



Armis et Litteris

Band 33

- **Europeanising Basic Officer Education**
- **Common Security and Defence Policy Module**
- **What is the Military Decision Making Process?**
- **The Polish Decision Making Process**

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Europeanising Basic Officer Education

Foreword to the External Evaluation Report of the Common Security and Defence Policy Module 2015 by Col Dr. Harald Gell, MSc, MSD, MBA

1) Strategic Pre-Conditions

The European Security Strategy (ESS), adopted by the European Council on 12th and 13th of December, 2003, provides the conceptual framework for the Common Foreign and Security Policy (CFSP), including what would later become the Common Security and Defence Policy (CSDP).¹ ESS singled out five key threats:

- Terrorism.
- Proliferation of weapons of mass destruction (WMD).
- Regional conflicts.
- State failure.
- Organised crime.²

Five years later – on 11th of December, 2008 – a report on the implementation of ESS was issued and three new threats were added:

- Cyber security.
- Energy security.
- Climate change.³

Within this 2008-report the necessity of a common training on Basic Officer Education level was stressed to prepare young officers for managing their future challenges which they may face when working within an international frame after graduation.

Also in 2008, all EU-Ministers of Defence approved a document launching the European young officers exchange scheme, modelled on Erasmus. The aim is to develop exchanges between officers in their initial training phase, in order to reinforce the ability of the European armed forces to work together and the interoperability of forces. This initiative, which will facilitate exchanges between national training colleges, will be implemented on a national and voluntary basis, with assistance from the European Security and Defence College.⁵



The European Union Ministers of Defence during the Council Meeting in November 2008.⁶

In 2009 the Treaty of Lisbon entered into force. According to this treaty the Union may use civilian and military means and shall include joint disarmament operations, humanitarian and rescue tasks, military advice and assistance tasks, conflict prevention and peace-keeping tasks, tasks of combat forces in crisis management, including peace-making and post-conflict stabilisation.⁷ The term peace-making was taken over from older treaties, in fact the term peace-enforcement is meant. In principle, the Petersberg Tasks of 1992 were taken over. Moreover, within the Solidarity Clause EU's Member States shall act jointly in a spirit of solidarity if a Member State is the object of a terrorist attack or the victim of a natural or

man-made disaster. The Union shall mobilise all the instruments at its disposal, including the military resources made available by the Member States.⁸

Soon after Austria's EU-membership troops were provided – such as for the European Community Monitor Mission (ECMM) at the Western Balkans, for EU Operations and the EU-Battlegroup. At the moment – in March 2015 – some 400 troops are serving under EU's flag.⁹



Austrian soldiers serving in Chad – a European Union operation.¹⁰

As a consequence our young Officers must be able to do a conversation – mainly in English language and in some special cases French and Arabic would be useful – taking into consideration future possible deployments. One can draw these conclusions from the European Security Strategy (ESS).

Another point concerning interoperability and intercultural competences is that they have to know what they can expect from other nations' military education. Procedures are different; equipment is different and has different parameters. Therefore at least in a pre-deployment training young Officers have to get knowledge of parameters of other nations which are part of the force.



Austrian, Czech and Hungarian soldiers train together during an exercise.¹²

3) Operational Realization

Because of the preconditions mentioned in the two chapters before, seven years ago – under French presidency of the European Union (EU) – the “European initiative for the exchange of young officers inspired by Erasmus” was founded to harmonize the European Basic Officer Education for the purpose to prepare young officers best for managing their future challenges.

The term “young officers” refers to the definition which was established in Brussels within the Implementation Group. According to this definition “young officers” include Officer Cadets who are in the education phase before being promoted to their first position within the armed forces – as well as officers up to the rank of Army Captain or equivalent ranks in other services.

Subordinated to the European Security and Defence College (ESDC) an Implementation Group (IG) consisting of experts from Basic Officer Education Institutions was given the tasks to elaborate possibilities and create preconditions to encourage exchanges of young officers during their initial education and training. Existing programmes are to be used as well as creating new avenues of approach for the purpose of strengthening the interoperability of the European armed forces through exchanges in education in the military field.

The overall goal of this Initiative goes hand in hand with the European Security Strategy (ESS), the Report on the implementation of ESS, the council decision of all European Ministers of Defence and other documents.

The first challenge for the Implementation Group was to define problem areas which must be solved to facilitate and encourage exchanges on Officer Cadets' level. In a first stage some "Quick Wins" were defined – later renamed to "Lines of Development" (LoD). The following table describes the eight existing Lines of Development:

| LoD No. | LoD Name | Description/Purpose | Solved/Ongoing |
|---------|----------------------------|---|---|
| 1 | System of Equivalences | <p>Because in different Basic Officer Education systems different education parts are belonging to either the academic or the vocational education. An education passed abroad may cause disadvantages for recognition purposes.</p> <p>The adopted document describes how to transfer a non-academic education into ECTS and vice-versa.</p> | <input checked="" type="checkbox"/> |
| 2 | Development of Competences | <p>The problem is that a lot of institutions still think “input-oriented” – meaning that the special knowledge of certain lectures is most important.</p> <p>The adopted document describes which competences an Officer Cadet should have – using common descriptors.</p> | <input checked="" type="checkbox"/> |
| 3 | Development of IDL | <p>Preparation for certain educations may be conducted via e-learning to be more efficient. A lot of IDL-modules still exist – but everybody is requested to create new ones providing it for Officer Cadets for the purpose of distance-learning.</p> |  |

Lines of Development with their description.

| LoD No. | LoD Name | Description/Purpose | Solved/Ongoing |
|---------|---|--|---|
| 4 | Create an IT-Platform | A platform is needed to have access to useful documents, latest news and education offers of EU Member States (www.emilyo.eu). The webpage will be re-launched in 2015. | <input checked="" type="checkbox"/> |
| 5 | Supporting Develop Mechanism/ (Legal) Framework | How to deal with administrative and legal matters is described in this adopted document. In principle the Officer Cadets from abroad should be treated in the same way as the own ones. | <input checked="" type="checkbox"/> |
| 6 | National Implementation of the Programme | National authorities and responsible persons concerning exchanges should know about the Initiative to support it. There are different avenues of approach to fulfil this communication-flow, e.g. Wikipedia pages or a newsletter with all the exchange offers issued quarterly. |  |
| 7 | Lifelong Learning | Exchanges may request additional costs. There are possibilities to be supported by existing exchange programmes – such as the ERASMUS+ programme. This LoD should find these possibilities and provide the information to all persons being responsible for exchanges. |  |

| LoD No. | LoD Name | Description/Purpose | Solved/Ongoing |
|---------|----------------|--|---|
| 8 | Common Modules | <p>A Common Module is seen as to be important for all European Officer Cadets – either all services or a single service. After being adopted by all representatives of the Implementation Group the Common Modules shall be integrated into the national curricula. In doing so – step by step – the European curricula will be harmonized.</p> <p>The next chapter lists all the existing Common Modules.</p> |  |

Lines of Development with their description.

4) Common Modules

Among other Lines of Development (LoD) the LoD 8 – development of Common Modules – is one important avenue of approach to harmonize European Union’s Basic Officer Education. So far the following Common Modules were developed:

| Name of the Module | Workload in ECTS | Responsibility for development | At the Theresan Military Academy implemented |
|---|------------------|--------------------------------|--|
| Basic Military English (BME) | 2 | Austria | X (Module O) |
| Common Security and Defence Policy (CSDP) | 2 | EU (ESDC) | X (Module J) |
| Crisis Management Operation/Peace Support Operation consisting of 4 Sub-Modules | 12 ¹³ | Austria | X (Modules A, B, C and D) |
| CSDP-Olympiad | 2 | Cyprus | |
| How to meet the Media | 2 | Belgium | X (Module L) |
| Law of Armed Conflict (LOAC) | 2 | France | X (Module K) |
| Maritime Leadership | 2 | France | |
| Train the Trainer | - ¹⁴ | EU (ESDC) | |
| Total | 24 | | |

Existing Common Modules (elder ones).

The first mentioned Common Module on CSDP was conducted in Portugal, Spain, Greece, Italy and Austria – in Austria it is an integral part of the Curriculum which means that each and every Austrian Officer Cadet has to undergo it. In the near future Italy and Greece will follow with the same approach – also with the integration of other Common Modules – which will facilitate exchanges and mutual recognition.



Officer Cadets from different countries during the Common Module C (CMO/PSO).¹⁵

It was seen as a disadvantage that the existing Common Modules cover just one academic semester – that’s why the organisers of the international Military Academic Forum (iMAF) 2014 in Austria – a conference dealing with topics in favour of the Initiative – took the chance having military education experts¹⁶ available to develop new Modules foreseen to reach the status of “Common” within the Implementation Group (IG) and – as a next step – foreseen to be implemented in EU’s Basic Officer Education Institutions. The new Common Modules are listed in the table hereinafter:

| Name of the Module | Workload in ECTS | Responsibility for development | Remarks |
|---|-------------------------|---------------------------------------|----------------|
| Battle Physical, Mental and Survival Training | 3 | Participants of iMAF 2014 | Vocational |
| Common Operating Environment | 3 | Participants of iMAF 2014 | Academic |
| Comprehensive Approach | 4 | Participants of iMAF 2014 | Academic |
| Cultural Awareness | 2 | Participants of iMAF 2014 | Academic |
| Defence and Security Economics | 4 | Participants of iMAF 2014 | Academic |

| Name of the Module | Workload in ECTS | Responsibility for development | Remarks |
|--|------------------|--------------------------------|------------|
| Individual Personal Development and Meta-Communication | 2 | Participants of iMAF 2014 | Academic |
| Leadership & Agility in Complex Environments | 2 | Participants of iMAF 2014 | Academic |
| Military Instructor Training | 3 | Participants of iMAF 2014 | Vocational |
| Small Unit Tactics | 4 | Participants of iMAF 2014 | Vocational |
| Total | 27 | | |

Existing Common Modules (developed during iMAF 2014).



The IG-Chairman and new Head of ESDC, LtCol (GS) Dirk Dubois, lead a working group during iMAF 2014.¹⁸

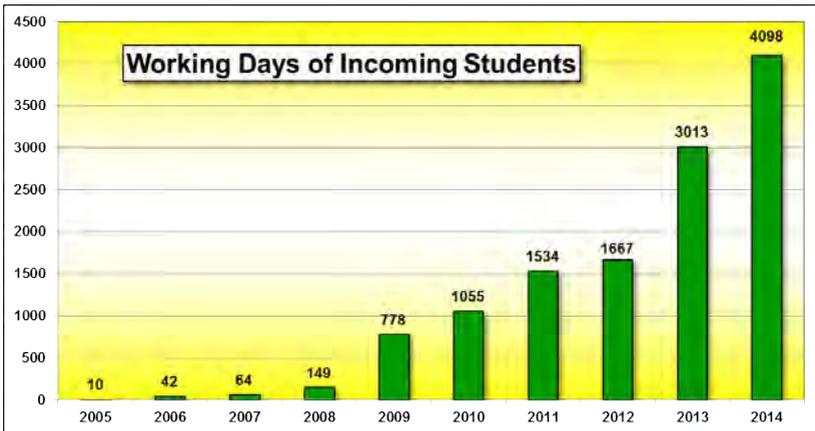
Two Modules – foreseen to be “Common” in the near future – are in a developing phase.

- **CSDP Tactical Level Exercise** – a module with 2 ECTS which should increase leadership competences under harsh conditions. The pilot project is foreseen to be conducted in Cyprus in August 2015.
- **Cyber Security** – a module with 2 ECTS which should raise Officer Cadets’ awareness for the dangers in connection with electronic system. A pilot module will be conducted in France in November 2015.

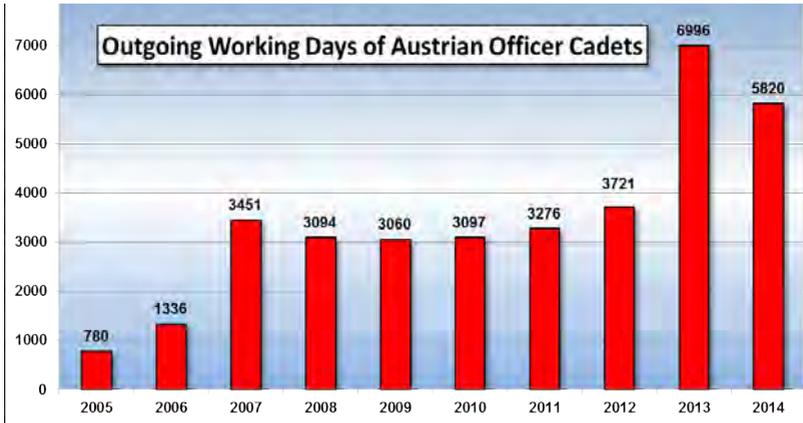
Adding the ECTS of all the Common Modules together, a Basic Officer Education Institution may cover an entire academic year which can be supported by ERASMUS+ funding.

5) Austrian Approach

The aim of the FH-Bachelor Programme Military Leadership at the Theresan Military Academy (TMA) in Austria is – using the approaches of the Initiative – to increase Officer Cadets’ interoperability and intercultural competences by sending 100 percent of them abroad, as well as offering programmes for international Officer Cadets. The following graphs show the development of incoming and outgoing activities – counted in working days.



Development of incoming students’ working days to activities conducted at the Theresan Military Academy.¹⁹



Development of outgoing Officer Cadets' working days.²⁰

6) Closing Remarks

To facilitate exchanges a reduction of bureaucracy is necessary. There will always be a solution if involved persons are in favour of fulfilling the goals mentioned in valid strategic European documents.

To save money in a first step a regional cooperation should be increased. Good examples for this are the BENELUX cooperation or the Scandinavian Cooperation.

The most important issue is trust. If we trust each other – if learning outcomes which are achieved abroad – will be recognised

at the home institution because we trust the host institution – then exchanges will be facilitated.

Far at the horizon the author sees a “Common European Basic Officer Education”. A lot of steps must be done to reach this goal, but the entire way always starts with the first step. Creating Common Modules and implementing them into the national curricula symbolise these first steps to reach International Semesters within a short time period – and – as a consequence – to reach double or joint degree programmes within a medium time period.

On 8th of March, 2015, Jean-Claude Juncker, the President of the European Commission, requested a “European Army” to be able to react onto the newest threats. „*Such an army would help us to shape a common foreign and security policy and to seize together Europe’s responsibility in the world.*”²¹ Taking the Lines of Development of the “European initiative for the exchange of young officers inspired by Erasmus” and Juncker’s statement as well as all the appropriate documents into consideration, we can conclude that **we put things on the right track!**

Mr. Sylvain Paile, LL.M, MS, from the University of Liege – the author of the hereinafter External Evaluation Report of the Common Security and Defence Policy Module 2015 – pushed the Initiative forward with his indefatigable work. Very soon an update of the “Compendium” will be published by him listing all

the European Basic Officer Education Systems. Mr. Paile is also responsible for re-launching the “Emilyo-webpage” which will be a very useful instrument for all the institutions to find e.g. valid documents as well as search tools for exchange possibilities.



Mr. Paile, LL.M, MS, (2nd from the right) during the CSDP-Module 2015.²²

On behalf of all the personnel of the FH-Bachelor Programme Military Leadership I want to thank Mr. Paile - the first non-Austrian owner of the “Golden Ring of the Academy” - for his excellent elaborations which assure better Modules for the future within this high level quality assurance system.

