution building or reform. It is informed in part by the typical academic programs and courses found in Western civilian and military academic institutions.

For pedagogic purposes, the ten Partnership Action Plans on Defence Institution Building (PAP-DIB) objectives, articulated at the 2004 NATO Heads of State Summit in Istanbul, Turkey, were organised into three themes: Public Administration and Governance (PA&G), Defence Management and Economics (DM&E), and Ethics and Leadership (E&L). Together these themes form important building blocks for creating resilient and accountable defence institutions.

This document does not pretend to contain all of the relevant topics within the three thematic areas. Rather, it offers course developers in interested partner countries a sense of what NATO considers essential topics. This document is intended to begin a dialogue about the kind of education these countries might provide for the civilian and uniformed national security professionals in their countries.

This document consists of three sections corresponding to the themes noted above. Each section in turn is divided into three parts: i) learning objectives and topics, ii) block, and iii) module. Each theme constitutes a program while each block and module corresponds respectively to a course and a lesson. The learning objectives and topics section identifies the overall areas of learning, expected competencies, and topics that will be covered in each theme. For example, a learning objective of the Public Administration and Governance theme reads as follows:

1) Recognise the significance of history, geopolitics, and democratisation processes in the consolidation of democracy and civil society institutions including the rule of law, strengthening state institutions and stabilising the economy.

A topic example is *Historical and Security Influences on Transition Processes*.

The block part of each section contains macro-level topics within a theme. For example one of the block headings in the Public Administration and Governance theme is

Historical and Security Influences on Transition Processes

A module provides more detailed information about the sub-topics that make-up a block. For example, the PA&G Block One heading: *Historical and Security Influences on Transition Processes* consists of three Modules one of which is titled *Successes and Challenges of Nation and State Building*. A module is in effect a subset of a block.

I. Public Administration and Governance

Learning Objectives and Subject Topics

Learning Objectives:

1) Recognise the significance of history, geopolitics, and democratisation processes in the consolidation of democracy and civil society including the rule of law, strengthening the state's institutions, and stabilising the economy. (PAP-DIB goal 5.1)

2) Understand the significance and issues of inter-agency cooperation including the identification of key institutions in the relationship. Develop effective and transparent processes to promote cooperation in normal and crisis situations. (PAP-DIB goal 5.5)

3) Define and be able to implement key public administration competencies including, but not limited to, transparency in budget development, management, and resource allocation; personnel management; leadership; and policy formulation and implementation. (PAP-DIB goal 5.4, 5.7 & 5.8)

4) Understand the significance and components of National Security and Military Strategies and concepts. Develop the ability to craft strategy and policy at all levels of the government. (PAP-DIB goal 5.4)

5) Developed the ability to analyse defence requirements and conduct comprehensive analysis of a country's security needs. Understand the planning process required to implement strategies designed to reformthe security sector. (PAP-DIB goal 5.4)

6) Recognise the key competencies for establishing effective and transparent democratic control of defence activities both legally and functionally and the role played by key state institutions in this process. (PAP-DIB goal 5.1)

7) Understand the positive and negative aspects of the civilian-defence sector relationship including the division of responsibility between organisational/procedural tasks and doctrine/national strategy; the socio-economic impact of defence decisions; the role of internal security forces as obstacles or enhancers of democratisation; and the development of a qualified civilian cadre in the defence sector. (PAP-DIB goal 5.2)

Potential Topic List

Block One - Historical and Security Influences on Transition Processes

Module 1. Historical, Political and Institutional Setting

Module 2. Geopolitical Environment

Module 3. Successes and Challenges of Nation and State Building

Block Two: Public Administration Fundamentals

Module 1. Role of Parliament in Budgeting for Defence

Module 2. Legislative Oversight for Strategic Documents (NSS formulation process)

Module 3. Roles and Responsibilities of Key Executive Branch Ministries

Block Three - Interagency Cooperation and Strategy Formulation

Module 1. Non-crisis Interagency Cooperation

Module 2. Crisis Interagency Cooperation

Module 3. Strategy Policy Formulation Process

Block Four – Civil-Military Sector Relations

Module 1. Theoretical Framework/Foundation of Civil-Military Sector Relations

Module 2. Civil Society Engagements with the Defence Sector

Title of Block: Historical and Security Influences on Transition Processes

PAP-DIB Objectives: 5.1

Block Description:

This block deals with the historical, political and institutional setting of transition processes in Partnership for Peace (PfP) countries. It provides a basis for understanding the geopolitical framework and environment, with a focus on successes and challenges of nation and state building. In addition, it introduces students to the most significant events, processes and changes since the collapse of the communist system which marked the start of transition of the new independent states. The block will also focus on the main characteristics of the political and security systems of the partner countries.

Block Learning Objectives:

a) Understand the current status of transition processes in PfP countries.

b) Familiarise and analyse the main paradigms, major theories and doctrines ofthe democratic consolidation process of the states.

c) Understand the processes of defence institution building in PfP countries.

d) Identify and analyse the challenges of defence reform in PfP countries.

Issues for Consideration:

a) How has historical development affected trends in democratic transformation?

b) What are the main factors that shaped the political, institutional and security settings of each of the countries?

c) What is the architecture of political power in the country that relates to national security decision-making?

d) How do political threats and challenges shape the transition processes?

e) What are the lessons learned from case studies of success and failure of the transition process?

Learning Methods:

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

Selected Bibliography:

Bermeo, Nancy Gina. Liberalization and Democratization: Change in the Soviet Union and Eastern Europe. Baltimore: Johns Hopkins University Press, 1992.

Larrabee, F. Stephen. "Democratization and Change in Eastern Europe" in The Shape of the New Europe. (New York: Rand, 1992):130-71.

Kaldor, Mary and Ivan Vejvoda, eds. Democratization in Central and Eastern Europe.Continuum International Publishing Group Ltd., 2002.

Dawisha, Karen and Bruce Parrot, eds. Politics, Power and the Struggle for Democracy in South-East Europe. New York: Cambridge University Press, 1997.

Carothers, Thomas. "The End of the Transition Paradigm", Journal of Democracy(January 2002): 1-17.

White, Stephen, Judy Batt and Paul Lewis, eds. Developments in

Central and East European Politics. Durham, NC: Duke University, 2003.

Luong, Pauline Jones. Institutional Change and Political Continuity in Post-Soviet Central Asia: Power, Perceptions, and Pacts. Cambridge: Cambridge University Press, 2002.

Title of Block: Historical and Security Influences on Transition Processes

Module: Historical, Political and Institutional Setting

Module Description:

The module will address historical preconditions for choosing the path to democratisation. Using comparative approaches, the module will explore the main characteristics and attributes of well performing political systems. This module will provide deeper insights on historical, political and institutional setting of the democratisation process of the countries in transition. It will introduce students to the most significant events, processes, challenges and changes in political, economic and institutional developments and will provide comparative elements in these fields for countries in transition.

Module Learning Objectives:

The module aims to familiarise the students with the historical precursors for, and current circumstances of the democratisation processes of the countries in transition with the major historical forces and events that shaped the democratisation process.

Through comparative approaches to the study of democratisation, the module aims to make students familiar with the main paradigms, major theories and doctrines of the democratic consolidation process of the states. This will help students to feel confident in discussion and negotiation processes by using proper language.

Issues for Consideration:

a) How has historical development affected current trends of democratic transformation?

b) What are the major lessons learned from the precedents of political and institutional changes that apply in the particular country?

c) Is there any best strategy for the country to build future structures?

Learning Methods:

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

Readings:

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

Title of Block: Historical and Security Influences on Transition Processes

Module: Geopolitical Environment

Module Description:

The module examines how politics, culture and geopolitics are changed in the post Cold War environment. It covers the general geopolitical trends in the region, including conflicts between national-romantic primordialism and cosmopolitan post-national identities, and the dilemma of conflicting choices among competing geopolitical systems. It analyses the major geopolitical shifts in security and identity in PfP countries. As appropriate, it deals with potential tensions between countries of the region as well.

Module Learning Objectives:

Through theoretical approaches to the study of geopolitics and democratisation, the module aims to make students familiar with the main elements, impacts and major doctrines of the geopolitics in terms of the democratisation process of the states. This will help students to understand the roots of the problems in the region and the ways to address them through comparative analysis. The module aims to familiarise the students with the geopolitical aspects and influences of the previous module and the stages of the democratisation processes of the countries in transition.

Issues for Consideration:

a) How does the geopolitical setting influence the process and the development of the democratic transformation?

b) How can the partner countries influence the geopolitical environment and transition process?

c) What are the lessons learned from history in terms of the geopolitical impacts and tensions among states?

d) What are examples of the geopolitical influence in the region?

Learning Methods:

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

Readings:

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

Title of Block: Historical and Security Influences on Transition Processes

Module: Successes and Challenges of Nation and State Building

Module Description:

The module will introduce students to the most significant events, processes and changes since the collapse of the communist systemwhich marked the start of transition of the new independent states. It will address differences between Nation Building and State Building and successes and challenges of transitional countries on their way to these important developments.

The module will also focus on the main characteristics of the political and security systems of the partner countries in the context of nation and state building.

Module Learning Objectives:

The module aims to familiarise the students with the major forces and events, political and economic influences and ideas that shaped the democratisation process and will include a focus on nation and state building in the countries, especially in the field of security.

The module seeks to help students acquire an understanding of the reform processes of the countries on their path to defence institution building by providing knowledge on the importance of stable and sustainable economic development. It will use case studies of success stories and of challenges to nation and state building.

The module will define and analyse issues in the transition of countries from different perspectives, aiming to understand the differences and similarities of the transition to defence system building of selected partner countries.

Issues for Consideration:

a) How do political threats and challenges shape the paths to democratisation?

b) What are the success stories in shaping the security environment of the partner country?

c) How can shortfalls be analysed to respond to existing and potential challenges?