External Evaluation Report of the Common Security and Defence Policy Module 2015

by Mr. Sylvain Paile-Calvo, LL.M.,MS

Acknowledgment:

The author expresses his gratitude to the Austrian Ministry of Defence, the Theresian Military Academy, its Military Leadership Division and the European Security and Defence College Secretariat for their commitment and support in this evaluation.

His gratitude goes also to the Course Director of the CSDP module, Colonel Dr. Harald Gell for his friendship and precious support in all efforts for improving the mobility of our future military elites.



Common Security and Defence Policy Module

Theresan Military Academy, Austria
Wiener Neustadt, 12-16 January 2015

External Evaluation Report



Executive summary:

In the context of the European initiative for the exchange of young officers in their initial education, inspired by Erasmus, the European Union (EU) Member States want to promote a European culture of security and defence during the initial education and training of the future national military elites. As a first step in this direction, the Implementation Group of the Initiative established within the European Security and Defence College (ESDC) structure and supported by its Secretariat, prepared training modules that address the cadets and that are aimed at making them familiar with the concepts, mechanisms and challenges of the Common Security and Defence Policy (CSDP) of the EU. Starting in 2010, the Austrian Theresan Military Academy (TMA) organises this module as a regular part of its educational offer and invites cadets from all the Member States to take part in this training. In January 2015, it organised a session of this module and convened European and international participants to share their lifestyles, cultures and opinions about the CSDP in a specifically dedicated and interoperable environment.

56 trainees coming from the military institutions of 8 Member States and the United States of America, including the cadets completing their third semester at the TMA, accepted this challenge. In order to obtain 2 ECTS credits that can be recognised in their home institutions as a part of their curriculum, the participants had to

complete the two stages of a learning path and successfully pass an examination.

First, they had to go through the high standards content of an internet-distance learning module made available by the ESDC. All the participants successfully completed this phase.

Following the completion of this phase, the cadets met at the TMA in Wiener Neustadt for a one-week residential module, held from 12th to 16th January 2015. During this module, the cadets attended lectures given by Austrian and European civilian and military scientists, academics and professionals working in the field of the CSDP and participated in syndicate workshops aimed at fostering ownership of their learning process. The detailed programme of the modules covered the main aspects of the evolution of the CSDP, including the study of its missions and operations. However, the provision of knowledge has only been a part of the success. Necessary skills and competence of a future actor of this policy were also an objective pursued by this seminar as these qualifications, such as the ability to communicate in a foreign language, are meant to sustain the knowledge and curiosity that were enhanced in Austria. Once again, the participants expressed their high level of satisfaction with the form and the content of this training and the important role played by the hosting cadets in the organisation of this event.

They formulated wishes, based on the successes of the method chosen by the organisers, for future organisation of similar seminars.

“Interaction” has not only been the centre of gravity of the CSDP training. It has also been a social reality of the modules, thanks to the international participation especially, and a major contribution to their success. Friendships were created, new attitudes toward the European Union and its CSDP were acquired, which undoubtedly are the seeds of a culture of interoperability.

As a global conclusion, it can be stated that the module organised by Austria not only attained a high level of satisfaction but also reached their objectives of spreading knowledge of the CSDP and conscience of the European constructive diversity. In the context of the initiative for the exchange of young officers, this success is a good step towards more ambitious achievements in the future and provide, in the same time, sources for further action and improvements. Member States and their military higher education institutions should continue organising similar seminars, taking inspiration from this model of organisation, in order to give the opportunity to the largest number of military students to become efficient actors within the European Union in general and its Common Security and Defence Policy in particular.

Introduction:

The profession of military officer is, by essence, one of the most internationalised profession. It requires not only an understanding of the complexity of the theatre of operation but also a mutual respect between the partners in the mission and positive attitudes toward internationalisation in the responses to the threats. In the context of the European Union, the Common Security and Defence Policy (CSDP) is not only a search for efficiency but also an incentive for reaching a common European identity. The European developments in the area require from the officers to be familiar with the principle of interoperability and its multiple aspects. Interoperability of the national armed forces for a European action, interoperability of the services, given that complex missions require complex responses, and interoperability with the civilian actors with view to act comprehensively for the security and defence of the Union and its Member States. As a matter of fact, the young commissioned officers may be called, soon after their commissioning, to lead soldiers in a multinational operation. These multi-fold objectives make it highly necessary to train the future officers, as soon as possible in the course of their training, to their role and responsibilities in the cohesion and effectiveness of the CSDP.

In a political declaration of 10 November 2008, the (then) 27 Ministers of Defence of the European Union agreed on the

shapes of an initiative for the exchanges of young officers in the course of their initial education, inspired by Erasmus¹. An implementation group was tasked to define the main actions to be taken by the responsible institutions for the education and training of the future military elites. In the context of an ever-developing CSDP, this group started to work on the definition of the main axis of this Europeanisation of the military higher education with the particular objective of stimulating a common culture of security and defence proper to insure the continuation of the progress made. Two main directions were particularly emphasised: the education and training of the young officers to the CSDP, one the one hand, and the provision of a European environment in the different aspects of the initial education and training in the other hand. There is, however, a third lines for action that has been progressively developed by the Group, which is intended to combine these two aspects: the common training of European military students² to the concepts of the CSDP. As soon as December 2008, the European Security and Defence College (ESDC) had prepared a version of *its Orientation Course* adapted to a cadets' audience. The Implementation group of the Initiative, which started to work at the beginning of 2009, prepared the needed material for allowing the willing institutions to use it in the organisation of their own CSDP modules.

As a first remarkable realisation of the Initiative, the Ministry of Defence of Portugal and the three military academies of Navy,

Army and Air Force organised the first one-week seminar entirely dedicated to the learning of the European Security and Defence Policy (ESDP/CSDP) in September 2009. In order to provide also an adequate learning environment, Portugal convened military students from all European Union Member States to participate to this training and share their views on the CSDP with their Portuguese counterparts. The EU Spanish Presidency, on the basis of this first success and the lessons learnt from the Portuguese precedent, organised similar events in Spain in March 2010. In January 2010, the Austrian Theresan Military Academy (TMA) decided, with the support of the Austrian Ministry of Defence and the ESDC, to organise this module within its premises and to open it to European participation. Its aim was to provide this knowledge on CSDP to all of its cadets, as a regular part of its educational offer. Two modules were organised in October and November 2010. In parallel, the Greek Ministry of Defence organised a similar module at the Hellenic Air Force Academy in November 2010. The Austrian TMA, in October 2011, organised again two CSDP modules, one in December 2012, one in December 2013 and opened them to European and international participation. The School of Applied Military Studies of Italy also started, from 2013, to organise two CSDP modules per academic year.

In January 2015, in accordance with its decision to propose it as a regular offer in its academic programme, the Theresan Military Academy organised for the fifth consecutive year a CSDP module.

First, the cadets were offered the possibility to get an introductory overview of the CSDP through the completion of an internet-distance learning module, using the means of the ESDC network. Then, they were invited to attend at the Theresan Military Academy, in Wiener Neustadt, the residential part of the seminar, following a predefined programme.³

In order to insure the quality of the training to be provided with regard to the general objectives defined by the Initiative, the Theresan Military Academy asked support for an external evaluation of the conduct of the module, which is hereby provided in collaboration with the European Studies Unit of the University of Liege. The evaluation was conducted by an external evaluator⁴, attending the lectures on the field, discussing with the participants, the lecturers and, more generally, witnessing the life of the module. Therefore, the evaluation was based on observations from the field and the collection of data from the participating cadets and the organisers themselves. The method that was used for collecting the insights is inspired by the Kirkpatrick's model for the evaluation of training and professional modules⁵, followed by the ESDC for the evaluation of its activities, and its four stages:

- Evaluation of the satisfaction of the participants (level 1 subjective outcomes);
- Evaluation of the acquisition of knowledge through the taking part to the module (level 2, objective differential between similar general knowledge questionnaires administered before

and after the module);

- Evaluation of the outcomes of the new *acquis* regarding the work performed by the participants after the module (level 3);
- And the possible evaluation of the outcomes for the organisation that required from its human resource to undertake the training (level 4).⁶

Using this method, and on the basis of questionnaires prepared by the evaluator and the organisers and using a 1 (corresponding to a negative assessment / “no”) to 6 (corresponding to a positive assessment / “yes”) scale, satisfaction assessments were made. They represent an important part of the observations presented in this report. Furthermore, following the chronological logic of this initiative, teachings from this experience were drawn with the objective of providing resources for future organisers of similar modules or other common modules for young officers.

In order to allow the reader to find more rapidly the concrete information he or she needs for identifying the added values of this module, the same structure was adopted for this report than for the external evaluation report issued for the 2010, 2011, 2012 and 2013 Austrian editions. However, this report is, in no way intended to strictly compare the respective strengths and weaknesses of the different experiences. Even though the organising team is the same since the first edition in 2010 and that it has implemented “corrective” measures based on the lessons learnt from these previous editions, which will be sometimes referred to for analysis

of the solutions found, the module organised in 2015 is original and has its own logic. Therefore, even if lessons learnt from previous experiences will be taken into due consideration, the main object of this evaluation is to highlight the quality of the choices operated for this module specifically.

The seminar held in Wiener Neustadt in January 2015 issued its own lessons and will become, for possible future organisations, a precedent. Furthermore, in the broader context of the Initiative, other seminars on different topics of interest for the European cadets will be soon or again organised. Some of the lessons learnt from this Austrian experience on CSDP modules, when relevant, can possibly be used as a source for inspiration for the Member States or their educational institutions which would be willing to organise these courses.

Common Security and Defence Policy: fully integrated in the Austrian officers' education

The CSDP module is a component of the TMA educational offer that is fully integrated in its core programme. Therefore, all Austrian cadets since 2010 are requested to complete the module as a part of their third semester's academic education. Beyond the fact that CSDP is now a topic with which all the future military officers will be familiar with when commissioned, posted and sent to international operations, this means that Austria organises the CSDP module(s) every year. Starting in 2013, the Italian School of Applied Military Studies (Army) has followed this example and added the CSDP module to its curriculum. Therefore, the lessons learnt from this 2015 module, itself based on the lessons learnt from the experience acquired in 2010, 2011, 2012 and 2013, is expected to prepare the ground for a continuous running of these modules, not only for the organisers but also for the stakeholders such as the European education and training institutions which have sent or intend to send students to the CSDP modules.

The Austrian experience of these modules is specific to many regards, although it is not an exceptional event but the regular organisation of a module of the TMA's academic programme. When it comes to this characteristic, the process of external evaluation is inextricably connected to the sovereign specificities of the Austrian educational system. Even though it is not in the

capacity of the external evaluator to assess them, it is important to report about these contextual elements in order to provide – perhaps not an exhaustive but a comprehensive – view on the organisation of the CSDP module.

The complete recognition of these benefits in the curriculum:

Similar to the previous CSDP modules that were organised in Portugal, Spain, Greece and Italy, an objective of the Austrian organising team has been that this first contact with CSDP is recognised as a valuable experience in the training of the participants. Owing to the fact that this module is a compound of the TMA's training programme and that the institution and its education fully comply with the prescriptions of the Bologna process, the award of European credits ECTS⁷ is compulsory when it comes to the Austrian participants. The TMA, as agreed by the Implementation Group of the European initiative for the exchange of young officers in December 2011, offered 2 credits to all the European participants while they have followed the same learning path.

In addition, the Austrian cadets were all given, as will be further developed hereafter, tasks related to the organisation of the seminar. Their ability to fulfil these tasks, which required dedication of both time and skills, together with their active participation in

the discussions and their successful completion of the learning path is assessed and recorded as an element of their military curriculum. The different experiences of the first four years of the organisation of these modules in Austria demonstrate that the shape of CSDP module, as designed at the European level, nonetheless allows creativity in order to adapt to the national cultures and traditions in military higher education.

When looking at the strict calculation of the number of ECTS in terms of students' workload⁸, it may be asserted that 2 is a correct estimate. In average, students need 7 hours for completing the IDL⁹ and the programme of the residential phase of the module amounts slightly more than 30 hours of contact with the CSDP topic.

Additionally, at the end of the residential phase, the TMA awards certificates of attendance, provided by the ESDC and signed by the High-Representative for the Common Foreign and Security Policy of the European Union and Vice-President of the European Commission, Mrs. Federica Mogherini, as well as, for those who successfully completed the module, diploma supplements emanating from the TMA's authorities and describing the objectives and content of the module and the number of ECTS attached to it¹⁰.

An examination for passing the module:

In line with the philosophy of the Bologna process and the fact that the module is a core component of the TMA's educational programme, the Austrian organising team condition the award of the 2 ECTS to the successful completion of an examination, since 2010. Only the Austrian and European students who had both attended and succeed to the examination were entitled to "validate" the credits and receive the diploma supplement.

The examination was aimed at assessing the knowledge acquired by the participants, as well as their progresses in understanding the CSDP topics and their articulation. The instrument used for the examination was the level 2 questionnaire originally set for the evaluation of the module itself but completed with an additional series of questions related to the content of the teachings. At the beginning of the residential phase, the participants were asked to answer 25 questions following a sequence prepared randomly by the computer. The participants thus had the test with different sequencing. At the end of the module, the same 25 questions were asked again in different sequences. Therefore, the Course Director was able to look at the progresses of all participants between the beginning of the residential phase and the end of the module. Contrary to some of the previous Austrian editions of the module, the participants were not invited to take part to a similar survey of their global level of knowledge on CSDP at the beginning of

their learning process, *i.e.* the IDL phase. It would be interesting, for next editions, to resume this practice in order to follow on the evolution of this knowledge and, therefore, the efficiency of the educational choices operated. For “passing” the examination¹¹, the reference was the individual results of the participants at the last round of test, meaning at the end of the module. The participants were all informed about this evaluation process and, as regards the Austrian cadets, made aware of the importance of the successful completion of this module for their curriculum in advance.

An approach based on qualifications:

The CSDP module is an integral part of the Austrian officers’ basic education. Therefore, the organising team considers that it is not a “one-shot” action but a yardstick on the longer road of the acquisition of qualifications that characterise an Austrian officer. While the basic education extends beyond the acquisition of knowledge, meaning skills and competences, the TMA fully integrated these dimensions in their CSDP educational project. A matrix of learning outcomes¹² to be fostered by the CSDP modules were defined and used for measuring the self-development of the future Austrian military elites. Evaluators¹³, then, attended the syndicate groups’ work, switching groups between the sessions in order to compare their views on the cadets’ accomplishments, and observed the work and interaction of the members through the glasses of these learning outcomes. The expected outcomes were

categorised in 4 main sections, namely:

- “Special knowledge”;
- “Decision-making and responsibility”;
- “Social competence”;
- “Personal competence”.

Each of these sections were defined and illustrated by examples for the use of the matrix by the evaluators.

These outcomes do not correspond to the external evaluation inspired by the level 3 of the Kirkpatrick’s model. They are focusing on the education of an officer as a whole, not only with regard to the European dimension of defence policies. In the Austrian educational system, these matrices are used for monitoring the self-development of the cadet, his/her leadership abilities notably, and his/her progresses with regard to the qualifications that are deemed necessary for becoming an Austrian officer. These instruments may be referred to, for example, when a cadet fails an exam for the second time and defend his/her case in front of a commission. The TMA envisages that individual “certificates of competences” made out of the observations by the lecturers themselves or by specific evaluators for wider audiences like in the CSDP modules, become generalised in the future.