Learning Methods:

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

Readings:

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

Title of Block: Public Administration Fundamentals

PAB-DIB Objectives: 5.1; 5.3; 5.4; 5.7.

Block Description:

This block of instruction addresses several critical relationships and roles affecting the development of defence policy and resourcing. It focuses first on the roles played by parliaments in funding defence and contributing to security strategy formulation. It also examines the roles and responsibilities of the executive branch in developing and executing security policies and budgets, and working with parliament.

Block Learning Objectives:

a) Understand civilian and military roles in the development of defence policy, and effective and transparent legislative oversight of the defence sector.

b) Examine the roles and relationships within government, particularly those involving the legislative branch, its committees involved in budgeting and defence and the structure of defence budgets.

c) Identify the principles of public administration in the national security sector.

d) Comprehend the effectiveness of the organisation and operation of the legislative branch in conducting budgetary oversight.

e) Acquaint students with the role of legislatures in national security strategyformulation, including related strategic policies.

f) Examine the capabilities of countries to foster national and regional stability.

g) Understand effective and efficient executive branch governance, capable of responding to the challenge of defence transformation.

h) Scrutinise practices for building and maintaining accountability of the Executive to minimise corruption and insure the highest and best use of limited public funds.

Issues for Consideration:

a) How can parliaments participate effectively in budgeting for defence?

b) What role do parliaments play in the oversight of strategic policy?

c) How do parliaments reflect civil society in the development of security policy?

d) What is the role of the Executive in civil-military relations?

e) What are the roles and responsibilities of key execive branch ministries?

Learning Methods:

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

Selected Bibliography:

Betz, David and John Lšwenhardt, eds. *Army and State in Postcommunist Europe*. London: Frank Cass, 2001.

Danopoulos, Constantine P and Daniel Zirker, eds. *The Military and Society in the Former Eastern Bloc*. Boulder, CO: Westview Press, 1999.

Doyle, Richard. "National Security Strategy: Policy, Process, Problems," *Public Administration Review*. 67, no. 4 (July-August, 2007): 624-29.

Drake, Michael S. *Problematics of Military Power: Government, Discipline and the Subject of Violence*, Portland, OR: Frank Cass, 2002.

Legislative Engagement Throughout the Budget Cycle. International Budget Project of the Center on Budget and Policy Priorities. http://www.internationalbudget.org/

Tools for Parliamentary Oversight, 2008. Inter-Parliamentary Union. http://www.ipu.org

Ulrich, Marybeth Peterson. *Democratizing Communist Militaries: The Cases of the Czech and Russian Armed Forces*. Ann Arbor: University of Michigan Press, 1999.

Title of Block: Public Administration Fundamentals

Module: Role of Parliament in Budgeting for Defence

Module Description:

This module addresses the role played by parliaments in the process used by democracies for developing and executing budgets for national security. The purpose of a defence sector is to provide security to the public, which is required, through the tax system, to support that sector. A premise of democratic government is that the people elected to parliament to represent the public have effective knowledge of and give consent to the budgets used to support the defence establishment and the security policies underlying those budgets. The principle underlying this is referred to as the rule of law in public finance. By participating in budgeting for defence, parliament contributes to the development of broad public consensus and provides a check on the Executive, thereby encouraging its accountability to the public.

Parliaments can contribute to defence budgeting by setting aggregate limits on total spending for national security and influencing the allocation of defence resources, typically effected by ex ante participation. Parliaments may also play a role by insuring efficient and effective implementation of defence funding, typically effected by ex post participation. Many parliaments blend these two roles in their defence budget oversight processes.

Module Learning Objectives:

a) The objective is to further the understanding of how public administration concepts and practices affecting parliaments contribute to the effective funding of the defence sector in democracies.

b) Students will understand the structure of their parliament and its relationship to the executive branch.

c) Students will understand how their parliament is organised to review proposed defence budgets, especially its committee system, and the authority available to parliament to adjust those budgets.

d) Students will understand the level of detail in proposed defence budgets available to their parliament and the time constraints under which they operate to make adjustments.

Issues for Consideration:

a) The structure of parliament in relation to the executive.
  • Classical parliamentary systems
  • Presidential systems
  • Hybrid systems
  • Unicameral or bicameral legislatures

b) Budget laws and the budget process in parliament.

c) Committees and the parliamentary budget processes.
  • Budget committees
  • Defence committees
  • Public accounting committees
  • Staff resources and competence

d) Windows of opportunity for parliamentary influence on the budget.

e) Fiscal policy constraints affecting defence budgets.
  • Deficit targets
  • Treaty and policy commitments

f) Transparency and budget detail: how much is enough?

Learning Methods:

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

Readings:

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

Title of Block: Public Administration Fundamentals

Module: Legislative Oversight for Strategic Documents (NSS Formulation Process)

Module Description:

This module is designed to advance understanding of the role of parliaments in exercising oversight of the process that democratic governments use to formulate national security strategies and other strategic documents. While security strategy is in many and mostways the obligation of the executive branch, parliaments and parliamentarians can play a contributing role. Governments, led by the executive branch, use security planning processes to identify and prioritise threats and develop national security strategies to address them. National security is a broad concept, increasingly complex in its potential impact and the means of its achievement. A goal of democratic government is to provide security in accordance with the values of the public; i.e., to provide a shared vision of security policy and strategy. Public views can be registered through elected representatives in parliament. Parliaments can shape strategic planning processes andprovide some input into their final product, typically a broadly stated national security strategy. By doing so, parliaments contribute to the accountability of the executive branch officials responsible for security strategies and enhance the legitimacy and credibility of those strategies. Finally, parliaments should be aware of budget and policy implications on national security strategies (including, of course, commitments to organisations such as NATO that imply force capabilities and deployments), insofar as parliamentary approval of such budgets and policies are needed to implement strategies.

Module Learning Objectives:

a) Students will understand the legal basis for the development of their country's NSS.

b) Students will understand the scope of their country's NSS and the departments of government responsible for producing it.

c) Students will understand the extent to which their parliament is involved in approving their country's NSS and the means by which that approval is achieved.

d) Students will understand the nature of civil society's participation in the shaping or formal approval of their country's NSS.

Issues for Consideration:

a) Parliamentary requirement for a national security strategy.

b) Parliamentary approval of national security strategies.

c) Parliamentary requirement for strategic documents related to the NSS.

d) Civil society participation in developing security strategy.

e) The interdepartmental factor.

Learning Methods:

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

Readings:

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

Title of Block: Public Administration Fundamentals

Module: Roles and Responsibilities of Key Executive Branch Ministries

Module Description:

This module studies the roles and responsibilities of the executive branch in formulating and executing security policies and budgets, and in working with parliament. The module examines in detail the tasks of the head of government - a President or a Prime Minister, - and Ministries of Defence, Foreign Affairs, Interior, and Finance in managing the defence sector and providing implementation of consistent security policy.

Module Learning Objectives:

a) Assess the capabilities of countries to foster national and regional stability.

b) Comprehend effective and efficient executive branch governance, capable of responding to the challenge of defence transformation.

c) Understand division of powers and responsibilities between legislative and executive branches on defence and security matters.

d) Examine practices for building and maintaining accountability of the Executive to minimise corruption and insure the highest and best use of limited public funds.

Issues for Consideration:

a) What is the role of the Executive in civil-military relations?

b) What assures equilibrium between responsibilities of a commander-in-chief, who is directly placed under the control of the people, and a representative of the people, who exercises democratic control over governmental and militarystructures on defence aspects?

c) What are the roles and responsibilities of key executive branch ministries?

d) What are basic principles of interactions between parliamentary and executive branches on defence matters?

Learning Methods:

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

Readings:

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

Title of Block: Interagency Cooperation and Strategy Formulation

PAP-DIB Objectives: 5.2, 5.3, 5.4, 5.5

Block Description:

This block deals with the study of the interagency coordination process and its relationships to the strategy-policy formulation process. It will address interagency cooperation during both crisis and non-crisis situations. This will include analysis of communications among the interagency actors, the problems of trust within the process, and the degree of transparency within the interagency actors and the process. In addition, this block addresses the components of the strategy-policy formulation process.

Block Learning Objectives:

a) Understand the differences between crisis and non-crisis interagency cooperation.

b) Examine the problem of trust between interagency actors.

c) Assess the varying degrees, or lack thereof, of transparency that exist within the interagency process.

d) Analyse the fundamental construct of the strategic thought process and the calculated relationship between ends, ways and means.

e) Recognise the importance of the risk assessment component for the strategy-policy formulation process.

Issues for Consideration:

a) What are the differences within the interagency cooperation process between crisis and non-crisis situations?

b) Why is trust sometimes a difficult problem for the interagency actors?

c) How can transparency be realised between the interagency actors given the difficulties with trust?

d) What accounts for the success and failure of the ends, ways, and means approach?

e) What are the key components of a comprehensive risk assessment analysis?

Learning Methods:

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

Selected Bibliography:

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

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

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

Whittaker, Alan G. et. al,. *The National Security Process: The National Security Council and Interagency System*. Washington, DC: National Defense University, April 2007.

Title of Block: Interagency Cooperation and Strategy Formulation

Module: Non-Crisis Interagency Cooperation

Module Description:

This module addresses the study of the interagency coordination process during non-crisis situations. Non-crisis situations will be defined as those policies and strategies that are not influenced by rapid time factor. These situations would include those directly related to the day to day operation of the state and its national security apparatus. A case study will be utilised to illustrate these issues.

Module Learning Objectives:

a) Comprehend the differences between crisis and non-crisis interagency cooperation.

b) Understand the problem of trust between interagency actors during non-crisis situations.

c) Assess the varying degrees, or lack thereof, for transparency that exist within the interagency process during non-crisis situations.

d) Understand the components of the interagency process as they occur within a non-crisis situation case study.