The guidelines provided to the observers, under the form of these matrices, did not correspond either to the description of the modules such as it appeared on the standard course’s curriculum¹⁴

or on the diploma supplement. The reason is that this experience of re-centralisation on qualifications is on-going. The matrices are an effort from the TMA for describing learning outcomes and for taking them more into account, as it is prescribed by the Bologna process. The intention of the organisers in the future is to harmonise these descriptions according to the (expected) outcomes of the line of development 2 of the Initiative¹⁵. In doing so, it may become possible, for instance, to finalise these certificates of competences and communicate them to the sending institutions at their request. In the CSDP modules, indeed and even though the European cadets have also been followed, the outcome-based monitoring has had a limited impact.

Finally, the internal evaluation of the outcomes also encompassed the role played by the Austrian cadets' support of the organisation of the modules. Their participation in the organisation of the events, indeed, fostered organisational qualifications which have been monitored by the course director and somehow "recorded" for the continuation of their curriculum at the TMA. Furthermore, their role has also been stressed in the level 1 "satisfaction" questionnaire and (very positive) comments have been provided by all participants, including the European and international guests.

The successful completion of the learning path was thus assessed through 3 types of criteria: the knowledge through the level 2/test questionnaire, the involvement in the organisation of the module

assessed by the course director, and the skills demonstrated by the evaluators in the syndicate groups.

The internal assessment of the quality:

Owing to the fact that the CSDP modules are, for the TMA, an integral part of the educational programme, the quality of the modules has – like any other course according to the Bologna prescriptions – to be reviewed under quality assurance mechanisms. After the CSDP module, therefore, the quality will be assessed internally through questionnaires distributed to the Austrian students. These questionnaires, which assess the satisfaction of the students and their perception of the coherence of a given course or vocational training with other courses, for example, are then analysed by a structure within the TMA and followed-up by the chain of command. This structure also organises regularly reviews of the opinions of former TMA students who are posted. These feedbacks “from the field” allow improving the quality of the lectures and training of the future Austrian officers within the premises of the Academy. It may logically be thought that the CSDP modules will be an essential element of this specific internal evaluation in the future.

Finally, as the TMA’s quality assurance system follows the European standards, the quality of the Austrian education and training is also reviewed through external mechanisms. It follows notably the ISO 9001 standards in this area and is comprehensively assessed every five years by external evaluators.

The shape and audience of the module

Before entering the conduct of the seminar, it is necessary to introduce further some elements of the context, such as the organising team, the programme, the pedagogical contributors and the audience, which are specificities of these modules and are likely to clarify observations that will be made along this report.

The organising team:

Like in 2010, 2011, 2012 and 2013, the managers and organisers of the CSDP module, were the International Office of TMA's Institute for Basic Officer Training, which also represents Austria in the European Implementation Group of the Initiative. The Course Director for the module being also in charge for the international relations of the Institute, he had thus not only the experience of the CSDP module but also the technical expertise on CSDP and on the organisation of the international events.

Like in 2011, 2012 and 2013, the choice was made by the organisers to leave room for the action of the Austrian cadets, which had not only the task of acting as hosting students but also the role of co-organisers. The managers, indeed, wanted to give responsibility to the hosting cadets and foster their capacity for managing elements of the module and contributing to the success of an important international event in their curriculum and for the life of the

Academy. The different tasks were defined by the Course Director and freely distributed to the cadets, each Austrian cadet being in charge of one or the other aspect and being evaluated for the completion of this task.

The global objective of their participation in the organisation was the “integration of the European and international participants”, in providing them with a friendly and learning-prone environment. Their mission implied not only the daily life at the Academy during the module, *e.g.* in “accompanying” a foreign cadet, but also the preparation and management of aspects touching on all activities inside and outside the classrooms¹⁶. The intention behind this delegation of power was to make the Austrian cadets¹⁷ responsible before the managers and the lecturers but primarily before their comrades and their fellow European colleagues, and to leave them learning from their own experiences... and from their possible mistakes.

Their preparation and the implementation of the different aspects left between their hands from the first to the very last days of the modules have been observed, though not “controlled”, by the Course Director. In the context of this external evaluation, it does not belong to the evaluator to assess the success or not of these achievements but only to report, on the basis of the level 1 surveys, about the satisfaction of the participants (and participants-organisers) and testify about the – undoubted –

adequacy of the approach chosen of letting the role of the hosting cadets developing to this extent. It is, indeed, a first way for the participants to develop ownership for their learning path.

The programme:

Even though the core of the programme of the CSDP modules has been defined as early as November 2008 when the ESDC adapted its Orientation Course for a cadets' audience, it is interesting to notice that the practice of these modules in Portugal, Spain and now in Austria left space, nonetheless, for creativity and innovation in the choice of additional topics which give a particular colour to these modules.

- The themes proposed in Austria were:
- The European Union;
- EU operations (EUFOR Chad);
- Capability development;
- EU comprehensive approach;
- EU neighbourhood policy;
- EU relations to third parties;
- EU and NATO security cooperation: lessons learnt from Afghanistan;
- CSDP history;
- EU-UN relations;
- Human Rights;

- CSDP and the Lisbon Treaty;
- Future perspectives of CSDP;
- Europeanisation of basic officers education.

Eventually, the core of this programme appears to be now a “classical” one for the CSDP modules conducted at the TMA since the topics chosen – and many of the lecturers – were the same as in 2010, 2011, 2012 and /or 2013. Some differences, however, appeared, in order to reflect topical issues of strategic interest for the European Union. Lectures on the European Security Strategy and the crisis management procedures were not programmed but, compared to previous editions, teachings on the EU comprehensive approach and on its neighbourhood policy were added although the political context highlighted the need for the EU to reinforce its cohesion *vis-à-vis* its neighbouring area and the consistency of its response means. As the choice was made to divide the class in two groups for the lectures – the lecturers provided the same lecture twice in the day. As regards the sequencing of the lectures, one must note that the organisers made the choice for this edition to provide the lecture on EU missions and operations, which “illustrates” the *raison d’être* of the CSDP in the eyes of the young participants according to the previous evaluation reports, early in the residential phase.

The lectures, besides, had different durations (from 45 to 90 minutes) with view, in the organisers’ intent, to adapt the programme to the

most immediate needs – operational and not only strategic – of a newly commissioned officer.

Then, it must be noted that, compared to the previous year, the number and time globally dedicated to group work (“syndicates”) was increased as a response to previous feedbacks.



The opening lecture.

The Austrian organisation team, indeed, pursued interaction as a key for the learning process of the participants in the module. The method used, was not limited to lectures but attempted to develop interaction among the students and between the students and the lecturers in order to promote self-learning processes. For four

topics (“Capability development”, “EU relations with third parties”, “Human rights” and “Europeanisation of basic officer education”), before the lectures, syndicates convened for “exploring” the topics and making group researches aimed at answering to questions, cases or fulfilling particular tasks in relation with the lectures. Once their tasks were completed, the syndicate groups had to designate two presenters who had to brief the other syndicate groups of the same half of the class, in front of the lecturer, before they attended the lecture. In proceeding like this, all the students were briefed on the different aspects covered by the tasks before the lecture. They were authorised, as well as the lecturer, to ask questions on the researches made. The syndicate groups and the designated briefers, therefore, were responsible in front of all their fellow participants for the outcome of their work, thus reinforcing the ownership of the cadets for their learning path.

The syndicate groups were composed of 5 to 6 students, mixing Austrian and foreign students, and made their researches separately, based on the material they received for the CSDP module – the Handbook on CSDP, mainly – or for the cases they had to study, and they had access to the internet. As for their briefings, the syndicate groups were constrained to limited timeframes, thus forcing them to exercise their abilities to analysis, synthesis and reporting not only within but also outside the small groups.

It must be noted, however, that syndicate tasks were not organised for every lecturing units, due to the lack of time allowed for the module. The organisers had thus to make a selection of topics for which they considered important to treat them through syndicate work in priority. Due to the necessity of the planning of the week and the availability of lecturers, however, it was not possible to systematise the organisation of syndicate work prior to all lectures. This may be reflected in the comments from the participants.



A syndicate group preparing a forthcoming lecture.

Although it did not provide additional workload for the students, because no preparation before the course was needed, this configuration supposed that the lecturers prepared questions or case studies before their intervention. Eventually, the continuous interaction between the lecturers and the organisers allowed the smooth running of the CSDP module.

In addition to the educational programme, more “social” events were formally planned and directed by the hosting cadets during the week the participants stayed at the Academy. A guided tour of the castle of the Academy was provided on the first evening for an insight of Austrian cadets’ life. A sport session, consisting in small

competitions between the syndicate groups, was organised by the cadets on the first day, as an icebreaker and a contribution to the birth of an *esprit-de-corps* among the participants. A formal party was organised by the cadets after the sport session at the cadet's club on this same first day. On the last day, after the module, the foreign cadets were also offered the possibility to have a tour of the Military Museum and the city of Vienna before leaving.

The lecturing team:

It is also necessary, in order to give a clear picture of the Austrian modules, to present briefly the knowledge providers, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help understanding comments from the participants. Therefore, it is possible to evaluate them as a whole, *a priori*. The team was composed of 13 lecturers, one of them being both the key-note speaker and a lecturer. One must note, in addition, that 4 of them were European and that several were civilian lecturers with relevant experience in the CSDP, thus providing the broadest picture of the policy.

This configuration of the team allows saying that no specific teaching on the Austrian views on CSDP was necessary, while most of the lecturers practice CSDP on a day-to-day basis in their functions, notably within the ministries. However, the European background of a large number of them also witnessed the reliability of the content of their return from experience to the participants.

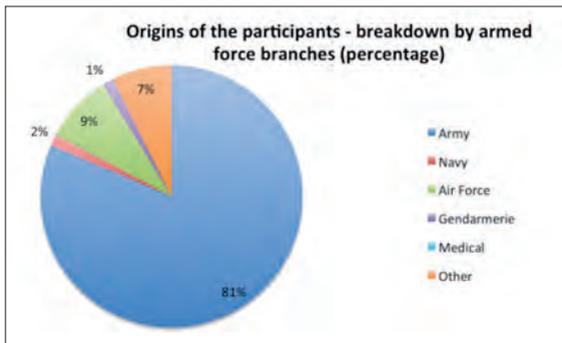
The availability of lecturers for common modules in general remains a challenge for the organisers for their planning and programming, even though, in the example of the 2015 Austrian module, these organisers endeavour to communicate with them as early as possible, a year before the module. Concretely, this question has led sometimes to “less logical” sequence of lectures during the residential phase, *e.g.* a series of lecture on the history of the CSDP, the Lisbon Treaty and the future of the CSDP provided on the fourth day of the seminar though dealing with basic concepts for studying the policy and its functioning. A “pool” of lecturers, therefore, should be made available to any potential organiser of the CSDP module, bearing in mind that a CSDP-related expertise may be desirable for other common modules, or simply for other courses. In the framework of the Initiative, a database of volunteers was created and includes also experts from outside the education and training institutions, such as the European bodies. It is important for both the substance and the shape of these modules that such database, which will be made available on the IT platform currently under construction, is regularly fed and updated.

The participants:

46 cadets¹⁸ from 11 Member States¹⁹ of the European Union took part to the CSDP module organised by Austria. The international participation amounted a bit more than 50 per cent of the audience, which is the highest level in comparison with the previous modules

organised by Austria. 10 European participants came only for the module as the other were already at the Academy for exchanges, notably in the framework of the “international semester” proposed by the TMA to all its counterparts.

In the same way, it must be noted that the breakdown in terms of armed force branches showed an obvious misbalance in favour of the Army, as demonstrated by the following figure. This must be connected to the characteristic of the Austrian national armed forces, for which cadets are mostly Army cadets. As a matter of fact, however, the other branches were represented, thus giving a chance to the participants to effectively get more familiar with inter-services interoperability challenges.



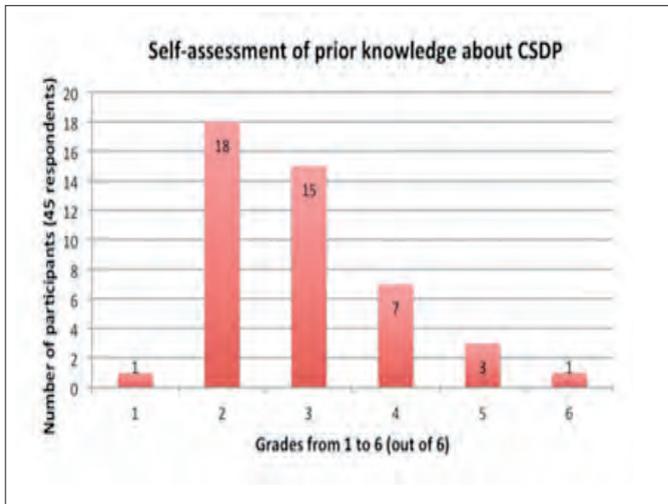
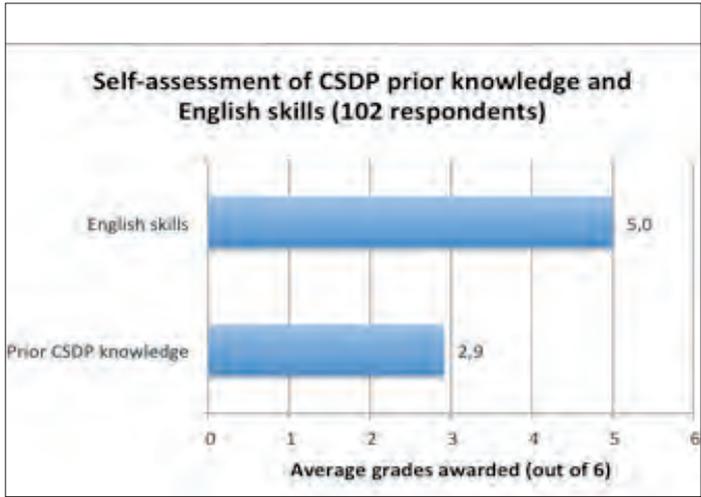
Finally, it must be noted that only 5 participants were female students, representing only 11 per cent of the audience, which is somehow equivalent to their participation in previous modules.

As will be illustrated hereafter, international representation is one of the keys for the success of the common CSDP modules. Therefore, an adequate communication on these events is fundamental. To this regard, it must be stressed that the fact that the TMA already organised such modules the years before, that it clearly expressed its intention to organise them every year from 2010 on and that it communicated the approximate dates of the 2015 module as soon as in December 2013 have proved efficient in spreading adequate information on these modules. Furthermore, the CSDP module could also benefit from the role played by its organiser in the conduct and management of the international policy of the TMA, both multilaterally and bilaterally.

21 of the participants were Austrian cadets in their third semester of education, which corresponds to first cycle studies (bachelor level). 18 of their international colleagues were studying at the same academic level and 6 at the second cycle level (master level). However, even if one may wonder if the CSDP module is not too high-level for the majority of cadets, the level of studies did not play any role – after a close look – in the results of the examination. Regarding the Austrian cadets, more particularly, it must be reminded that they had been briefed on the importance this module would have on their curriculum, the examination procedures and the organisation of the IDL and the residential phases, a few months before the start.