Issues for Consideration:

a) What are the particular problems associated within the interagency cooperation process during non-crisis situations?

b) Why is trust sometimes such a difficult problem for the interagency actors during non-crisis situations?

c) Given the difficulties with trust, how can complete transparency be realised between the interagency actors during non-crisis situations?

d) How do the issues of trust and transparency as well as other coordination problems impact on a particular non-crisis situation case study?

Learning Methods:

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

Readings:

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

Title of Block: Interagency Cooperation and Strategy Formulation

Module: Crisis Interagency Cooperation

Module Description:

This module addresses the study of the interagency coordination process during crisis situations. Crisis situations will be defined as those policies and strategies development problems that are strongly influenced by a rapid time factor. These situations would include those directly related to governmental decisions requiring rapid deployment of military forces. A case study will be utilised to illustrate these issues.

Module Learning Objectives:

a) Comprehend the differences between crisis and non-crisis interagency cooperation.

b) Be familiar with the problem of trust between interagency actors during crisis situations.

c) Assess the varying degrees, or lack thereof, for transparency that exist within the interagency process during crisis situations.

d) Understand the components of the interagency process as they occur within a crisis situation case study.

Issues for Consideration:

a) What are the particular problems associated within the interagency cooperation process during crisis situations?

b) Why is trust sometimes such a difficult problem for the interagency actors during crisis situations?

c) Given the difficulties with trust, how can complete transparency be realisedbetween the interagency actors during crisis situations?

d) How do the issues of trust and transparency as well as other coordination problems impact on a particular crisis situation case study?

Learning Methods:

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

Readings:

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

Title of Block: Interagency Cooperation and Strategy Formulation

Module: Strategy Policy Formulation Process

Module Description:

This module addresses the development of national security – related strategy and policy at the national level of government. The focus is on analysis of the components of the formulation process to include national purpose, national interests, threat assessment, ends, ways, and means, as well as the assessment tools of feasibility, acceptability, and suitability. The ability to perform a detailed risk assessment is also provided. A case study will be utilised to illustrate these issues.

Module Learning Objectives:

a) Synthesise the fundamental construct of the strategic thought process -- the calculated relationship of ends, ways and means.

b) Evaluate the national purpose as it relates to enduring beliefs, ethics, and values.

c) Assess the identification and prioritisation of the state's national interests.

d) Analyse the application of ends, ways, and means concept to both the strategy and policy formulation process.

e) Analyse the concept of national power and how the elements of national power individually and together are related to the ability to identify potential ways or strategic concepts required to implement the strategy-policy.

f) Understand the requirements necessary to perform a detailed risk assessment.

g) Analyse the global security environment for its impact on the formulation process.

h) Analyse the domestic security environment for its impact on the formulation process.

i) Understand that once the strategy and policy are decided and implemented, they must be continually monitored for success, failure, ormodification.

Issues for Consideration:

a) What are the specific components of the strategy-policy formulation process?

b) What are the elements of the national purpose that will directly impact the formulation process?

c) What are the national interests and how should they be prioritised?

d) How are the ends, ways, and means specifically applied to the overall formulation process?

e) How are the elements of national power directly related to the ways or potential courses of action?

f) What are the components required to perform a detailed risk assessment?

g) How are the elements of the global security environment utilised in the formulation process?

h) How are the elements of the domestic security environment utilised in the formulation process?

i) Why is it important to continuously monitor the implemented strategy and policies for success, failure, or modification?

Learning Methods:

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

Readings:

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

Title of Block: Civil-Military Sector Relations

PAP-DIB Objectives: 5.1, 5.2; 5.3; 5.5; 5.6; 5.8; 5.9; 5.10

Block Description:

This block will examine the three dimensions of civil-military relations: democratic civilian control, effectiveness and efficiency of defence organisations, and the interactions between the defence sector and other national and international institutions.[1] Traditionally, democratic civilian control has been the central focus of civil-military relations. Democratic civilian control of the military implies the subordination of the military and other security apparatuses to the governing institutions in a liberal democracy, and includes the internalisation of liberal democratic norms and values by agents of these institutions. Effectiveness and efficiency of defence institutions, on the other hand, focus respectively on the ability of military and security institutions to fulfill their assigned roles and missions, and on the appropriate resourcing levels of the military and other security institutions to accomplish assigned roles and missions. The last dimension addresses the appropriate levels of interactions between the military and institutions of civil society, including important international and regional influences on defence reform.

Block Learning Objectives:

a) Understand the distinct and overlapping roles between civilian and militaryinstitutions in the defence sector.

b) Comprehend the meaning of democratic civilian control of the armed forces.

c) Analyse and comprehend the factors that contribute to military effectiveness in a democracy.

d) Comprehend tensions of democratic civilian control of the armed forces with the effectiveness and efficiency of defence institutions.

e) Understand the constraints to defence reform.

Issues for Consideration:

a) How is the division of roles and responsibilities between civil and militarysectors decided?

b) How can internal security forces enhance or impede defence reform?

c) What are the internal and external influences on defence reform and civil-military relations?

d) What is the role of the media in civil-military relations, and what are theobligations of the media to national security awareness?

e) What is the appropriate role of non-governmental security organisations in the defence sector?

f) How can effective civil-military industrial cooperation be promoted?

Learning Methods:

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

Selected Bibliography:

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Cottey, Andrew, Timothy Edwards, and Anthony Forster, eds. *Democratic Control of the Military in Post-communist Europe: Guarding the Guards*. New York: Palgrave, 2002.

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

Huntington, Samuel. *The Soldier and the State: The Theory and Politics of Civil Military Relations*. Cambridge, MA: Harvard University Press, 1957.

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

Moskos, Charles, James Wiliams, and D. Segal, eds. *The Postmodern Military, ArmedForces After the Cold War*. Oxford: Oxford University Press, 2000.

[1] Thomas Bruneau and Harold Trinkunas, "Global Trends and Their Impact on Civil-Military Relations," inThomas Bruneau and Harold Trinkunas (Eds). Global Politics of Defense Reform, Chp.1

Title of Block: Civil-Military Sector Relations

Module:

Theoretical Framework/Foundations of Civil-Military Sector Relations

Module Description:

This module establishes a theoretical framework for understanding various forms and dimensions of civil-military relations. It explores the division of roles and responsibilities between the civilian and military sectors while providing an understanding of why conflict may occur between the sectors. Third, it discusses the differences in interactions between crisis and non-crisis environments (i.e, peace and conflict). Finally, the module introduces obstacles to broader security sector reform, rather than defence reform, and the threats and challenges this presents to the development of civil society. A case study will be utilised to illustrate some of these issues.

Learning Objectives:

a) Understand the variety of models of civilian-military relations in order to recognise important characteristics and variables present in today's society.

b) Recognise the differences between civilian and democratic control as well as the ways in which the military participates in the political process.

c) Comprehend a framework of roles and responsibilities that enhance the opportunity for positive civil-military relations.

d) Be familiar with the difference that a crisis versus a non-crisis environment presents to civil-military interactions.

e) Grasp the differences between civil-military reform and civil-security sector reform and understand why the latter's reform is a much more complex issue.

Issues for Consideration:

a) What are the particular characteristics of various theoretical models for civil-military relations and how might they be applied in the participating country'ssituation?

b) What are the corporate and individual benefits that

have been culturally ingrained in the military; how do these influence civil-military relations, and what, if any,constraints might these represent to establishing democratic control?

c) How do crisis situations alter the roles and responsibilities of civil-militaryrelations and thus affect democratic control and the defence sector's involvement in the political environment?

d) What are the unique features of the security sector, as compared to the defence sector that tend to inhibit reform?

e) How does one develop trust and transparency with the security sector?

Learning Methods:

Teaching delivery will include lectures by expert practitioners and academicians either in-person or on-line. Learning models will include group seminars, case studies, exercises and classroom simulations.

Readings:

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

Module: Civil Society Engagements with the Defence Sector

Module Description:

This module examines various means by which society and the defence sector interact to facilitate reform, build civil society, and enhance effectiveness and efficiency. Democratic control of the security sector, an essential component of civil society, may be partially achieved through legalistic structures that define roles and responsibilities. However, sustainable reform requires a transformation of the security sector's organisational culture to one which embraces democratic control, an engaged and knowledgeable civilian defence community who contributes a reflective perspective to defence issues, and an interested population that is informed, usually through the media about security issues, and responsive to security issues. Case studies will be utilised to illustrate these issues.

Module Learning Objectives:

a) Comprehend the role of education in changing attitudes, beliefs, and behavior within the security sector through the development a new cadre of military and civilian defence professionals with a civil society focus.

b) Understand how civilian interaction with the security sector contributes totransparency and changing values.

c) Acknowledge the importance of reflective analysis, often conducted by defencethink-tanks, in the evolution of democratic control of the security sector.

d) Be aware of the media's role and others in the development of public awareness surrounding national security and defence issues.

Issues for Consideration:

a) How and who needs to be educated within the security sector to transform an organisational culture from one based on regime protection, entitlement, and secrecy?

b) What education is needed to develop a civilian cadre of security experts who can contribute to the resolu-

tion of security issues while maintaining the values of civil society?

c) What are the implications of "right-sizing" the security sector on both the sector and society in general?

d) How does the media and security sector balance the development of public sectorawareness of security issues and "right to know" with the requirements of secrecy for national security purposes?

e) How does one insure a balanced transparent approach to a public debate on national security issues that limits the interjection of political biases?

Learning Methods:

Teaching delivery will include some lectures by expert practitioners and academicians, a higher level of educational success will be achieved through applied seminars, case studies, exercises and classroom simulations.

Readings:

Subject matter experts (SMEs) will work with the host country to select the appropriate readings. However, case studies that demonstrate success and illustrate failure are highly recommended.