As seen from the graphs below, these participants, independently from their level of studies, considered that they were unfamiliar with the CSDP before the module, as they rarely had the opportunity to approach this topic during their higher education. As observed on the field, notably from the discussions held in syndicate on the first days of the residential phases, the participants had effectively little prior knowledge of the European Union (its mechanisms, the relations between its institutions and the Member States and policies) and the CSDP but showed curiosity and interest for these topics, especially with regard to technical aspects such as the missions, capability development and the link between the CSDP and the neighbouring policy of the EU.

Furthermore, the participants considered²⁰ that they sufficiently managed the English language for following the module. The CSDP module, indeed, requires that the participants are able to read the IDL, the material, follow the lectures, communicate in the syndicate groups, ask questions if needed in English and, in general, interact with their comrades.



The IDL: a self-introduction to CSDP

The TMA, as it is the practice in the CSDP modules set in the framework of the Initiative, opted for introducing the cadets to CSDP through internet-based distance learning (IDL) studies, using the ESDC IDL resource. The IDL preparatory module was made available on an ILIAS Learning Management System administered by the ESDC and provided by the Romanian National Defence University. As stated, the cadets had to complete this module, opened three months before the arrival of the participants at the Academy, as an integral condition for completing the course and validate the ECTS credits. Two sections of the ESDC IDL course, called “Autonomous Knowledge Units” (AKUs), were chosen:

- “History and context of the CSDP development” (AKU1) containing explanations and illustrative documents related to the evolution from the origins of the cooperation (the birth of the WEU, the European co-operation, the shaping of the CFSP) to the developments of the CSDP (foundation and links with the CFSP);
- “European Security Strategy” (AKU2) starting from before the ESS, then going through the adoption of ESS, its content, main characteristics, role and impact, and finishing with the ESS revision prospects.

The AKUs consist in synthetic texts presenting the topic and recommended reading, usually short essential documents, illustrating and explaining a subject area. They were prepared, for a use by the European Security and Defence College in its different activities, in cooperation with highly recognised standards scientific societies, such as the Geneva Centre for Security Policy for AKU1 and the Egmont Institute for International Relations for AKU2. Therefore, it does not belong to this evaluation to review the content of the IDL module but only the *bien-fondé* of its contribution as an integral part of the modules on the CSDP for the European cadets. It should be noted, however, that the content and level of these training materials was specific to ESDC course audiences, different in some respects from the cadets taking part in the CSDP modules. All participants completed the IDL phase in time.

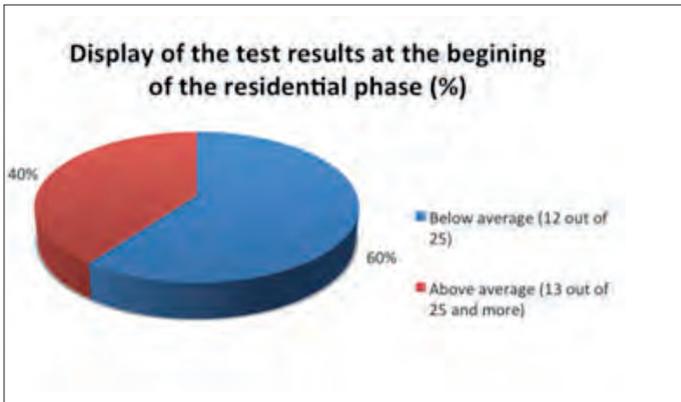
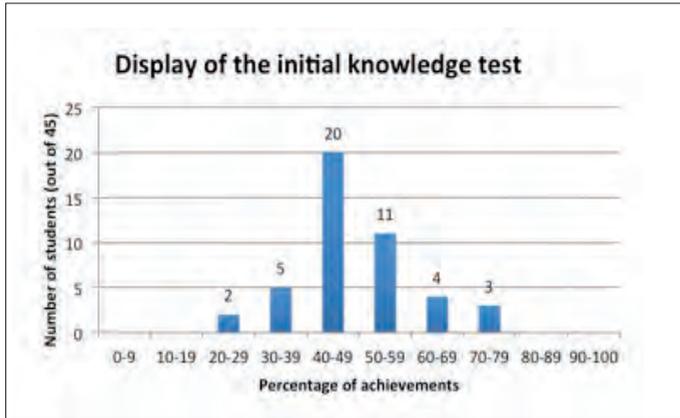
The cadets went through the AKUs, fulfilling a short knowledge test at the end of each of them, in order to confirm they achieved the learning objectives. The results from these tests will not be made available because they do not give relevant information regarding the evolution of their knowledge. They had to succeed in the AKU1 test, after as many attempts as necessary, before acceding AKU2, and succeed in AKU2 test in order to complete the module. For the support of the cadets in their learning, a series of links toward relevant institutions or scientific societies' websites were made available on the IDL platform. Moreover, some learning

material was made available to the participants already on the ILIAS platform: the CSDP Handbook, reedited in 2012 and prepared by the ESDC Secretariat and the Austrian Armed Forces, and an extract of the “EU Acronyms and Definitions” prepared by the EU Military Staff and aimed at providing learners with vocabulary of the CSDP. A forum is also accessible to the participants if they want to report on technical aspects or communicate on administration, technical support or on the content of the AKUs. It is operated and moderated by the ESDC.

In previous editions of the CSDP modules, the IDL path ended with a satisfaction questionnaire (level 1 of Kirkpatrick’s model of evaluation) distributed by the ESDC and to be filled online. Since 2012, this instrument is not included in the platform anymore and the comments provided in the final satisfaction questionnaire for the entire module did not specifically highlight the role and quality of the IDL in the learning path. It could be suggested to include this survey again for future modules since it may contribute to updating and improving the IDL phase as proposed to these young participants. To this end, a reference to it in the final satisfaction questionnaire would be a first step. Most participants, indeed, had completed the IDL long before the end of the module but a reference in the final questionnaire may give indications on the adequateness of the method.

In order to “measure” their progresses along the different stages of the modules, as already presented, investigations on the global level of knowledge on CSDP issues (level 2 in the Kirkpatrick’s model of evaluation) were conducted at the beginning of the residential phase and at the end of this phase. The multiple-choice answers were randomly shuffled in order to avoid “mechanical answers”.

It appears from the results of the first round of evaluation that the participants to the module form a rather homogenous “group” as regards their pre-existing knowledge on CSDP in general. The results obtained, as much in terms of average grade – 48% - as in terms of repartitions below and above the 50 per cent of correct answers are similar to results obtained for previous editions of the CSDP module, considering the addition of new questions for this edition.

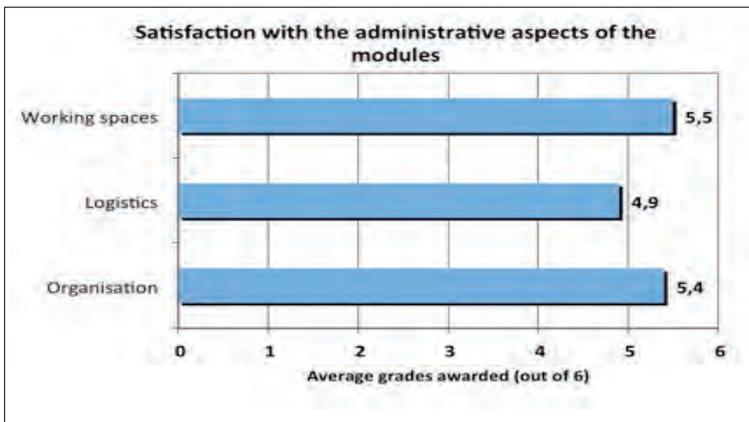


These numbers, even though the students had already completed the IDL phase, show that there are rooms for improvements, and that the mission of the residential phase, consequently, is relatively important.

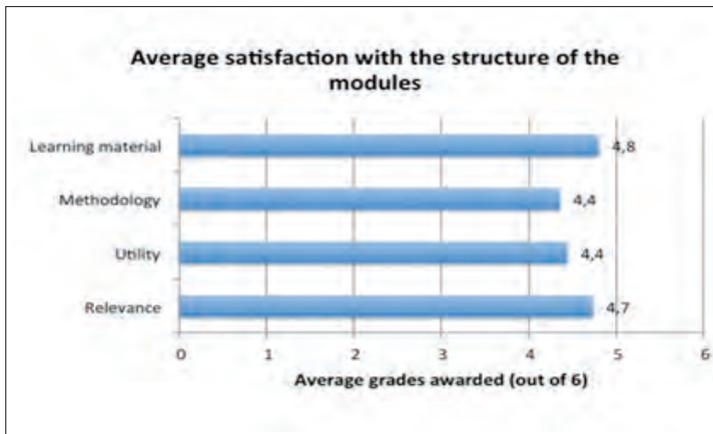
The residential phase: learning and living CSDP

The organisational aspects of the residential phase:

The formal administrative aspects of the CSDP module, as they were organised by the TMA, have met the satisfaction of the participants. As showed by the graph below, the grades they awarded to these administrative aspects (organisation, logistics, working spaces) are objectively excellent. The comments provided by the participants stressed the excellent organisation, including the role of the hosting cadets, Concerning the food for breakfasts and lunches, it logically remained a matter of taste... They stated also that the intensity of the modules in terms of time organisation – notably in respect to the number of lectures – can be seen as a drawback.



The following graph has an important place in an external evaluation of CSDP modules because it describes the feeling of the participants related to the organisation of their learning process and more particularly with regard to the content's relevance and utility, the methodology and the learning material. All these ratings correspond to levels that are similar to the highest ratings in previous editions of the CSDP modules, notably in Austria.



At their arrival in Wiener Neustadt, the participants received a package containing information about the Academy and the module, the city of Wiener Neustadt and the castle of the Academy – though in German language –, such as maps. In addition, all the participants received a hardcopy of the - highly supportive according to the words of the international cadets – CSDP Handbook (reedited in November 2012).

They had the possibility, furthermore, to download further material from the webpage of the module²¹ on the TMA's website, notably:

The EU Charter of Fundamental Rights, which provides an insight of the EU values and, subsequently, the CSDP values;

The Lisbon Treaty;

- The European Security Strategy;
- The CSDP-related provisions of the Lisbon Treaty;
- EU acronyms and definitions, already provided on the IDL platform;
- Videos on the EU, the ESDC and the European Defence Agency;
- Presentations from previous editions on some of the topics (such as “Human rights”);
- And articles in German or in English about the CSDP (most of them written by lecturers or former lecturers of the CSDP modules).

At the end of the modules, the international participants received a USB key with all the presentations provided by the lecturers, as well as the pictures taken during the week at the TMA. The majority of the comments demonstrated the high level of satisfaction of the participants with the material provided, especially with the CSDP Handbook and the USB key.

On the method used for teaching CSDP, the participants' satisfaction can be seen as good. Their comments showed that they were globally and highly satisfied with the level of expertise of the lecturers selected and the work in syndicate groups. Most of the suggestions concern the (ever)-further increase of the importance they feel shall be given to these group works on and in the lectures, as they improve their competences, notably with regard to interpersonal and professional communication.



Report by a participant on the work of his syndicate group.

From their comments, the participants appreciated the high quality of the lecturers, who were able to balance the more intellectual and theoretical aspects with illustration from actual operations in the field and contemporary geopolitical issues for the security of the European Union, which touch them more “directly” in their views. Other comments claimed for more extensive use of media supports and practical illustrations based on experience in the lectures, which is touching more on the methodology of the lectures than the methodology followed by the CSDP module itself. Interaction must indeed, according to the participants, be at the heart of the lectures. Once again, the role of the syndicate work and its articulation with the following lecture had been stressed.

The participants appreciated the feedbacks given by the lecturers on the work they made for “discovering” the topic, even though some of the tasks distributed to the groups were considered too technically-oriented. Self-confidence, therefore, seems to have been effectively fostered through the method adopted in this module.



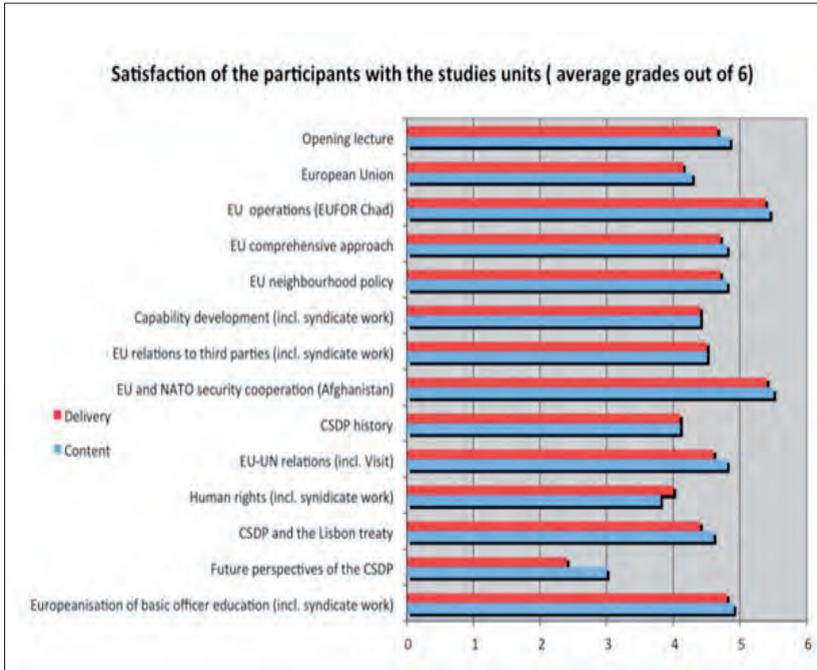
A lecture on the European Union structure: “who’s who in the EU”.

Regarding the content of the module – encompassing both its relevance and utility – the comments provided by the participants stressed the interest of the topic for a young officer and young European: “It is necessary to have a basic understanding of our CSDP as an officer”, “it is very important for my personal

life because I can fully understand the situation of Europe and become more active”, reported students. They particularly stressed the improvement of their English through interaction in a multinational environment and the networking with foreign cadets as most positive effects. Some also claimed for bigger attendance groups for this module.

However, voices raised and emphasised the intensity of the module as well as the too strategic importance of CSDP for their first duties as officers: “it will be hard to use (this) knowledge about EU security being platoon commander”, notably stated a participant.

Regarding the selection by the organisers of the topics to be dealt with in “learning units”, including the syndicate works which were integral part of them, the general level of satisfaction of the participants²² reached equivalent or even higher levels to what was met during previous CSDP modules, which is most positive. The display of these individual ratings is shown within the graph below. Naturally, some of the topics are preferred to others, especially when it comes to the details of the preparation and running of an operation.



The comments provided by the participants to the 2015 module organised by the TMA are consistent with those provided by their predecessors. A majority of participants expressed its appreciation for the syndicate work structure, which allowed them debating, confronting their understanding and opinions of the CSDP and gave them responsibilities for their own learning.

They also stressed the didactic and interactive methods of most lecturers, their expertise, expression in English and the use of an adequate level of technical vocabulary are keys for the lecturers in order to transmit their expertise. From the opinions of the observers, the organisers, the evaluator and the cadets themselves, the truly international composition of the syndicates stimulated debates and confrontation of viewpoints and pushed the members of the group to exercise their creativity in making researches as well as their leadership in the construction of a collective answer to the questions it was asked. These shall be, therefore, at the heart of the CSDP module.

Beside, comments suggested that the lectures be more illustrated with “tastes of the fields”, *i.e.* real cases and feedbacks from operations. The participants expressed also their high appreciation for the lectures which touch them directly in their cadet’s life, like the “Europeanisation of the officers education”. As regards the learning unit on “Human rights”, most comments stressed the – too high – technical level of the legal mechanisms that were approached but they almost unanimously saluted the helpful role played by the lecture for explaining all the concepts touched during the syndicate work session. Finally, most of the comments positively stressed the opportunity they were offered to visit the UN Headquarter in Vienna and to experience a place where decisions are concretely taken.



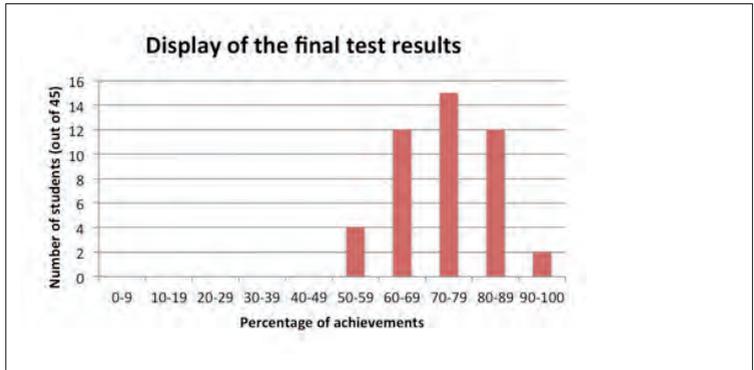
Visit at the United-Nations Headquarters in Vienna.

The technical outcomes of this learning process:

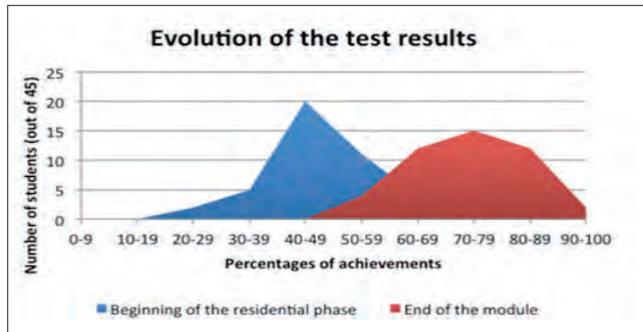
Knowledge:

In order to measure the progresses of knowledge of the participants in relation with the CSDP, a second round of level 2 evaluation was conducted at the end of the residential phase in Wiener Neustadt. This test was crucial for the participants due to the fact that the evaluation was also used as an examination and that the results decided on whether they obtained or not the 2 ECTS. This “extra motivation” can be effectively read in the results obtained, as seen

from the following graphs. All the participants reached the median of 50 per cent. The grades obtained have been objectively very good, the average one amounting 72 per cent of correct answers.

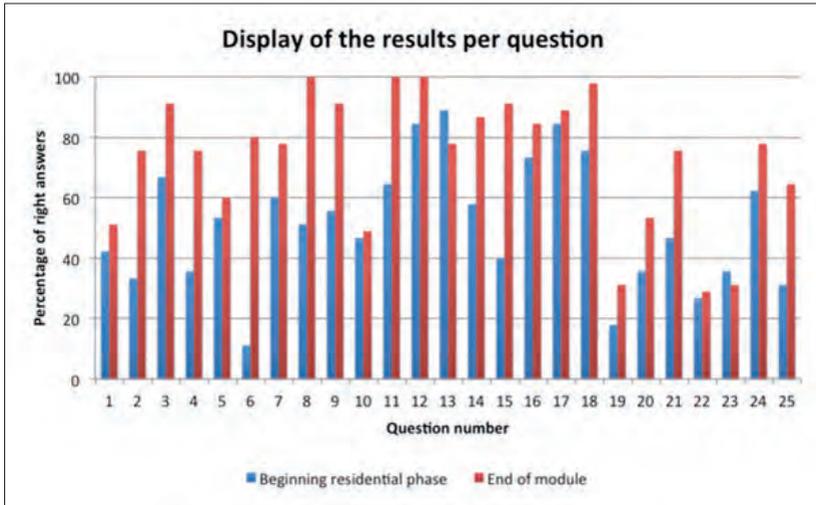


As shown by the graph below, which presents the evolution of the results obtained along the two knowledge surveys, the improvements are actual, important and general.



One must note that, for the first time in the programme of the module, the participants were offered to use an hour timeslot the day before for revising with view to the test and asking possible questions to the organisers.

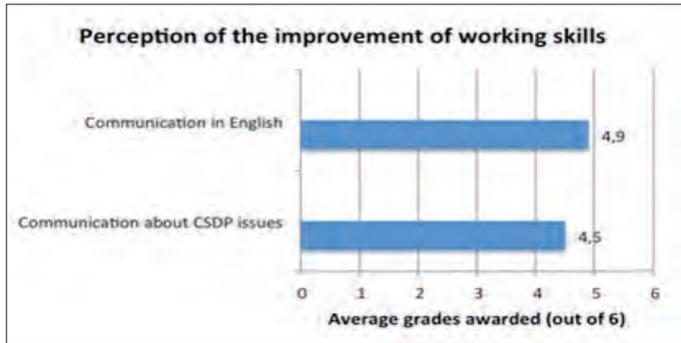
When looking at the display of these results per question, it seems that most of the areas of knowledge on CSDP have been adequately covered during the module. It has thus fulfilled its mission regarding the objective of “learning CSDP”, undoubtedly. However, as shown in the graph below, the students felt more difficulties with 4 questions. Question number 13 touched on the human rights and their linked to CSDP and question number 23 on documents related to capability development plans, which are two very technical areas. For these two questions, the percentages were lower at the end than at the beginning of the module. Questions 19 and 22, for which the percentages of right answers remain objectively low, respectively touched on the Lisbon treaty and capability and EU-NATO relations.



The system of monitoring of the global CSDP knowledge improvements touches on almost every areas dealt with along the module. However, the results show that some of the answers are not clear for the students. In order to use it as a test which conditions the completion of the module, it is highly important to make sure that all the questions are touched on during the different learning units of the module. This can be realised, for example, in providing the list of questions to the different lecturers in advance, with view to encourage them to use these questions as “yardsticks” in their contributions.

Skills, competences and attitudes:

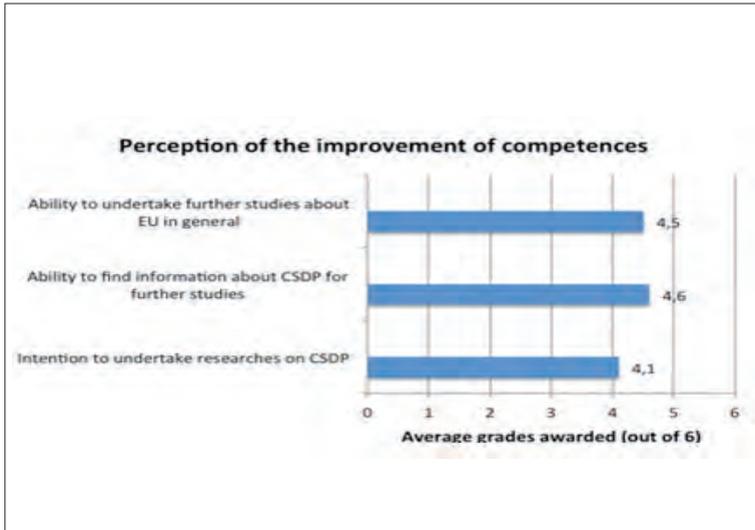
The CSDP modules do not only intend to spread knowledge, which may soon or later fade away, but also to raise skills and competences which support the education²³ of a future military elite on the long-term and, practically, enter into the allocation of ECTS to a learning process. Inspired from the Kirkpatrick's model of evaluation, the level 3 questionnaire has attempted to monitor the outcomes of the modules with regard to progresses in terms of qualifications other than knowledge. However, it is not the role of this evaluation to define what qualifications an “ideal European officer” shall have. Therefore, the few qualifications approached by the level 3 questionnaire shall only be taken as a sample of (the most logical) qualifications any officer should have, ideally, when sent to a European mission. Furthermore, it would take too long to the participants to take part to an objective survey, like the level 2, on the progress regarding these outcomes. It was thus chosen to ask the participants to self-evaluate their perception of their progresses. The average grades are illustrated by the graph below.



The comments made for the self-assessment of the progresses in communicating in English stressed that taking part to this module has been a very interesting challenge for these students. They reported that they improved their communication skills in general but also their vocabulary.

Regarding their ability to communicate about CSDP issues, the participants perceived actual progresses. They felt they acquired a global view on the CSDP events and trends and the ability to discuss and present arguments in these areas. “This course has been a great possibility for me to learn all the issues related to CSDP and I think it will be fundamental for my career”, one reported. Other comments stressed that much more needs to be learned after the course although this one is already very intense.

Similar investigations were conducted on the self-assessment of progresses on a sample of competences. The display for the module was as follows.



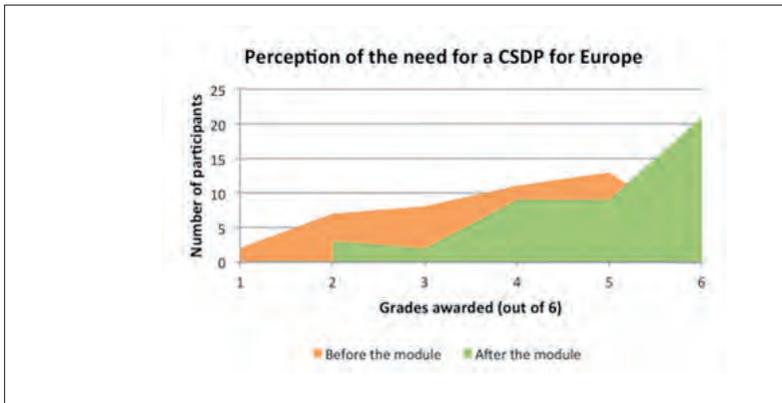
The comments provided by the participants on the abilities to undertake further researches on CSDP and EU comfort the idea that the CSDP module is an adequate introduction to a specialised knowledge. They stated that they received a good basis of knowledge, a basic understanding of the CSDP which would make the researches easier, and some resources to start from, notably the CSDP Handbook and the lecturers themselves. The concrete intentions to undertake such further studies depend on the nature of the curricula followed by the respondents. Some participants nonetheless affirmed a strong interest for studying further this topic: “It is a subject I would like to develop in my university, on a project, or for a free debate”, one stated.



Graduation ceremony.

Finally, the participants were asked to self-evaluate their attitudes with regard to the need for a CSDP for the European Union before and after their participation to the module. The breakdown of answers is as follows and demonstrates that their position, which is expected to be a long-term gain, has obviously and positively evolved thanks to their experience. One may argue that such modules most certainly have a “propaganda effect” on the participants since the whole week is focused on this theme. All along the week and the different lectures, however, it could be observed that the phenomenon of “European fatigue” which the EU cruises through at the moment due to the lack of political impetus and the economic crisis had been stressed in every lecture

and reported by most of the syndicate presentations. The different speakers, it was generally felt by the participants, balanced both positive and negative arguments vis-à-vis the perspectives of development of the CSDP. The comments provided by the participants in the satisfaction questionnaires demonstrated that they were aware of the current weaknesses but also the strengths of the policy and the European “project”. These positive changes in the attitudes can thus be seen as genuine.



The social outcomes of this learning process:

The CSDP modules are not only aimed at “learning CSDP” but also at “living CSDP”. The modules, as it was again the case in Austria, are open therefore to international participation. The purpose is to provide the participants with an insight of the interoperable

environment they will live in when sent to an international or European operation in sharing their cultures, their visions on the conduct of operations, the traditions of their educational systems and, more concretely, sharing time and a common living environment.

This immersion into the European diversity was again successfully proposed by the Theresan Military Academy. Parts of the programmes of a vocational or purely social nature were formally dedicated to the fostering of a European esprit-de-corps:

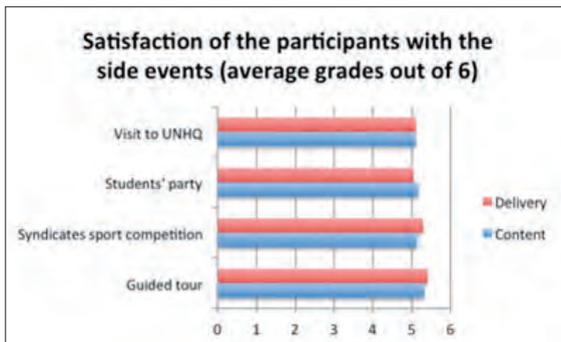
- A guided visit through the castle of the Academy;
- An afternoon sport session which was organised like an “icebreaking” competition between the syndicate groups;
- A party was formally organised by the Austrian students at the cadets’ mess after the sport session;
- And sightseeing activities (Military Museum and city centre) in Vienna were proposed, the day after the end of the residential phase.

All these activities were planned and organised by the Austrian cadets. The cadets were also free to leave the Academy in the evenings and had the possibility of a second sport session, on a voluntary basis, on the last day of the module.



Guided tour of the Academy by resident cadets.

The satisfaction of the participants with these events, as well as the visit to the United-Nations headquarter in Vienna²⁴, was rated, as shown in the graph below.



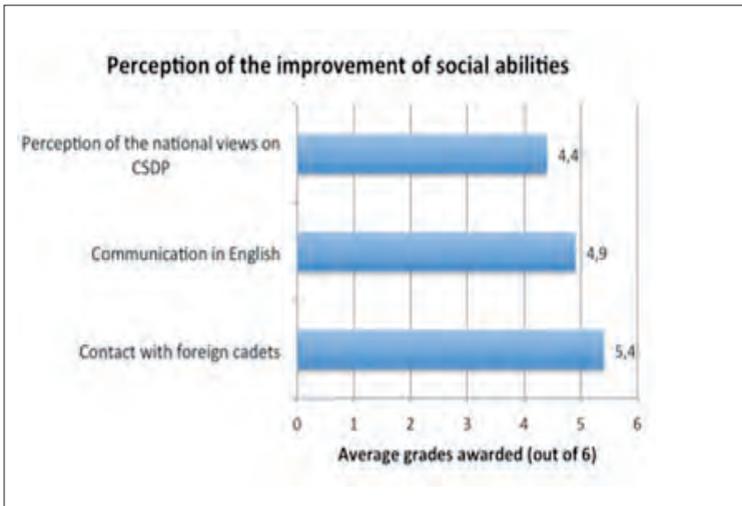
As expected, the participants expressed a high level of satisfaction with all these activities, which are mostly the realisations of their Austrian comrades, and appreciated the activities that were proposed. The comments provided in addition to these ratings, indeed, were similar. The guided tour of the Academy was appreciated by the international participants. Most positive feelings also for the sport session, which was, according to the participants and the observations, a perfect icebreaker and teambuilding event which allowed creating comradeship among the participants and within the syndicate groups. The party at the cadets' mess with the award of medals for the competition was "well prepared", according to the comments.



A sport session after the class, building a European esprit-de-corps.

In a general way in the comments, (all) the participants expressed their highest level of (self-) satisfaction with the effective and efficient role played by the hosting cadets in the organisation of these events, which contributed to the success of this module and to their individual improvements, for example in constructing an adequate environment for expressing themselves in English.