II. Defence Management and Economics

Learning Objectives and Subject Topics

Learning Objectives:

Objective One: Defence Strategic Management (DSM) (PAP-DIB goal 5.1, 5.2, 5.3, 5.4, 5.5)

a) Explain the role and missions of the armed forces in society.

b) Develop and conduct the Strategic Defence Review (SDR) to determine defencerequirements and a comprehensive analysis of the country's security needs.

c) Translate strategic documents into concrete and coordinated guidance and implementation plans for defence institution building.

d) Develop effective and transparent measures to optimize the management of defence ministries and agencies with responsibilities for defence matters.

e) Develop and maintain affordable and interoperable capabilities corresponding to security and defence requirements.

f) Develop a national crisis management and response system, which would include all relevant authorities and establish clear arrangements and mechanisms forcoordination in crisis situations.

Objective Two: Defence Transformation (DT) (PAP-DIB goal 5.4, 5.5,)

a) Optimise the management of defence ministries and agencies with responsibility for defence matters, and associated force structures.

b) Identify differences among the concepts of change management, revolution in military affairs (RMA), defence transformation, force transformation, defence reform, modernisation, restructuring, re-engineering, and business process improvement.

c) Integrate the elements of technology, policy, and human factors in the context of process redesign in defence.

d) Apply appropriate methodologies, tools and techniques for use in evaluating, measuring, and redesigning processes in defence.

Objective Three: Defence Economics (DE) (PAP-DIB goal 5.5, 5.6, 5.7)

a) Identify national security policies and practices to be implemented to ensure the effective and transparent management of human and material capital assets within the defence sector.

b) Demonstrate a clear understanding of the relationship between human and material capital investments (means) and national security objectives (ends).

c) Understanding the proper relationship between defence civilian leadership and military human capital management systems.

Objective Four: Financial Management (FM) (PAP-DIB goal 5.8)

a) Identify the roles and responsibilities of the civilian and military leadership for ensuring transparency in the defence budget process.

b) Develop a proposed "program budget structure" for a defence agency.

c) Explain the purpose of using modern methods for determining the cost ofinvestments in national security.

d) Objective Five: Systems Analysis for National SecurityPolicy (SAPP) (PAP-DIB goal 5.8, 5.9)

e) Identify methods for making rational, disciplined decisions in the face of uncertainty.

f) Select appropriate analytic methods for resolving national security policy issues.

g) Explain the strengths and weaknesses of each method of analysis.

Potential Topic List

Block One: Defence Strategic Management (DSM)

Module 1. Defence Planning - Essential Feature of Defence Policy

Module 2. Management Systems for Defence

Module 3. Defence Strategic Management Exercise

Block Two: Defence Transformation (DT)

Module 1. Leading Change

Module 2. Continuous Process Improvement

Module 3. Tools and Techniques for Defence Transformation

Block Three: Defence Economics (DE)

Module 1. Introduction to Defence Economics

Module 2. Defence Acquisition and Procurement

Module 3.Strategic Management of Human Capital

Module 4. Material Resources Management

Block Four: Financial Management (FM)

Module 1. Program Budgeting Systems for National Security

Module 2. Efficiency and Effectiveness

Module 3. Total Life-cycle Costing

Module 4. National Security and Defence Investments

Module 5. Financial Forecasting, Planning and Allocation

Block Five: Systems Analysis for National Security Policy (SANSP)

Module 1. Economic Analysis

Module 2. Marginal Analysis in Defence Economics

Module 3. Production Analysis

Module 4. Effectiveness Analysis

Module 5. Cost-Effectiveness Analysis

Module 6. Cost-Benefit Analysis

Final Application and Practical Learning:

Integration of knowledge through case studies, exercises and role playing

Title of Block: Defence Strategic Management (DSM)

PAP-DIB Objectives: 5.1, 5.2, 5.3, 5.4, 5.5

Block Description:

This block addresses comprehensive support to defence strategy management that integrates defence strategic planning, programming, budgeting and execution. It considers the role of stakeholders such as legislative, judicial, civil society and other agencies. This block discusses current approaches to developing key strategic management documents. It uses exercises as methods of developing the competences for developing, conducting and implementing plans for defence and security policy.

Block Learning Objectives:

a) Explain the role and missions of the armed forces in society.

b) Develop and conduct the Strategic Defence Review (SDR) to determine defence requirements and a comprehensive analysis of the country's security needs.

c) Translate strategic documents into concrete and coordinated guidance and implementation plans for defence institution building.

d) Develop effective and transparent measures to optimise the management of defence ministries and agencies with responsibilities for defence matters.

e) Develop and maintain affordable and interoperable capabilities corresponding to security and defence requirements.

f) Develop a national crisis management and response system, which would include all relevant authorities and establish clear arrangements and mechanisms for coordination in crisis situations.

Issues for Consideration:

a) What are the roles and missions of the armed forces in a democratic society?

b) What roles should stakeholders play in defence planning?

c) What is the meaning of defence strategic manage-

ment process?

d) What are the management responsibilities of different levels within the defence establishment?

e) What are the main products of defence strategic management process?

f) What roles should managerial systems (Planning, Programming, Budgeting and Execution System, Project Management, Capabilities Based Planning, Scenario Based Planning) play in defence planning?

Learning Methods:

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

Bibliography:

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

Title of Block: Defence Strategic Management (DSM)

Module:Defence Planning

Module Description:

This module provides an understanding of the role of the armed forces in society and how this role may change over time. It discusses defence organisations from a systems perspective. An introduction to the systemconcepts of input, process, output, outcome, control, policy, and feedback is provided. A method for analyzing potential key external factors that may have an impact on the armed forces is presented.

Module Learning Objectives:

a) Explain the role and missions of the armed forces in society.

b) Describe the defence organisation from a systems perspective (inputs, process, control, feedback, output, and outcomes).

c) Describe the stakeholders of the defence organisation and their roles and interests.

d) Understand methods for determining potential impact of external factors on the armed forces

Issues for Consideration

a) How are roles and missions of the armed forces determined?

b) Why must roles and missions change over time?

c) What external factors may impact the roles and missions of the armed forces over time?

d) What roles should stakeholders play in defence planning?

e) What is the meaning of defence strategic management process?

Learning Methods:

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

Readings:

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

Title of Block: Defence Strategic Management (DSM)

Module:Management Systems for Defence

Module Description:

This module provides an understanding of the managerial systems suitable to be used in defence organisations. An introduction to the managerial concepts of Planning, Programming, Budgeting and Execution System, Project Management, Capabilities Based Planning, Scenario Based Planning is provided. Methods for analysing strengths and weaknesses of these systems on the armed forces are presented.

Module Learning Objectives:

a) The student will know the levels of management in the defence organisation: strategic, tactical and operational (daily routine) in comparison with the military ones: strategic, operational and tactical.

b) The student will learn about the responsibilities of the different hierarchies within the defence establishment.

c) The student will learn about the different managerial systems liable to be used in defence, and will be able to identify their assets and liabilities.

Issues for Consideration:

a) What are the key management systems currently used by defence organisations for strategic management?

b) Currently, what are the major products generated by the defence organisations' strategic management process?

c) What external factors are integrated into your strategic management process?

Learning Methods:

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

Readings:

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

Title of Block: Defence Strategic Management (DSM)

Module: Defence Strategic Management Exercise

Module Description:

This module provides an opportunity for participants to work in teams to develop one or more of the key defence strategic management documents used to provide strategic focus for the armed forces. It requires the generation of the key components of a Strategic Defence Review (SDR).

Module Learning Objectives:

a) Explain the role of the analysis in supporting the Strategic Defence Review process.

b) Describe the organisation of the Strategic Defence Review team.

c) Understand the role of senior leadership in the Strategic Defence Review process.

Issues for Consideration:

a) How should a Strategic Defence Review team be organised?

b) Why should senior leaders fully participate in a Strategic Defence Review?

c) What are the key components of a Strategic Defence Review?

Learning Methods:

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

Readings:

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

Title of Block: Defence Transformation (DT)

PAP-DIB Objectives: 5.4, 5.5

Block Description:

This block introduces students to defence transformation, broadly defined as a continuous and radical change of defence establishments. The concept varies in scope and methodology, according to the characteristics of countries in which it is applied. Ononehand, it is a general process resulting from the impact of globalisation on security and defence institutions. On the other hand, as a key organisational process, defence transformation presents a unique opportunity for each national defence institution to respond to security challenges.

Block Learning Objectives:

a) Optimise the management of defence ministries and agencies with responsibility for defence matters, and associated force structures.

b) Identify differences among the concepts of change management, defence transformation, force transformation, defence reform, modernisation, restructuring, reengineering, and business process improvement.

c) Integrate the elements of technology, policy, and human factors in the context of process redesign in defence.

d) Apply appropriate methodologies, tools and techniques for use in evaluating, measuring, and redesigning processes in defence.

Issues for Consideration:

a) What is defence transformation and what is its scope?

b) Why is defence transformation important?

c) How can defence transformation be accomplished?

d) What is the force transformation vision of the Ministry of Defence (MoD) and what is needed to support it?

e) What are the primary senior leadership roles and responsibilities for implementing the force transformation strategy?

f) What are the differences among the concepts of change management, defence transformation, force transformation, defence reform, modernisation, restructuring, and reengineering, continuous process improvement.

Learning Methods:

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

Bibliography:

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

Title of Block: Defence Transformation (DT)

Module: Leading Change

Module Description:

This module addresses the importance of "leading change" for the defence transformation process. Change management is the use of specific activities (like communication, coaching, sponsorship and training) to administer (manage) the people-side of transformation in order to realise successful outcomes (of a business change). Nowadays the only constant is change. There are many organisational variables that can be altered, but the most difficult one is cultural change. Culture is the set of values, beliefs, and understandings, and ways of thinking that are shared by members of an organisation and are taught to new members as correct. In order to succeed in their attempt to make a change valuable and useful for their organisations, leaders must shape cultural and ethical values in a direction suitable for strategy and performance outcomes.