Considering that social abilities are as much important for a future actor of the CSDP than the technical ones, the same investigation on the self-assessment of progresses on key abilities was made through the level 3 questionnaire. The display of answers is reproduced in the graph below.



The comments added by the participants in the evaluation form stressed the fact that the module gave them the opportunity to open their minds to other perceptions, confront experiences of their cadet's life and traditions not only during social timeframes but also during learning times. *"I really appreciated that we were multinational groups - people from all around Europe - it was very interesting to meet people coming from foreign cultures"*, a participant reported. Other stated that this aspect was "the most important" of the module and that more time shall be given to this interaction. The individual improvements of the English are also one of the remarkable *acquis* of this module even though in a limited timeframe.

International participation, therefore, remains key for the success of the CSDP module, and presumably for all common modules designed in the context of the European initiative for the exchange of young officers, inspired by Erasmus. As the organisers reported, despite the regular organisation of the module, the widespread knowledge that Austria organises it every year, the efforts of the team of organisers for communicating multilaterally and bilaterally about the event, the integration of the "regular" exchange students into the module and the award of ECTS for the learning path, it remains difficult to meet international participation. Many reasons can be found, which are mostly related to the internal policy and capacities of the education and training institutions. Some may nonetheless be addressed at the European level, in the context of the Initiative, as to improve and enhance cadets' mobility. Some are

related to the administrative constraints that exist in the schools: paperwork load, lack of a point of contact for the international relations or the decision to send or not students, for example. Some are financial. All of them can and should be addressed by the Implementation Group of the Initiative, either in favouring synergies (*e.g.* creating unique documents or maintaining up-to-date a base of contact points) or in addressing recommendations at the national levels. As regards this latter aspect, a concrete action could be to recommend to suppress or rationalise the additional “mission costs” that are often born by the schools for cadets which are sent on an exchange limited to educating and training, in a European Union Member State. These mission incidentals, which most often have a legal or regulatory origin, can be seen as having no *raison d’être* whatsoever considering the status of students, considering the European Union “homeland” territory and cohesion, considering the fact that students may in some cases already benefit from grants under European Union exchange programmes. As costs actually condition the future of the exchanges between European military education and training institution, international participation to events like the common modules conditions the European awareness of the future military elites.

The final word would thus be from a participant who synthetically but clearly commented that... “it should be continued in the following years”!

Participants' satisfaction and sources for improvements:

Finally, the participants were invited, in the frame of the level 1 investigations, to share their view on the aspects they considered negative or positive in the CSDP module and provide their suggestions for further and future improvements. Naturally, these comments were never unanimously shared but they reflect the internal diversity of the audience.

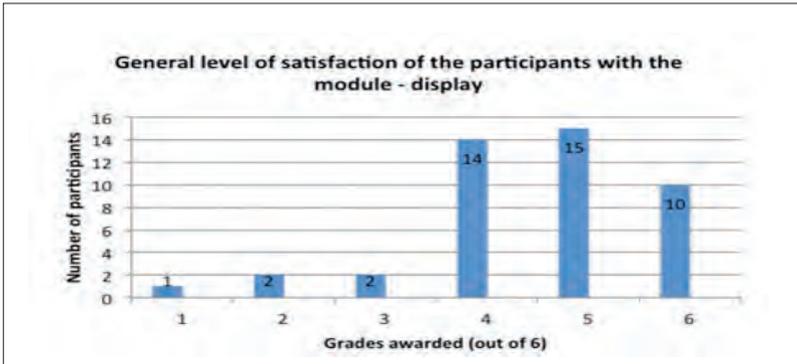
As of aspects they disliked, the participants mentioned that they felt the number of lectures and the density of information provided were too high. More free time and leisure activities, including sport, were also claimed by some.

As of the aspects they liked, it is interesting to note that comments generally stressed the organisational aspects, such as the diversity, expertise and availability of the lecturers, the hosting of their Austrian comrades, the visit to the UN... And the knowledge they acquired on the CSDP, especially the testimonies on the missions and operations. "I got a more detailed overview of CSDP in the EU and could realise certain connections! It broadened my vision about Europe and mostly about the on-going operations around the world", reported a participant.

However, meeting and creating friendships with cadets from many different Member States, cooperating for common tasks within the small syndicate groups and more simply “living together” were reflected in most of these comments.

As it could be expected from the observations summarised along this report, the suggestions for improvements provided by the participants mostly focused on organisational aspects. They suggest to allow more time to this module, in order to decrease its intensity, to extend the role of the syndicate works in preparation of the lectures and, somewhat classically, wish that more international participation to such modules would be possible. As such, these suggestions remained very few, which comforts the feeling of a high level of satisfaction with the organisation of this edition.

All in all, these comments showed that the 2015 edition of the CSDP module in Austria fulfilled the objectives it was assigned and that the participants self-appropriated the module. As shown by the graph below, the module met a very high level of satisfaction. The average grades awarded for the module amounted 4,6 out of 6, which is somehow above average for the CSDP modules. The feeling of general satisfaction, furthermore, is objectively comforted by the observation that more than 55 per cent of the participants rated this module with a 5 or a 6 out of 6.



Conclusions:

The CSDP module conducted at the Theresan Military Academy in January 2015 had been a success not only from the satisfaction aspect but also in terms of outcomes. 45 participants from 11 European Union Member States were introduced, for most of them for the first time, to this important theme for the future of the European armed forces and gained precious understanding, skills, competences and – constructively critical – attitudes that are expected from a future actor of the European defence. The external evaluation provided through this report attempted to measure these outcomes but does not pretend to have made an exhaustive list of them.

The CSDP module, itself, is a living support of this acquisition of qualifications by the future military elites and is in constant evolution, as the Austrian experiences demonstrated. It became

“hard” education in the meaning that the learning process is sanctioned by an examination, which decides upon the award of ECTS credits or not. It became comprehensive in the meaning that learning outcomes had a real importance in the learning process of a student and have an impact on his/her curriculum. The CSDP module has now become a regular pedagogical offer of the Theresan Military Academy since all the future Austrian cadets have already or are about to experience this module.

The CSDP module will undoubtedly continue to grow, but one can legitimately state from the evaluation of its 2015 edition that it reached an adequate stage for being considered as a model of organisation for the CSDP module and other common modules. The keys for future success remain those who contributed to its success at its birth: international participation and interactive learning. These keys are forged by the organisers, the lecturers, the participants and the stakeholder institutions acting together. It has been seen, from the investigations conducted during this module, that interaction between the participants and the lecturers but mostly between the participants themselves leads to increasing self-confidence of the participants in their individual abilities and ownership for their learning process. In the same way, international participation remains a key for broadmindedness, solid networking and self-development of the individuals and the group. The intercultural aspect of the module means for the participants that “living CSDP” is an essential complement to “knowing CSDP” and

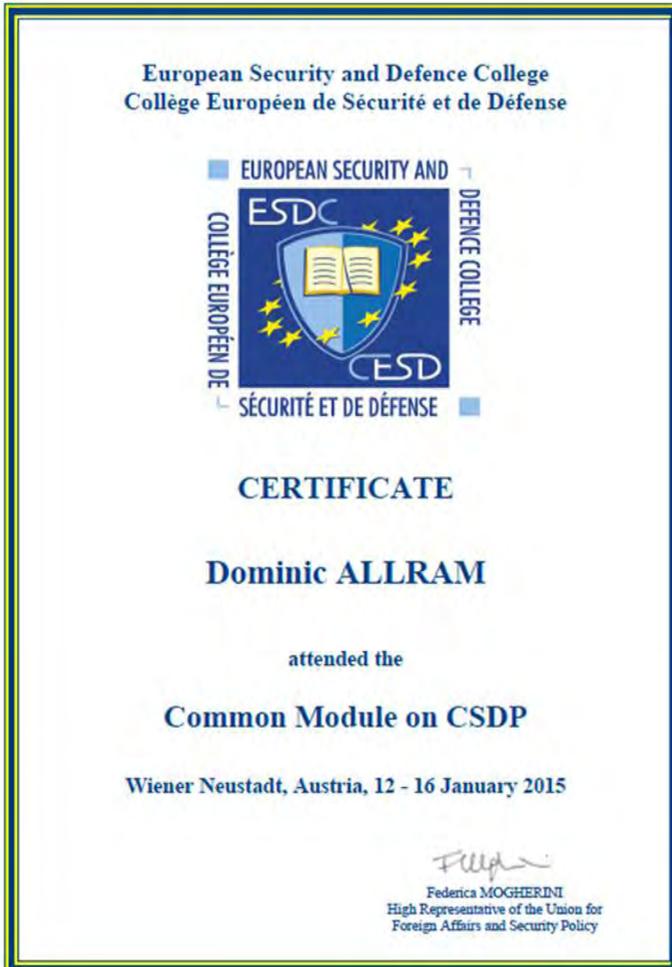




a profound characteristic of the CSDP itself: the superposition of defence cultures, traditions and objectives. It is highly important, therefore, that the administrative and financial obstacles be addressed at the appropriate levels. These can be European and/or national, but the Initiative is anyway an incentive and a forum for addressing these challenges.

In Wiener Neustadt, the organisers found solutions for promoting interactive learning in the process and successfully put them into practice. Furthermore, they developed innovative dimensions for the implementation and development of these modules in making the hosting cadets responsible for parts of the module before their European comrades and, above all, responsible for their own learning. Their achievements and their major contribution to the success of this 2015 Austrian edition suggest that their own responsibilities in the development of their mobility and the exchanges of military knowledge and know-how in the European Union be developed further, notably through instruments like the Initiative for the exchange of young officers.

Annex 2: Example of a certificate of achievement:



Annex 3: Austrian matrix of learning outcomes:

| Syndicate <small>(please tick off) →</small> | A | A | A | A | B | B | B | B | Name of Evaluator/Observer/Instructor | Start-time | End-time |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------|------------|----------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | |
| | <input type="checkbox"/> | | | |

| Austrian grades | 1 | 2 | 3 | 4 | 5 |
|-----------------|--|--|--|--|--|
| | very good, outstanding, with high distinction, best of Syndicate | good, above average, with distinction, among the bests | average, indicates average performance | below average, is the lowest passing grade | not satisfied (failed), did not participate in anything of the Syndicate |

| | | | | |
|----------------|--|--|--|--|
| ↓ | Special Knowledge | Decision Making & Responsibility | Social Competence | Personal Competence |
| | has a special knowledge (knowledge in given topic) | gives impulses to solve the problem(s) (acts actively) | works together with the group (accept other solutions) | has interconnected thinking (brings various problems together) |
| | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Student's name | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | additional comments: | | | |

Additional general comments (if needed):

What is the Military Decision Making Process?

by LtCol (GS) Mag. (FH) Georg Podlipny

Since the times of the cold war and the concepts of conventional and nuclear warfare, the art of warfare has been changed. The new scenarios are full of irregular techniques, of cyber methods and of course of conventional techniques with different assets. The concepts of our tactical formations are also in a transformation phase to avoid the loss of the connection to these new threats. To employ, lead and direct these formations in a proper and efficient way, the parallel development of the concepts of finding the right decisions within the right time is a logical conclusion. These concepts are the Decision Making Processes at the tactical level.

The aim of this article is to find out what the characteristic of the Military Decision Making Process (MDMP) at the tactical level is in order to understand better which elements have to change and how they have to change in order to fit this process to the actual challenges.

To answer this question there should be answered following questions first, to characterise the MDMP:

Which kind of problems should be solved with the process?

What kind of process is the MDMP?

Are there relations to other processes outside of the military world?

To talk about a solution-process, it is important to give the focus on the problems which should be solved by the process. Therefore, it is important to characterise the military level and the problems dealing with and the conclusions should be taken to the next question. The Military Decision Making Process is configured for the tactical level. Therefore, there is the need to know, what tactical level is.

Carl von Clausewitz defines the tactical level as the know-how of using the forces for the battle and the strategic level of using the battles for the war.¹ During the last centuries and its wars, new definitions of strategy and tactics have been developed. Today, the military forum tends to use three core terms: tactical, operational and strategic level. The simplest way of defining the tactical level is via the type of service.² So the tactical level is the level within one service. To explain it with an example of a mission:

In a special mission all land forces within the theatre will be led by a Land Component Commander (LCC). This LCC and the levels below belong to the tactical level. The Army Doctrine Publication Operations for example defines it in a similar way.

„AJTF consists of a headquarters and a number of components: land, maritime, air, logistics and special forces. The first four should be fundamentally integrated, practically and culturally, from the start of operations. JTF headquarters plan and conduct the campaign at the operational level. Components prosecute and coordinate battles and tactical engagements to achieve operational-level objectives. Components are normally created for a specific campaign and are likely to be multinational. In this context UK land forces may work within a land component under the command of a coalition partner and alongside contingents from other nations or, may lead such a component.“⁶⁴ Because a tactical problem always deals with the elements space, time and force.⁵ A tactical problem can be differed from the operational and strategic level by the fact that it is clearly defined by space, time and force.⁶

After the discussion of the type of problems which should be solved by the Military Decision Making process it is now time to think about the quality of this type of solution process.

“The military decision-making process (MDMP) is a single, established, and proven analytical process. [...] The MDMP is an adaptation of the Army’s analytical approach to problem solving.“⁶⁷

This is the view of the US-Army to the Military decision-making process. The Doctrine of the Austrian Armed forces for the MDMP defines the MDMP as a circle of fixed steps in order to get a logical and objective deployment of military forces and means. The MDMP is characterised by a clear structured, standardised thinking-process for all tactical levels.⁸

There are additional doctrines and articles which all come to a similar conclusion; the MDMP is a tool to find solutions in a structured and analytical way. Also the steps are mostly similar, but why? Taking into consideration that the problems which should be solved by this process are characterised by the factors space, force and time, every kind of process has to deal with these aspects if a solution should fit to the whole problem. But there are some differences in philosophy of the MDMP.

Most of the western armed forces see the MDMP and the staff procedures as an integral system. For example the US-Army thinks about the MDMP as follows. *“The commander uses the entire staff during the MDMP to explore the full range of probable and likely enemy and friendly COAs, and to analyse and compare his own organization’s capabilities with the enemy’s.”*⁹

But there are also different approaches like the Austrian style of the MDMP. There is a differentiation between the MDMP and the staff procedures. This gives not only the commander with his or

her staff the possibility of a structured and efficient method for solving problems, but it gives also a commander himself or herself the possibility for thinking in a structured way about a tactical problem.¹⁰ But it doesn't matter if the MDMP is characterised in this or in that direction. The core conclusion is still, that it is a structured, logical and analytical method for solving specific problems.