Module Learning Objectives:

a) Define change management.

b) Identify basic types of change and some change models.

c) Discuss about the actors involved in this process, and the effects and costs of their actions.

d) Underline the importance of organisational culture and the necessity that managers must be key triggers of change in order to improve the organisational performance.

e) Understanding that the only constant is change.

f) Identify military reform as an organisational change.

g) Optimise the management of defence ministries and agencies with responsibility for defence matters, and associated force structures.

Issues for Consideration:

a) What are the particular problems associated with change management?

b) Who are the main actors involved in this process? What are the effects and the costs of their actions?

c) What is the importance of organisational culture in leading change process?

d) How has MoD transformation been affected by the events of 9/11?

e) How effective is the ongoing MoD transformation process according to NATO's requirements?

f) How could it be improved?

Learning Methods:

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

Readings:

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

Title of Block: Defence Transformation (DT)

Module: Continuous Process Improvement

Module Description:

This module examines the dynamics and roles of processes in achieving mission success and organisational strategic goals. Types of processes, both within and between organisations, are correlated with particular types of process improvement, be they technology, or non-technology-enabled. The antecedents and stages of development through which process improvement has passed are reviewed. The module then examines the legislative, customer, citizen and consumer catalysts and forces motivating organisations and government agencies alike to focus on process improvement as a key strategy for organisational transformation. The module outlines the strategic goals sought through process improvement, and considers the range of overarching improvement strategies available.

Module Learning Objectives:

a) Comprehend the competing dynamics of process and organisation in organisational change and the consequences of these tensions.

b) Assess the consequences of unimproved processes for defence agencies.

c) Identify intra and inter-agency/enterprise catalysts for process improvement and understand the influence of these catalysts for the strategic direction of process improvement efforts.

d) Distinguish different types of processes and appreciate the relationship between different types of processes and particular improvement methods.

e) Identify differences among the concepts of change management, revolution in military affairs (RMA), defence transformation, force transformation, defence reform, modernisation, restructuring, re-engineering, and business process improvement.

f) Integrate the elements of technology, policy, and human factors in the context of process redesign in the defence sector.

Issues for Consideration:

a) Business Process Re-engineering became heavily linked with staff down-sizing in the early 1990s. Does this improvement initiative have relevance for 21st Century enterprises and public sector agencies?

b) In the past, a key catalyst for process improvement was process failure. Process change needs to focus proactively on developing better processes even when existing ones do not appear to be failing.

c) The lessons of process re-engineering are that those who engage in it need to be prepared to change everything within their organisation: new processes, new job structures, new management systems, new technologies and sometimes a new organisational culture. Yet few organisations realise this when they start on what seems like the more manageable task of improving a process or set of processes.

d) Why is it that restructuring organisations routinely precedes process transformation?

e) Why is it so difficult for organisations to clarify, confirm and define what they are trying to achieve, and the processes required for that achievement, and then and only then, identify the best organisational structure that enables best practice processes?

f) Why is the Revolution in Military Affairs (RMA) considered a major change?

Learning Methods:

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

Readings:

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

Title of Block: Defence Transformation (DT)

Module: Tools and Techniques for Defence Transformation

Module Description:

This module addresses tools and techniques for defence transformation

The focus is on analysis of the components of tools and techniques such as

simulation models, IDEF0 technique, activity-based costing (ABC) methodology, benchmarking, and functional economic analysis (FEA). Conceptual Models of Organisational Transformation: incremental vs. fundamental change, the «total transformation» management model and its five critical component models (creating a learning organisation, leading a vision-driven change effort, focusing the effort on crucial themes, aligning the organisation, and leading the transition) are considered.

A case study will be used to illustrate these issues.

Module Learning Objectives:

a) Analyse the tools and techniques that need to be managed in defence transformation.

b) Identify the differences among the tools and techniques used in defence transformation.

c) Analyse elements that need to be managed for successful sustainable change and identify the required leadership behaviours for fundamental organisational change.

d) Apply appropriate methodologies, tools and techniques for use in evaluating, measuring, and redesigning processes in defence.

Issues for Consideration:

a) What are the main tools and techniques used in defence transformation?

b) What are the components of tools and techniques used in defence transformation?

c) How can the required tools and techniques used for fundamental organisational change be integrated in the context of defence transformation.

Learning Methods:

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

Readings:

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

Title of Block: Defence Economics (DE)

PAP-DIB Objectives: 5.5, 5.6, 5.7

Block Description:

This block introduces students to the international norms and standards associated with the management of human and material resources in the defence sector. It discusses economics of defence, management of military and civilian human capital, procurement and management of military capital assets, and it introduces the concept of risk in relation to human and material capital investments. This block builds on the idea that in the face of resource scarcity, national security assets must be carefully managed to ensure that security goals and objectives are accomplished.

Block Learning Objectives:

a) Identify national security policies and practices to be implemented to ensure the effective and transparent management of human and material capital assets within the defence sector.

b) Demonstrate a clear understanding of the relationship between human and material capital investments (means) and national security objectives (ends).

c) Understanding the proper relationship between defence civilian leadership and military human capital management systems.

Issues for Consideration:

a) What procedures should be used to ensure that investments in human and material capital will achieve the goals and objectives articulated by the civilian leadership for the national security sector?

b) What are the consequences of treating human and material defence resources as "scarce"?

c) Why is it important to apply international norms and practices in the management of human and material defence resources?

Learning Methods:

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

Bibliography:

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

Title of Block: Defence Economics (DE)

Module: Introduction to Defence Economics

Module Description:

This module provides students a foundation in macro and micro economics for the defence sector. Instrumental reasoning (means-ends analysis) in defence economics is discussed. Approaches to determine risk (quantitative and qualitative) are introduced. The meaning of "scarce resources" in defence economics is provided. The relationship between investments in defence systems and risks is considered. Various methods of relating investments in scarce resource in defence and risk are considered.

Module Learning Objectives:

a) Explain the micro and macro economic environments for defence.

b) Identify the key resources for defence.

c) Define the meaning of scarce resources for defence.

d) Describe the relationship between ends, means, and risks in defence.

Issues for Consideration:

a) What are the advantages and disadvantages of using instrumental reasoning (means-ends reasoning) in defence decision-making?

b) Why must defence analysts and decision-makers consider the micro and macro economic consequences of defence decision?

c) What is the nature of risk in defence economics?

Learning Methods:

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

Readings:

Subject Matter Experts (SMEs) will work with host country to select appropriate readings.

Title of Block: Defence Economics (DE)

Module: Defence Acquisition and Procurement

Module Description:

This module provides a foundation in acquisition and procurement for the defence sector. It defines the major components of a defence acquisition and procurement system and discusses each of these components in detail. Various defence acquisition and procurement practices that can be employed to strengthen the civilian-military partnership are presented. International norms and "best of breed" examples for defence acquisition and procurement practices are provided.

Module Learning Objectives:

a) Identify the features of acquisition and procurement for defence.

b) Define and describe the components of a defence acquisition and procurement system, including the contract management component.

c) Compare a host nations current defence acquisition and procurement practices to international standards and "best of breed" practices.

d) Evaluate human capital management practices that can strengthen the civilian-military partnership.

e) Summarise the international norms for defence acquisition and procurement.

Issues for Consideration:

a) Why is a transparent acquisition and procurement system in the defence sector important?

b) What are several strategies that can be employed to ensure that the defence sector employs "good" acquisition and procurement management practices?

c) What roles can be played by the defence acquisition and procurement system in the defence sector for strengthening the civilian-military partnership?

Learning Methods:

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

Readings:

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

Title of Block: Defence Economics (DE)

Module:Strategic Management of Human Capital

Module Description:

This module provides a foundation in strategic management of human capital for the defence sector. It defines the major components of a human capital management systemand discusses each of these components in detail. Various human capital managementpractices that can be employed to strengthen the civilian-military partnership are presented. International "best of breed" examples for human capital management are provided.

Module Learning Objectives:

a) Identify the features of strategic management of human capital for defence.

b) Describe the components of the human capital management system.

c) Describe the human capital management process for defence.

d) Summarise the international norms for the management of human capital.

e) Evaluate human capital management practices that can strengthen the civilian-military partnership.

Issues for Consideration:

a) Why should the defence sector treat human capital as a strategic asset?

b) What are several strategies that can be employed to ensure that the defence sector employs "good" human capital management practices?

c) How can the proper management of human capital in the defence sector strengthen the civilian-military partnership?

Learning Methods:

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

Readings:

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

Title of Block: Defence Economics (DE)

Module: Material Resources Management

Module Description:

This module provides a foundation in management of material resources for the defence sector. It defines the major components of material resources management system and discusses each of these components in detail. A discussion of supply chain management and integrated logistics support is conducted. Various material resource managementpractices that can be employed to strengthen the civilian-military partnership are presented. International norms and "best of breed" examples for managing material resources are provided.

Module Learning Objectives:

a) Identify the features of material resources for defence.

b) Define the concept of supply chain management.

c) Describe the material production and management process for defence.

d) Evaluate material resources management practices that can strengthen the civilian-military partnership.

e) Describe the international norms and standards for material management.

Issues for Consideration:

a) Why should the defence sector treat material resources management practices as a strategic asset?

b) What are several strategies that can be employed to ensure that the defence sector employs "good" material resource management practices?

c) How can the proper management of material resources in the defence sector strengthen the civilian-military partnership?

Learning Methods:

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

Readings:

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

Title of Block: Financial Management (FM)

PAP-DIB Objectives: 5.8.

Block Description:

This block introduces students to modern methods for management of financial resources in the defence sector. It provides a fundamental understanding of current budgeting systems for defence, such as program budgeting, Activity-Based Costing (ABC) and methods of economic forecasting. The concepts of efficiency and effectiveness are explored in depth. By completing a case study, participants will attain a clear understanding of total life-cycle costing that can be used for defence analysis.

Block Learning Objectives:

a) Identify the roles and responsibilities of the civilian and military leadership for ensuring transparency in the defence budget process.

b) Develop a proposed "program budget structure" for a defence agency.

c) Explain the purpose of using modern methods for determining the cost of investments in national security.