After having looked at the problems and the method itself, it is now time to think about a comparison of methods of other disciplines. There are understandings of the MDMP as a scientific method. For example, it could also be described as a dialectic analytical method.¹¹

One method which could have a similar theoretical base is the hermeneutic one and in this context the hermeneutical spiral. The hermeneutical spiral was created by Friedrich Schleiermacher who developed the concept of the hermeneutical circle of Friedrich Ast further. The concept of the hermeneutical spiral is that the observer has a position from which he or she has a view to a problem. He or she can only understand the problem in a small spectrum because of his or her position. With the new knowledge, the observer change the position and have a look at the same problem from another side, so he or she is able, with his now existing better understanding of the problem, to get deeper understanding of the problem. With this cumulated knowledge he

or she will again change his or view and so on, and so on.¹²

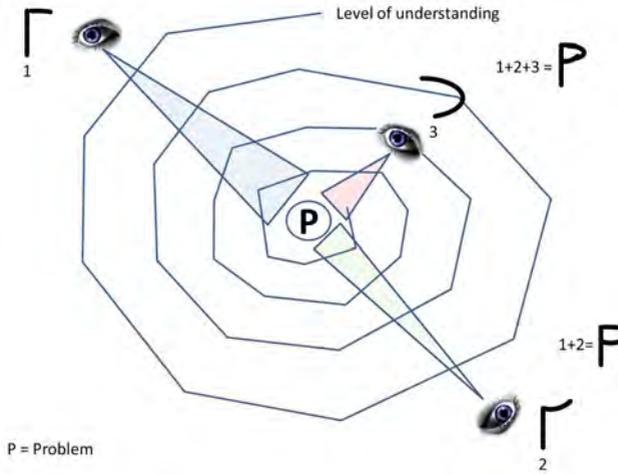


Figure 1: The hermeneutical spiral.

Is it possible to transfer these bases of this method to the MDMP? There are of course some parallels: If the different positions were compared with the different aspects of the MDMP, the conclusion, that those two tools have something in common, is imaginable.

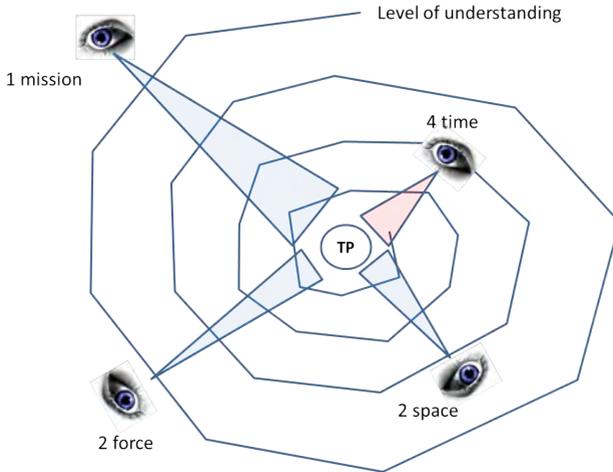


Figure 2: *example hermeneutical spiral of MDMP.*¹³

From this point of view the comparison of the idea of hermeneutic, especially of the concept of hermeneutical spiral, is permissible.

Another indicator of this thesis is one additional thought. During this process of the further development of the problem and a possible solution, some spin-offs will be created. These spin-offs are the conclusions out of each step or, in the sense of the hermeneutical spiral, of each point of view.

There will be conclusions out of each step or point of view which will become a part of the overall solution.¹⁴

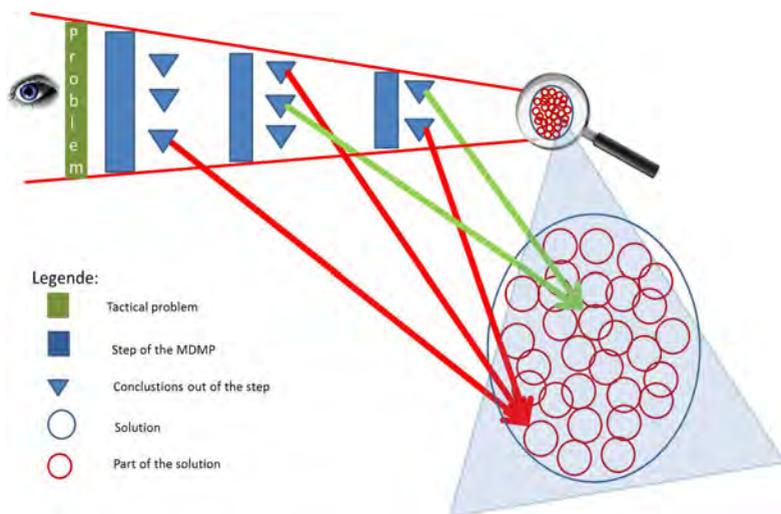


Figure 3: Relation between conclusions and solution.¹⁵

Conclusions:

First, it can be concluded that the tactical problems are characterised by time, space and force. It doesn't matter if the force is a regular, conventional army or an irregular enemy. Second, it can be said, that the MDMP is a structured and analytical tool to solve military problems. Third, it is feasible to understand the MDMP as a kind of a hermeneutical method. Especially the relation to the hermeneutical spiral is obvious.

With this knowledge it can be stated that structure of the MDMP does not need to be changed at all, even though the means and the methods of war change. The only things which have to be adapted are the detailed aspects of the factors time, space and force which should be used at the base for having a look at the tactical problem.

Therefore, the different MDMPs of the different nations are very similar and this is a big advantage in multinational operations. Because of the better understanding of the thinking of each other it is easier to work and plan together. Especially in multinational staffs it is indispensable to be able to be interoperable because otherwise there will be no solution at the end of a decision making process.

The Polish Military Decision Making Process

by

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Abstract:

This article addresses selected aspects of the Polish Military Decision Making Process at the tactical level in the Land Forces. It is dedicated to military theoreticians and practitioners who deal with the optimal of the decision making. The content is focused on the notion of command system and main phases, stages and activities during military decision making cycle. The paper presents the example of using some qualitative and quantitative tools which support decision making processes and when used competently may facilitate the making of the right decisions by commanders.

Key words – decision making, military, process.

Introduction:

An analysis of professional literature, and experiences recorded during military operations highlight the fact that one of the really tough issues our land commanders face is decision making, and

they should know how to handle it. No matter how good the decision making process, commanders cannot eliminate the possibility of death – although they are duty bound to avoid or minimize the chance of civilian casualties. But wars are always fought on two fronts: on the battlefield and in the political arena. In order to succeed under such conditions, commanders require maturity, judgment and strength of character. Even at the lowest level, commanders can have influence, not only a tactical situation, but at the operational and strategic levels as well. Their decisions will be analyzed by superiors, subordinates and the public. Success or failure may rest with the small unit commanders and their ability to make the right decision at the right time.

Therefore one of the most important and most difficult tasks for unit commanders and staffs is participating in and supporting the correct decision making process. In order to set the conditions for success on any battlefield, the battle staff must be able to successfully plan. Planning requires the creative application of doctrine, tactics, techniques, procedures, units and resources. It also requires a thorough knowledge and application of the fundamentals of full-spectrum operations.

Staffs exist to help the commanders make and implement decisions. Staff organizations and procedures are structured to meet the commander's critical information requirements. To understand the staff and its organization, responsibilities, and procedures, it

is first necessary to understand how commanders command. The skills, procedures, and techniques associated with command in war also may apply to ‘management’ in peacetime. However military doctrine must focus on war fighting.

Nowadays, many land commanders have to operate without the direct supervision of superiors and they will have to deal with a confusing range of challenges as well as threats. The truth is that they have a huge number of military procedures and documents which should help them to make the right decisions. However, the bitter fact is that there are always problems with the assessment of the situation and how to solve it. To make matters worse, the outcome may depend on decisions made by subordinate, small unit leaders and by actions taken at the lowest level of command – *and the enemy and environment always have a vote*. In this situation the crucial issue is to develop a sound decision making process.

According to the polish military doctrine¹, which is the fundamental document for military forces, decision making is strictly connected with the command system. The command system is defined as a mutually connected, functionally and internally coordinated organization of elements, human and material, grouped into three components (see figure 1):

1. Decision Making Process (DMP).
2. Command Organization.
3. Communication and Information System (CIS) Equipment.

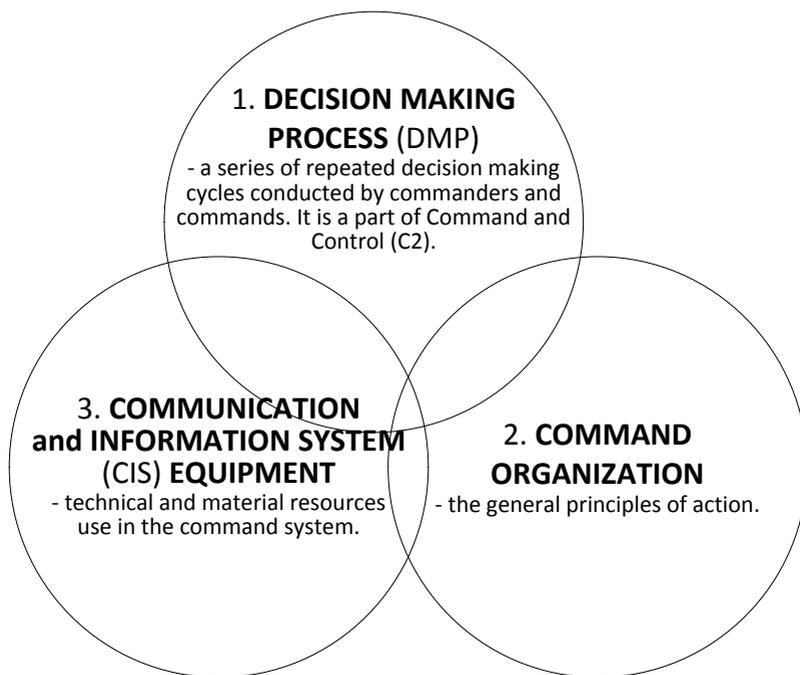


Figure 1: Components of the Polish Command System.

The **Decision Making Process** (DMP), as a part of Command and Control (C2), in the Polish Land Forces can be perceived as a series of repeated decision making cycles conducted by commanders and commands. It follows a fixed process of the gathering, selection and aggregating of information and then developing this into decision making information. Decisions are then disseminated in the form of task or missions directed to executors. This process aims to ensure that appropriate forces are available and tasked to efficiently achieve combat goals.

The **Command Organization** is the general principle of action. It includes the, relationships and assigned responsibilities between the command post staff and the subordinate commands, and the structure/organization of the command posts at all levels.

The **Communication and Information System Equipment** (CIS) includes the technical and material resources used in the command system, including the means use to transmit information, the systems and mechanisms used to process and prepare information, and supporting and enabling ancillaries.

The DMP at the tactical level in the Polish Land Forces consists of a repetitive decision making cycle which includes a number of phases, stages and activities by which decisions are made and executed (see figure 2).

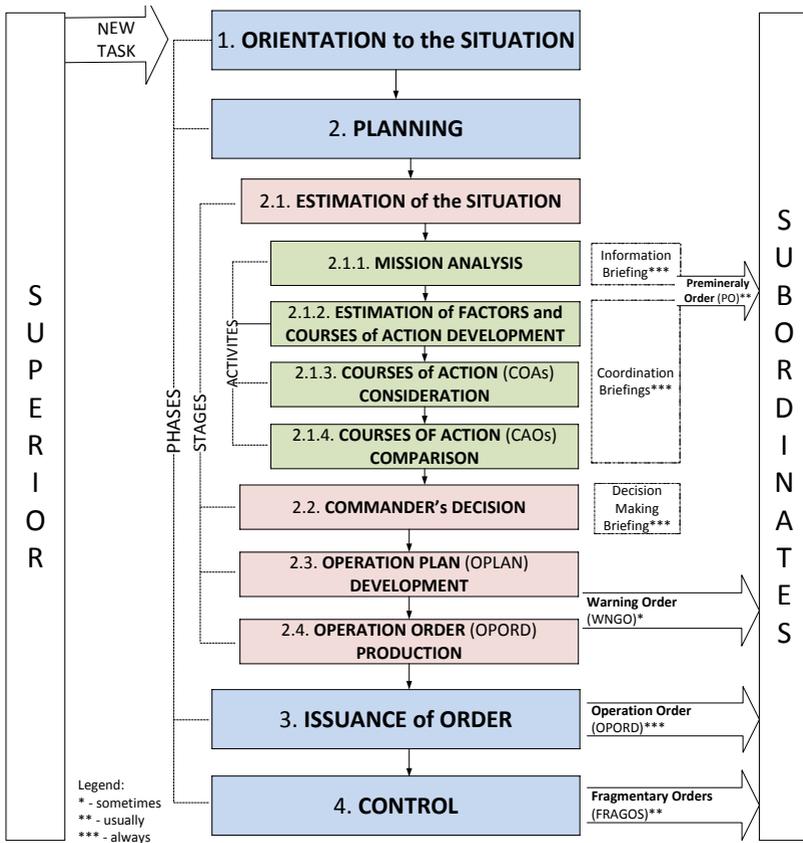


Figure 2: The Polish Military Decision Making Cycle at the tactical level in the Land Forces.

Four phases, stages and activities must be distinguished in this cycle. The phases of the decision making cycle include:²

1. Orientation to the Situation.
2. Planning.
3. Issuance of Order.
4. Control

The phase of planning is further divided into four following stages:

- 2.1. Estimation of the Situation.
- 2.2. Commander's Decision.
- 2.3. Operation Plan (OPLAN) Development.
- 2.4. Operation Order (OPORD) Production.

The stage of Estimation of the Situation consists of four activities:

- 2.1.1. Mission Analysis.
- 2.1.2. Estimate of Factors and Courses of Action (COAs) Development.
- 2.1.3. Courses of Action (COAs) Consideration.
- 2.1.4. Courses of Action (COAs) Comparison.

The starting point for commanders using the decision making cycle is usually the receipt of a task from a superior commander. It is rarely possible to start the decision making cycle by ourselves, when commanders have lost contact with the superior, the situation (environment) has changed and it is necessary to devise a new concept of operation.

1. Orientation to the Situation

The aim of the Orientation to the Situation phase is to create, for the commander, a clear and transparent picture of the situation, on which she/he can base a situation estimate, make a decision, issue tasks and orders as well as command and control the operation.

It is permanently carried out during the conduct of operations.

At the same time, 'Orientation', is a continuous process which is carried out during all the other phases, stages and activities. However, actions in this phase are intensified on receipt of a new task, and orientated precisely to support the new mission. Activities during this phase are presented by figure 3.

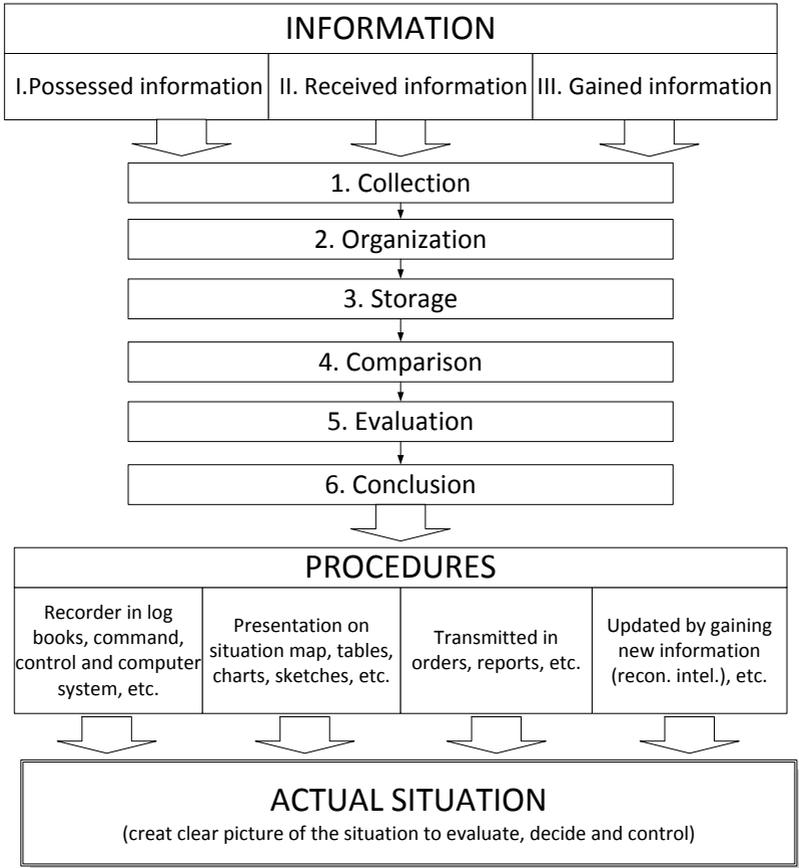


Figure 3: Activities during Orientation to the Situation.