Issues for Consideration:

a) What are the various tools and techniques available for modern budgeting in the defence sector?

b) What is the role of budget and cost analysts in national security policy process?

c) How can the principles of public budgeting be applied to ensure the transparency of the allocation of the defence sectors financial resources?

Learning Methods:

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

Bibliography:

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

Title of Block: Financial Management (FM)

Module:Program Budgeting Systems for National Security

Module Description:

This module provides a foundation for creating a program budgeting system for national security that meets international standards. It introduces the concept of a programbudgeting system. This lesson discusses the major components of a national security program budgeting system from budget formulation to budget execution. It discusses the role of the budget system in the management control of national security assets. The benefits and costs of a program budget are discussed.

Module Learning Objectives:

a) Identify the major components of a program budgeting system for national security.

b) Understand "direct" and "indirect" sources of defence budget resources.

c) Summarise the international practices of an "appropriate" defence budgeting system.

Issues for Consideration:

a) What are the key differences between a program budget and a line item budget?

b) What is the impact of a program budget on management's control of national security resources?

c) What are the benefits of using a program budget? What are the costs of using a program budget?

Learning Methods:

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

Readings:

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

Title of Block: Financial Management (FM)

Module:Efficiency and Effectiveness

Module Description:

This module provides an introduction to organisational efficiency and effectiveness in the defence sector. It defines efficiency and effectiveness and provides organisational examples of each. This lesson discusses various methods for measuring efficiency and effectiveness. An exercise that applies these concepts to a host nation defence sector organisation is conducted.

Module Learning Objectives:

a) Define organisational performance in relation to "efficiency" and "effectiveness" and provide specific examples of each.

b) Define "operational effectiveness" (organisational effectiveness) within the defence sector.

c) Explain the measures of organisational efficiency and organisational effectiveness in the defence sector.

d) Apply these concepts to a host nation defence sector organisation.

Issues for Consideration:

a) What are the key differences between efficiency and effectiveness?

b) Why is operation effectiveness a concern for defence sector organisations?

c) What are the benefits of using efficiency and effectiveness measures in the defence sector?

d) What are the costs of using efficiency and effectiveness measures in the defence sector?

Learning Methods:

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

Readings:

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

Title of Block: Financial Management (FM)

Module:Total Life-Cycle Costing

Module Description:

This module provides an introduction to total life-cycle costing for military program and projects in the defence sector. It defines "program," "project," and "total life-cycle costing." The lesson introduces international standards for life-cycle costing. It discusses the importance of total life cycle costing for military programs and projects.This lesson discusses various methods associated with life-cycle costing. An exercise that applies these concepts to a host nation defence sector project is conducted.

Module Learning Objectives:

a) Define "program," "project," and "total life-cycle costing".

b) Explain the importance of total life-cycle costing to investment decision within the defence sector.

c) Identify the international standards for total life-cycle costing.

d) Apply these concepts to a host nation defence sector program or project.

Issues for Consideration:

a) What are the differences between a program and a project?

b) Why is total life-cycle costing an important tool for managing the defence sector?

c) What are the benefits of using total life-cycle costing in the defence sector?

d) What are the costs of using total life-cycle costing in the defence sector?

Learning Methods:

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

Readings:

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

Title of Block: Financial Management (FM)

Module:National Security and Defence Investments

Module Description:

This module provides an introduction to national security and defence investment decision making. It defines different categories of investments that a nation can make in national security and defence. The lesson discusses the inter-relationship among these investment categories. It provides an overview of various methods for making trade-off decisions among these categories. An exercise that applies these concepts to a host nation defence sector investments is conducted.

Module Learning Objectives:

a) Define the different categories of investments in national security and defence that a nation can make.

b) Explain inter-relationships among these investment categories.

c) Describe a method or procedure for making trade-off decisions among these investment categories.

Issues for Consideration:

a) Why is it important to clearly define investment categories for defence investments?

b) How should decision-makers use trade-off analysis to consider different investment patterns?

Learning Methods:

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

Readings:

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

Title of Block: Financial Management (FM)

Module:Financial Forecasting, Planning, and Allocation

Module Description:

This module provides an introduction to national security and defence financial management system currently in use that ensure scarce defence financial resources areallocated in accordance with defence priorities. It discusses several techniques that can be used to forecast future defence financial resources. The lesson discusses the key methods and techniques that should be employed to ensure alignment between defence priorities and defence expenditures. An exercise is used to demonstrate an assessment of a host nation's current financial management system.

Module Learning Objectives:

a) Identify the different financial management systems used in the defence sector.

b) Conduct a financial forecast for a host nation defence agency.

c) Explain several methods and techniques that can be used to ensure that defence financial resources are allocated in accordance with defence priorities.

d) Assess a host nation's current financial management systems ability to ensure thatdefence financial resources are allocated in accordance with defence priorities.

Issues for Consideration:

a) Why is it important to implement a financial management system that can demonstrate alignment between defence priorities and defence expenditures?

b) How should decision-makers use financial forecast to support decision-making about future defence investments?

c) What are the consequences of a "misalignment" between defence priorities and financial expenditures?

Learning Methods:

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

Readings:

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

Title of Block: Systems Analysis for National Security Policy (SANSP)

PAP-DIB Objectives: 5.8, 5.9.

Block Description:

This block introduces students to contemporary analytical methods for development and examination of national security policies in the face of uncertainty. It provides the foundation of 21st Century methodologies to making rational and disciplined choices among alternative courses of action for national security. The concept of "uncertainty" in national security public policy decision-making is discussed. Working through a series of exercises, students are afforded the opportunity to employ economic analysis, marginal analysis, production analysis, effectiveness analysis, cost-effectiveness analysis, and cost-benefit analysis to develop a business case for alternative courses of action.

Block Learning Objectives:

a) Identify methods for making rational, disciplined decisions in the face of uncertainty.

b) Select appropriate analytic methods for resolving national security policy issues.

c) Explain the strengths and weaknesses of each method of analysis.

Issues for Consideration:

a) What are the various tools and techniques available for coping with uncertainty?

b) What is the role of the analyst in national security public policy decision-making?

c) What is the relationship between the "type of uncertainty" and the method of analysis?

Learning Methods:

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

Bibliography:

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

Title of Block: Systems Analysis for National Security Policy (SANSP)

Module: Economic Analysis

Module Description:

This module provides students an introduction to economic analysis for decision-making in government. Students are introduced to the components of an economic analysis. The conceptual foundations of measures of effectiveness (MOE) and the measures of cost (MOC) are discussed. Models for relating measures of effectiveness and measures of cost are introduced. Financial decision criteria and non-financial decision criteria are discussed. Students will learn to conduct a sensitivity analysis and will evaluate the quality of an economic analysis.

Module Learning Objectives:

a) Define the concepts of "scarcity" and "opportunity cost" in defence.

b) Explain the meaning of the Guns vs. Butter Trade-off Dilemma.

c) Use a model to related measures of effectiveness and measures of cost.

d) Evaluate the quality of an economic analysis

Issues for Consideration:

a) What are the key challenges faced by decision-makers and analysts in dealing with opportunity costs in the national security sector?

b) Is it possible to dissolve the "guns vs. butter trade-off dilemma"?

c) What are the key challenges faced by analysts in measuring benefits so that they can be related to costs?

Learning Methods:

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

Readings:

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

Title of Block: Systems Analysis for National Security Policy (SANSP)

Module:Marginal Analysis in Defence Economics

Module Description:

This module provides an introduction to marginal analysis and its use in national security decision-making. Marginal analysis is presented as a tool that can be used to assist decision-makers faced with limited resources for defence. Marginal costs and marginal benefits are defined and discussed. A model for determining the most efficient allocation of resources using marginal costs and marginal benefits is discussed. An exercise is used to reinforce these concepts.

Module Learning Objectives:

a) The student will be able to define the concept of marginal reasoning

b) The student will explain the relationship between the average and the margin.

c) The student will explain the first and second fundamental propositions of marginal reasoning.

Issues for Consideration:

a) What are the "moral" issued considered or not considered when using marginal analysis for resource allocation decisions?

b) How does an analyst account for the "distributional" impacts of marginal costs and marginal benefits?

c) What is the role of the decision-maker in the development of a "business case" using marginal analysis?

Learning Methods:

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

Readings:

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

Title of Block: Systems Analysis for National Security Policy (SANSP)

Module:Production Analysis

Module Description:

This module provides a foundation in production analysis for the defence sector. It provides an introduction to the factors of production. Economies of scale and diminishing returns are discussed. Various approaches for determining efficiency in production of defence material are discussed. An introduction to the marginal rate of technical substitution is provided. An example of the substitution of information technology for human capital is discussed.

Module Learning Objectives:

a) Understand how much output an organisation can produce.

b) Analyse the relationship between costs of production and the rate of output.

c) Explain the large-small business selection decision from a production analysis perspective.

Issues for Consideration:

a) In the production of a defence weapon system, what advantages accrue to a large producer?

b) In the production of a defence weapon system, what advantages accrue to a smallproducer?

c) What is the impact of the "information age" on the concept of decreasing returns?

Learning Methods:

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

Readings:

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

Title of Block: Systems Analysis for National Security Policy (SANSP)

Module: Effectiveness Analysis

Module Description:

This module provides students a foundation in effective analysis in the national security sector and a foundation in effectiveness determination. The lesson discusses various methods used to make trade-off decisions among and between investment alternatives using effectiveness analysis.

Module Learning Objectives:

a) Distinguish differences between quantitative and qualitative reasoning.

b) Identify information needed in effective analysis.

c) Select among alternatives from an effective analysis perspective

Issues for Consideration:

a) What issues are raised by the attempt to reduce "everything" to a quantitative measure?

b) What issues are raised by attempting to a value on a life?

c) What "type of problem" can effectiveness analysis be useful for solving?

Learning Methods:

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

Readings:

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

Title of Block: Systems Analysis for National Security Policy (SANSP)

Module:Cost-Effectiveness Analysis

Module Description:

This module provides students a foundation in cost-effectiveness analysis in the defence sector. Students are introduced to various methods used to make trade-off decisions among and between investment alternatives using cost-effectiveness analysis. All multi-objective decision problems require careful consideration of decision-maker preferences since without knowledge/quantification of preferences the "BEST" alternative would be difficult to establish.

Module Learning Objectives:

a) Identify information needed in cost-effectiveness analysis.

b) Use the cost concept in military activities and also in cost-effectiveness approach.

c) Apply cost-effectiveness analysis to choose among alternative courses of action.

d) Integrate cost analysis and effectiveness analysis for decision making objectives

e) Develop an indicator that brings together the two objectives associated with an alternative: maximise efficiency and minimise cost; provide a framework for the use of this indicator

Issues for Consideration:

a) What are the cost-effectiveness indicators?

b) What are the cost-effectiveness analysis steps?

Learning Methods:

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

Readings:

Subject Matter Experts (SMEs) will work with host country to select appropriate readings.

Title of Block: Systems Analysis for National Security Policy (SANSP)

Module:Cost-Benefit Analysis

Module Description:

This module introduces cost-benefit analysis as a useful tool to help decision makers selected among and between alternative courses of action that are designed to achieve an objective or a very limited set of objectives. Cost-benefit analysis will be discussed as agreed upon methodology for measuring costs (using a cost model that includes fixed and variable costs) and benefits such that decision-makers can compare alternative courses of action against specifically stated decision criteria. This lesson will discuss common decision criteria that are used as part of a cost-benefit analysis to select among and between alternative courses of action.

Module Learning Objectives:

a) Identify information needed in cost-benefit analysis.

b) Understand the process for "rationalising" costs by treating the fixed costs and variable costs differently.

c) Use cost-benefit analysis to select among alternative course of action.

Issues for Consideration:

a) What issues are raised by the distribution of costs and benefits over time?

b) What issues are raised by attempting to allocate a value to a life?

c) Are there any benefits that cannot be reduced to the same measure as cost?

Learning Methods:

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

Readings:

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

III. Ethics and Leadership

Learning Objectives and Subject Topics

Learning Objectives:

I) The Individual in the Profession.

The values, virtues, and characteristics that all defence professionals, civilian and military, ought to embody and practise as they lead their defence establishments in democratic societies.

i) Identify and understand those values, virtues, and characteristics that all defence professionals, civilian and military, but especially military officers, ought to embrace and practise as they lead defence establishments in democratic societies.

ii) Apply those values, virtues, and characteristics appropriately in specific situations and to specific problems, both in classroomsettings and in the real world.

II) The Profession at Work.

The ethical principles that guide and govern the work of leaders at all levels in defence establishments, including, but not limited to, the decision to use military force (jus ad bellum), the conduct of military operations (jus in bello), resource allocation and procurement, management and leadership of the forces, and the policymaking process.

a) Identify and understand those ethical principles that guide and govern the various types of work engaged in by leaders at all levels in defence establishments, including but not limited to those listed above.

b) Apply those principles appropriately in specific situations and to specificproblems, both in classroom settings and in the real world.

III) The Profession and the Society.

The ethical principles that guide and govern the relationship between the defence establishment and the society it serves (civil-military relations), including both the vertical dimension (civilian control of the military) and the horizontal dimension (how the values of the defence establishment mesh, or don't mesh, with the values of the larger civilian society).

a) Understand those ethical principles that guide and govern civil-military relations along the vertical dimension.

b) Understand the values of the military profession and the values of the society a particular military establishment serves.

c) Analyse how to maintain appropriate military values in situations oftension or dissent between military leaders and civilian policymakers.

d) Analyse how tensions can develop between military values and civilian values, and how best to maintain a proper relationship between the two.

Potential Topic List

Block One: The Individual in the Profession

Module 1. Values, Virtue, and Characteristics Identified

Module 2. Values, Virtues, and Characteristics Applied

Block Two: The Profession at Work

Module 1. Ethical Principles and the Use of Force

Module 2. Ethical Principles and Resource Allocation

Block Three: The Profession and the Society

Module 1. Ethical Principles and Civilian Control of the Military

Module 2. Military Values and Civilian Values

Title of Block: The Individual in the Profession

PAP-DIB Objectives: 5.5, 5.7

Block Description:

This block deals with those characteristics or virtues that are required of all military professionals because of the nature of the military profession. All military members, but most especially officers (who are the primary custodians of the profession), should develop and nurture, practise and embody, this set of characteristics and virtues. Much of this cultivation and inculcation must be done in professional military education.

Block Learning Objectives:

a) Identify and understand those values, virtues, and characteristics that all defence professionals, civilian and military, but especially military officers, ought to embrace and practise as they lead defence establishments in democratic societies.

b) Apply those values, virtues, and characteristics appropriately in specific situations and to specific problems, both in classroom settings and in the real world.

Issues for Consideration:

a) Are there values, virtues, and characteristics that are integral to the militaryprofession, independent of the specific country or type of political system? If so, what are they?

b) Are there values, virtues, and characteristics that are distinct to democratic political systems, and thus apply to all public servants in such systems, including military professionals? If so, what are they?

c) How can military establishments best develop and nurture those values, virtues, and characteristics in their members? What role does professional military education play in this process? What aspects must be pursued by the individual military member, as part of his/her own personal professional development?

d) How do these military values, virtues, and characteristics apply to civilian members of a defence establishment? In what ways ought the values, virtues, and characteristics of civilian career professionals be different from those of their military counterparts? In what ways ought they to be the same?

Learning Methods:

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

Selected Bibliography:

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

Hackett, General Sir John Winthrop. *The Profession of Arms*. Macmillan. 1983.

Huntington, Samuel P. *The Soldier and the State: Theory and Politics of Civil-Military Relations*. Cambridge, MA: The Belknap Press of Harvard University Press, 1985.

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

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

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

Title of Block: The Individual in the Profession

Module: Values, Virtues, and Characteristics Identified

Module Description:

This module aims to identify those values, virtues, and characteristics that ought to guide and govern the behavior of defence professionals, civilian, and military, but especiallymilitary officers, in a democratic society. Doing this will involve:

a) Exploring the nature of the military profession itself, in particular the professional military ethos that transcends cultural, historical, and societal boundaries.

b) Extrapolating from that to the nature of civilian public service in the defence field;

c) Exploring the nature of democracy itself.

d) Bringing those two sets of concepts together.

Module Learning Objectives:

a) Identify, and define or describe, those values, virtues, and characteristics of the military profession that are timeless and are at the heart of the professional military ethos.

b) Explain how the elements or components of the professional military ethos ought to be adapted and applied to civilian officials in a defence establishment.

c) Identify, and define or describe, those values, virtues, and characteristics that are integral to democratic societies.

d) Integrate the results of (a) and (b) into a single list of those values, virtues, and characteristics that ought to guide and govern the behavior of defence professionals, civilian and military, in a democratic society.

Issues for Consideration:

a) Are there elements of the professional military ethos that, in the words ofProfessor Samuel P. Huntington, "inhere in the performance of the professional military function and [that] are deducible from the nature of that function" and that transcend differences in time and in societal and governmental structures? If so, what are they?

b) Are there important elements of the professional military ethos that vary from one type of societal or governmental structure to another? If so, what are they, and how much can they deviate from the timeless elements without losing something important, even central, to the military profession?

c) What values, virtues, and characteristics are necessary elements or components of a democratic society? In other words, what makes democracy what it is? To what extent, and in what ways, can they vary from one democratic society to another without losing something inherent in democracy?

d) To what extent, and in what ways, are there at least potential tensions between the values, virtues, and characteristics inherent in the professional military ethos, and those inherent in democratic theory? How are those tensions best managed?

Learning Methods:

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

Readings:

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

Title of Block: The Individual in the Profession

Module: Values, Virtues, and Characteristics Applied

Module Description:

This model aims to prepare students to apply and practise the appropriate values, virtues, and characteristics to real-world challenges, problems, and situations as they continue their careers after school. It will do so by driving them to deal with realistic challenges, problems, and situations in the classroom through seminar discussions, case studies, and simulations and exercises.

Module Learning Objectives:

a) Apply the appropriate value(s), virtue(s), or characteristic(s) to a particular real-world problem posed in the classroom, so as to arrive at an ethically optimal solution.

b) Develop the ability to evaluate situations in which there is a tension or conflict between important values, virtues, and characteristics, and to identify and take the best course of action to meet the particular problem or challenge at hand.

Issues for Consideration:

a) How do you know which is the proper value, virtue, or characteristic to apply to a particular problem?

b) What kinds of situations can occur in which two important values, virtues, or characteristics are in tension or conflict? Loyalty vs. integrity? Short-term good vs. long-term good? The rights of the individual vs. those of the larger community? Justice vs. mercy?

c) How should you go about deciding what is the best course of action when such tension or conflict occurs? What are some ethical decision-making models you could use to make such decisions?

Learning Methods:

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

Readings:

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

Title of Block: The Profession at Work

PAP-DIB Objectives: 5.4, 5.5, 5.6, 5.10

Block Description:

This block deals with how the profession and the professionals within it apply ethical principles in the conduct of their work. The most important work of the profession is, of course, the use of military force, but there are other types of work the profession and its members do, including management and leadership of the forces in garrison, resource allocation and procurement, and provision of professional military advice to policymakers.

Block Learning Objectives:

a) Identify and understand those ethical principles that guide and govern the various important types of work engaged in by leaders at all levels in defence establishments, including but not limited to those listed above.

b) Apply those principles appropriately in specific situations and to specificproblems, both in classroom settings and in the real world.

Issues for Consideration:

a) What ethical principles guide and govern the use of military force, both whether and when to use military force (jus ad bellum) and how to use military force (jus in bello)? How are these ethical principles related to the Law of War (LOW), Law of Armed Conflict (LOAC), or International Humanitarian Law (IHL)?

b) What ethical principles should guide and govern how military professionals treat their subordinates? Their superiors? Their peers?

c) What ethical principles should guide and govern how military leaders make recommendations and decisions about resource allocation and procurement?

d) What ethical principles should guide and govern how military leaders provide professional military advice to policymakers? What ethical principles should guide and govern how military leaders handle situations in which they dissent, on professional or moral grounds, from decisions and policies determined by their civilian masters?

Learning Methods:

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

Selected Bibliography:

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

Coppetiers, Bruno and Nick Fotion, editors. *Moral Constraints on War: Principles and Cases.* Lexington Books. 2002.

Hartle, Anthony E. *Moral Issues in Military Decision Making.* Second edition, University Press of Kansas, 2004.

Kinsella, David and Craig L. Carr, eds. *The Morality of War: A Reader.* Boulder: Lynne Rienner Publishers, 2007.

Reichberg, Gregory M., Henrik Syse, and Endre Begby, eds., *The Ethics of War: Classic and Contemporary Readings.* New York: Blackwell Publishing, 2006.

Sorabji, Richard and David Rodin, editors. *The Ethics of War: Shared Problems in Different Traditions.* Ashgate. 2006.

U.S. Army and U.S. Marine Corps. *Counterinsurgency Field Manual.* The University of Chicago Press. 2007.

Walzer, Michael. *Just and Unjust Wars: A Moral Argument with Historical Illustrations.* Fourth edition, Basic Books, 2006.

Title of Block: The Profession at Work

Module: Ethical Principles and the Use of Force

Module Description:

This block deals with the ethical principles governing the use of military force, which traditionally fall into two categories: jus ad bellum (about the decision to go to war or to commit military force) and jus in bello (about the conduct of war or how military force is employed). Both sets have parallels in the Law of War or Law of Armed Conflict, which are widely recognised and codified in international law in various forms.

Module Learning Objectives:

a) Understand the principles of the jus ad bellum

b) Apply the jus ad bellum principles to real-world scenarios in the classroom, and be able to apply them to actual situations in the real world.

c) Understand the principles of the jus in bello

d) Apply the jus in bello principles to real-world scenarios in the classroom, and be able to apply them to actual situations in the real world.

Issues for Consideration:

a) Explain the rationales behind the various jus ad bellum principles?

b) If in democratic societies decisions to go to war or commit military force are made by political leaders, what jus ad bellum moral burden can fall on senior military commanders and advisors? Why is this so?

c) Explain the rationales behind the various jus in bello principles?

d) If it is military forces and their commanders who actually engage in military operations, what jus in bello moral burden can fall on political leaders and other civilian officials? Why is this so?

e) Is Non-Combatant Immunity a moral absolute, or does it allow for exceptions?

Learning Methods:

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

Readings:

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

Title of Block: The Profession at Work

Module: Ethical Principles and Resource Allocation

Module Description:

This block deals with the ethical principles that should guide and govern civilian and military officials as they make decisions about allocating resources to defence. It addresses the ethical underpinnings of many aspects of defence management. In democratic societies, many of those underpinnings derive from the theory of democracy.

Module Learning Objectives:

a) Identify and understand the ethical principles that guide and govern resource allocation decisions and processes in a democratic society.

b) Apply those principles to real-world problems (case studies) in the classroom, and be able to apply them in the real world.

Issues for Consideration:

a) What is democratic accountability, and why is it an integral part of democratic governing?

b) To whom are defence officials, civilian and military, accountable --- and why?

c) Why is transparency important in defence decision-making? In what ways, and how, can considerations of national security and considerations of transparency come into tension, or even conflict? How ought we to balance these two sets of considerations when they do come into tension or conflict?

d) How ought we to balance national defence requirements and priorities with service-specific requirements and priorities? How ought we to balance national defence requirements and priorities with other, non-defence requirements and priorities?

Learning Methods:

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

Readings:

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

Title of Block: The Profession and the Society

PAP-DIB Objectives: 5.1, 5.2, 5.3, 5.5, 5.7

Block Description:

This block deals with civil-military relations in two dimensions: the vertical (civilian control of the military) and the horizontal (how the values the military mesh, or don't mesh, with the values of the larger society it serves). Both dimensions have distinctive features in democratic societies, and tensions can develop between the military and civilians along both dimensions.

Block Learning Objectives:

a) Understand those ethical principles that guide and govern civil-military relations along the vertical dimension.

b) Understand the values of the military profession and the values of the society a particular military establishment serves.

c) Analyse how to maintain appropriate military values in situations of tension or dissent between military leaders and civilian policymakers.

d) Analyse how tensions can develop between military values and civilian values, and how best to maintain a proper relationship between the two.

Issues for Consideration:

a) What ethical principles guide and govern civilian control of the military?

b) What kinds of tensions can develop between military leaders and their civilian leaders, and how can those tensions be best managed?

c) To what extent, and in what ways, should military values be different from those of the larger, civilian society the military serves? To what extent, and in what ways, should they coincide, or at least be consistent with each other?

d) How can military and civilian/societal values drift apart, and what dangers can such drift create?

e) When they drift apart, how can military values and civilian/societal values be brought back into proper harmony?

Learning Methods:

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

Selected Bibliography:

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

Feaver, Peter D. and Richard H. Kohn, editors. *Soldiers and Civilians: The Civil-Military Gap and American National Security*. MIT Press. 2001.

Huntington, Samuel P. *The Soldier and the State: Theory and Politics of Civil-Military Relations*. Cambridge, MA: The Belknap Press of Harvard University Press, 1985.

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

McMaster, H.R. *Dereliction of Duty*. Harper Perennial, 2007.

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

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

Title of Block: The Profession and the Society

Module: Ethical Principles and Civilian Control of the Military

Module Description:

This module deals with the ethical dimensions of civil-military affairs in their vertical dimension --- civilian control of the military, which is a principle well established in democratic societies. This module addresses tensions and problems that can occur in how senior military officers provide professional military advice to their civilian bosses, not only regarding the use of military force but in other aspects of national defence policy, strategy, and programs.

Module Learning Objectives:

a) Understand the ethical principles that undergird civilian control of the military, especially in democratic societies.

b) Apply those principles to real-world problems and issues (case studies) in the classroom, and be able to apply them to problems and issues in the real world.

Issues for Consideration:

a) What ethical principles guide and govern civilian control of the military? Are they the same for both military officers and civilian officials?

b) What kinds of tensions can occur between, for example, a military officer's duty to be loyal to civilian masters and his/her professional judgment about what is best for national security and defence? How ought the professional military officer manage or reconcile those tensions?

c) How far should a military officer go in dissenting from civilian-directed policies or decisions that in the military professional's judgment would have severe, adverse effects on national security? When, if ever, is it ethically acceptable --- or even ethically imperative --- for an active-duty military officer to dissent publicly from policy or decisions made by civilian masters? When, if ever, is it ethically acceptable --- or even ethically imperative --- for an active-duty military officer to resign?

d) How far should a career civilian professional go in

dissenting from policies that in the professional's judgment would have severe, adverse effects on national security? When, if ever, is it ethically acceptable --- or even ethically imperative --- for a career civilian professional to dissent publicly from policy or decisions made by his/her superiors? When, if ever, is it ethically acceptable --- or even ethically imperative --- for a career civilian professional to resign?

e) What do senior civilian officials owe the military professionals who advise and serve them?

Learning Methods:

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

Readings:

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

Title of Block: The Profession and the Society

Module: Military Values and Civilian Values

Module Description:

This module deals with the relationship between military values and the values of the larger, civilian society the military serves. It addresses the extent to which military values ought to be different from civilian values, and the difficulties that can ensue when the two sets of values draft, or march, too far apart.

Module Learning Objectives:

a) Understand to what extent military values ought to correspond to, and to what extent they should, and can safely, differ from the values of the larger civilian society the military exists to serve.

b) Apply basic ethical principles in classroom settings to realistic situations (case studies) of tensions between military and civilian values, or even clashes between those two sets of values, and be able to apply them to real tensions and clashes in the real world.

Issues for Consideration:

a) Why is it important for military values to be in harmony with the values of the larger civilian society?

b) In what ways should military values differ from those of the larger civilian society the military serves? To what extent should military professionals be held to a higher standard of behavior than their civilian fellow citizens? What are some historical or contemporary examples – in other countries, and in your own?

c) What are the potential dangers or problems when, or if, military values and civilian values come to differ too much? What are some historical or contemporary examples – in other countries, and in your own?

d) What are the basic values of the larger, civilian society in your country? What are the basic values of the professional military in your country? To what extent, and in what ways, are they in harmony? To what extent, and in what ways, are they in some tension or conflict?

Learning Methods:

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

Readings:

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

Name	Country	Institutional Affiliation	
Col. Jeronim BAZO	Albania	Albanian Defence Academy	
Dr. Maia CHIABRISHVILI	Georgia	Booz Allen Hamilton-Georgia	
Dr. Richard DOYLE	USA	Naval Postgraduate School	
Dr. David EMELIFEONWU	Canada	Canadian Defence Academy/Royal Military College of Canada	
Dr. Peter FORSTER	USA	Penn State University	
Col. (Dr.) Zeljko GAJIC	Serbia	Chief of the Serbian—NATO Defence Group Office	
Dr. Elena KOVALOVA	Ukraine	George C. Marshall European Center for Security Studies	
Dr. Daniel LAGACE-ROY	Canada	Canadian Defence Academy/Royal Military College of Canada	
Dr. Veton LATIFI	The former Yugoslav Republic of Macedonia*	South East European University	
MAJ (Dr.) Dorinel MOLDOVAN	Romania	National Defence University "Carol I" Romania, Regional Department for Defence Resources Management Studies	
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*Turkey recognises the Republic of Macedonia with its constitutional name

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