During Orientation to the Situation, the information mentioned above may be either :

1. Possessed (situational information).
2. Received (situational and directive information).
3. Gained (situational information).

On receipt of a new task, first of all, 'Possessed' information is taken into account: it is continuously supplemented by 'Received' and 'Gained' information. 'Received' and 'Gained' information may include:

- a. Orders (Preliminary Order – PO, Warning Order – WNGO, Operation Order – OPORD, Fragmentary Orders – FRAGOS),
- b. Reports (term and short-term),
- c. Other data obtained.

This information helps to form the picture of the actual situation which may be presented and recorded in various forms:

- situation map,
- command, control and computer system,
- log books,
- tables,
- charts,
- sketches,
- other supporting documents.

The essence of these activities is that command post members create a clear picture of the situation, for the commander based on which he/she could evaluate, decide and command subordinated forces.

2. Planning

The purpose of the Planning phase is to develop a plan of operation and to prepare and issue an operation order. This phase consists of four stages which follow in succession⁴ :

1. Estimation of the Situation – divided into four activities.
2. Commander's Decision.
3. Operation Plan (OPLAN) Development.
4. Operation Order (OPORD) Production.

2.1. Estimation of the Situation

The aim of the Estimate of the Situation stage is to create decision making conditions for the commander. It is a logical sequence of reasoning leading to the best solution to a problem in the time available. As the situation changes, so the mission and relevant factors are reevaluated in a logical manner to validate current decisions or orders and to issue new orders where appropriate.

This stage is divided into the following four activities:⁵

1. Mission Analysis.
2. Estimation of Factors and Courses of Action (COAs) Development.
3. Courses of Action (COAs) Consideration.
4. Courses of Action (COAs) Comparison.

2.1.1. Mission Analysis

The purpose of Mission Analysis stage is to distinguish mission components. Due to the fact that the results of mission analysis have a significant influence on taking the right decision, the mission analysis stage is the key moment in the whole decision making cycle and is a critical point in order to reach the tasked mission goal. It defines precisely what should be done in order to accomplish the mission effectively, and why.

Mission Analysis is the first activity of the Estimation of the Situation. It specifies what should be done in order to execute the received mission, and in which way. The mission is the key element of every order and is defined as ‘a clear, concise statement of the task of the command and its purpose. A subordinate commander should not deviate from his/her given mission except in exceptional circumstances. In all instances however, he/she should always act in accordance with superior Commander’s Intent. The mission statement, when received, is therefore analyzed to determine the answers minimum to the following key questions:

- a) What is the intent of the higher level commander?
- b) What is my role in the overall plan?
- c) What am I required to do or what essential tasks do I have to complete in order to carry out the mission?
- d) Are there any constraints (time, strength, and environment)?
- e) Has the situation (*operational environment*) changed in principle and would the higher level commander still have given these tasks had he known about the changed situation?

The answers to these questions will lead to a deduction of the critical activity required in order to accomplish the mission: this will include both specified and implied tasks. The commander could analyze the received task individually, or with key staff members in a brainstorming session. It is also possible to carry out the mission analysis with the help of only a chief of staff or with other selected individuals.

Conclusions resulting from conducting mission analysis take the form of.⁶

1. Restated Mission (who, what, when, where, why).
2. Commander's Intent (aim, key tasks, end state).
3. Time estimate (deadlines).
4. Methods of command's work.
5. Criteria to compare courses of action.
6. Tasks for staff and subordinated forces.
7. Guidelines for the command to develop resulting from initial time estimate.

In order to prepare the Restated Mission, it is important to understand the tasks which were obtained from the superior OPORD (the third point - Execution). However, it is important to remember that the restated mission must not be simply a direct transposition of the given mission. Based on these tasks, and others contained in received OPORD, the sub-tasks are defined. Subtasks include both those which are directly written (specified tasks), and those which must be done, although not included in order (unspecified tasks). After that, the essential tasks, necessary for accomplishing the mission, must be identified amongst previously defined subtasks. The content of these tasks should be reflected in the Restated Mission, which formulates the second point (Mission) of future order. A properly prepared Restated Mission should answer the questions: who, what, when, where and why.

The Commander's Intent is a brief and clear statement of what subordinate forces must do to complete the task, in relation to the enemy, terrain and the desired end state. It acts as a kind of axis, linking the restated mission with the concept of operation. The Commander's Intent should consist of a few sentences and must be included in every order. It must be known and understood by all subordinate commanders to at least two levels down. It should include:

- a) The aim of the activity, task (conditions),
- b) Events that must take place in order to get the job done,
- c) The description of the desired end state.

The commander personally prepares his 'Intent' for every order. In each OPORD there is only one Commander's Intent.

The criteria for the comparison of courses of action (COAs) and their relative importance is expressed in a numerical value or percentage, determined by the commander or on behalf by his/her chief of staff. There are three groups of criteria to consider drawn from mission analysis: Principles of Warfare, Combat Support (CS) and Combat Support System (CSS).

The products of mission analysis are presented during an Information Briefing. During this briefing, two kind of information are presented:

1. Conclusions from the Orientation to the Situation and Mission Analysis in all fields of interest.
2. The Restated Mission, Commander's Intent, criteria and staff work organization (time calculations, deadlines, tasks) and guidance for further planning.

The products of Mission Analysis are the factors which determine the further staff work and will have a direct influence on the results of the Planning phase. That is why some of them, such as the Restated Mission, Commander's Intent, and criteria, should be

prepared by the commander on his/her own and transmitted to the subordinated staff, directly or via the chief of staff. Coordination measures, including time deadlines, given by the superior command must be followed during OPLAN Development and OPORD Production. It is important to remember that time for planning and preparation should not exceed 1/3 of the overall time allocated for task execution (see figure 4).

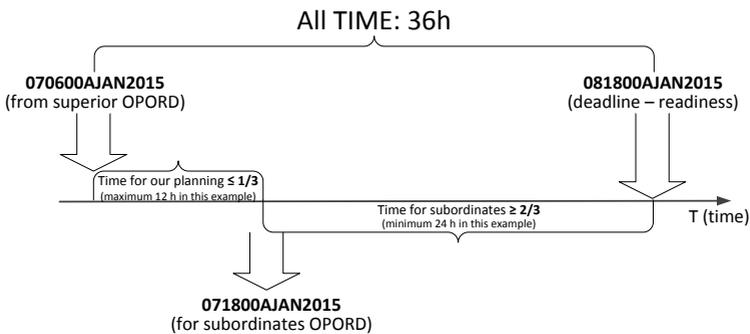


Figure 4: Time calculation – example.

The final products of Mission Analysis can be a Preliminary Order (PO) – see figure 2. The aim of a PO is to help subordinate units to prepare for future activities by describing the situation, providing initial planning guidance (mission, commander’s intent) and directing preparation of future activities. The PO however, is not an obligatory document. It can be the first commanding document

issued in a new decision making process which may include specified tasks to subordinate units and elements, especially for reconnaissance logistic units. Conversely, the aim of the command staff's work plan is to organize the staff's work, define time of main activities and determine deadline for planning.

2.1.2. Estimation of Factors and Courses of Action (COAs) Development

The aim of the Estimation of Factors and Courses of Action (COAs) Development is to identify and evaluate, in detail, factors that will affect the accomplishment of mission (task) and determine several possible enemy and friendly courses of action.

The Estimation of Factors (figure 5) affecting the performance of tasks includes:⁷

- a) Enemy,
- b) Friendly Forces (including CS and CSS),
- c) Operational Environment (terrain, weather),
- d) Estimation of other factors which should be taken into account because they have influence on the execution of tasks (time, cyberspace, population, culture and religion, law, media, morale etc.).

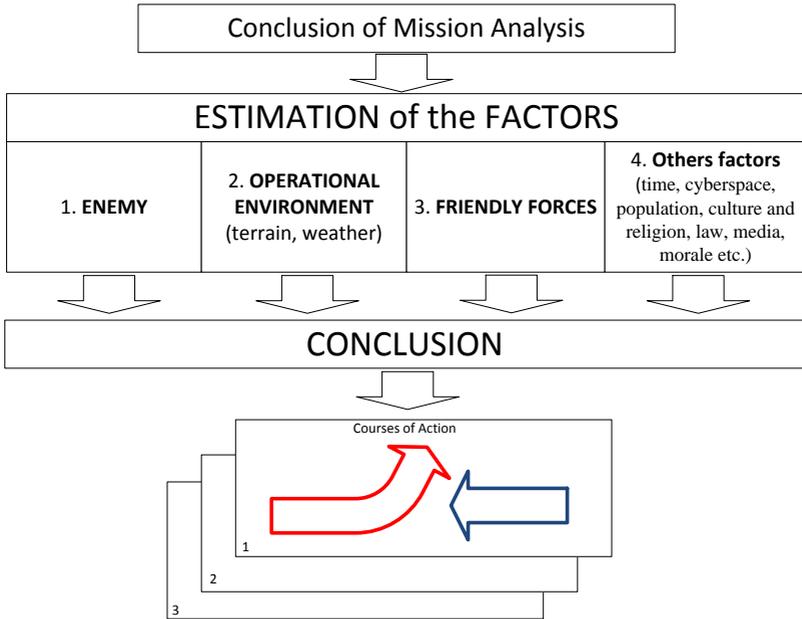


Figure 5: Estimate of Factors and Courses of Action Development.

The essence of the Enemy Estimation is to determine the most likely and most dangerous enemy COAs. They are prepared and based on the current enemy situation, and the doctrinal model of its activities with regard to the limitations/constraints related to the environmental assessment. Several likely enemy COAs may be developed, but not less than two.

The developed enemy COAs are presented, by the Chief of the Intelligence Branch, to the key staff members. Subsequently, the commander or chief of staff chooses the Course of Action (COA) which is going to be used to prepare friendly forces' COAs on the basis of the assessments and recommendations.

Each friendly force COA consists of a sketch and a written note, explaining the essence of how to perform the task and giving additional information that cannot be represented graphically (using tactical signs).

Each sketch should present:

- a) The way of completing the task, including main effort,
- b) Order of battle,
- c) The initial task organization,
- d) position of command posts.

A complete COA should answer the following questions:

- a) What – type of action,
- b) When – time of the action (beginning, end),
- c) Where – location of area and sector/zone,
- d) Which way – method of employment (tactics),
- e) Why – aim of the action (must be consistent with the commander's intent).

After COAs Development is advisable to organize a Coordination Briefing, during which key members of the staff are familiarized with developed enemy and friendly forces COAs. The Chief of Staff may approve the developed COAs, make remarks, comments, recommendation; or require them to be modified in some areas or reject them.

The number of briefings and problems considered during the planning phase depends strongly on available time, the complexity of the tasks and working method of the staff. However, the Decision Making Briefing is the most important briefing of the planning process and is always executed.

2.1.3. Courses of Action (COAs) Consideration

The aim of the Courses of Action (COAs) Consideration stage is to identify the weaknesses and strengths of friendly forces COAs in comparison with the developed enemy COA. The way to achieve this is to define key events which can occur during the execution of each COA, from its beginning until achieving the intended purpose – task accomplishment.

COAs Consideration can be performed using three methods:⁸

1. War Game (simulation).
2. Combat capabilities (potentials) comparison – in case of limited time.
3. Determining advantages and disadvantages of developed COAs.

There are three recommended techniques of War Game (figure 6).⁹

- a) The Belt Technique – divides the battlefield into belts running the width of the area of operations.
- b) The Avenue-In-Depth Technique – focuses on one avenue of approach at a time, beginning with the main effort.
- c) The Box Technique – a detailed analysis of critical areas.

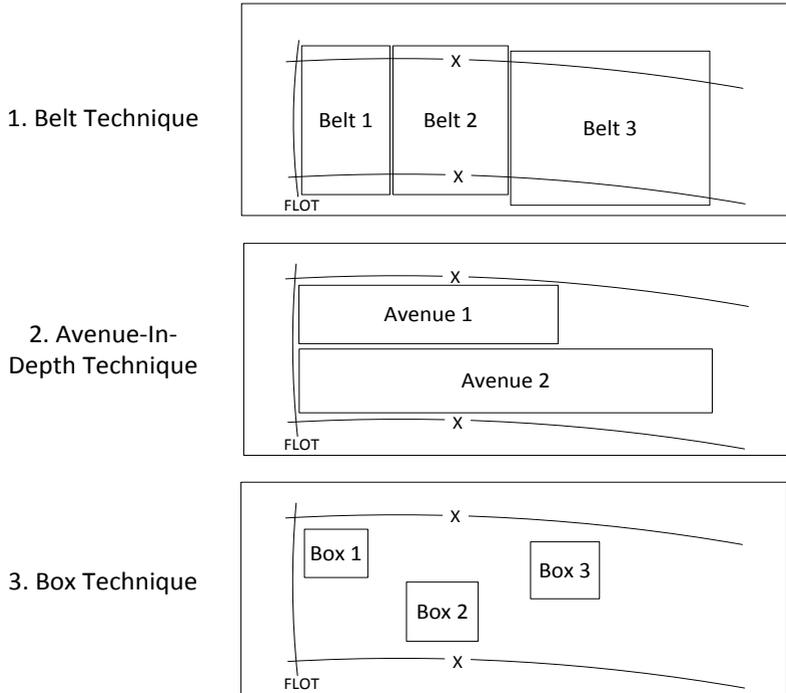


Figure 6: Technique of War Game (simulation).

Each of these techniques considers the area of interest and all enemy forces affecting the outcome of the operations. They can be used separately or in combination. War Game is the most effective method of COAs Consideration. Actually it is an attempt to identify future events according to a formula:

Action – Reaction – Counteraction

Depending on the amount of time available, all COAs or just their selected important parts can be considered.

The results are conclusions connected with:

- a) Combat capabilities changes in time and appointed terrain,
- b) Changes in order of battle,
- c) Needs for CS CSS,
- d) Probable enemy actions,
- e) The impact of terrain, weather or other operational environment factors on own and enemy forces,
- f) Key Terrain,
- g) Decisive Points, time etc.

During consideration the COAs could be accepted, modified or even rejected as not meeting the required criteria.

2.1.4. Courses of Action (COAs) Comparison

The aim of the Courses of Action (COAs) Comparison is to choose friendly forces COA which will be recommended to the Commander. The activity is done by reviewing all previously developed and considered friendly forces COAs.

There are three basic methods of COAs Comparison:¹⁰

- a) Advantages and Disadvantages,
- b) Voting,
- c) Criteria Analysis.

In order to compare COAs using the Advantages and Disadvantages method, evaluation tables are used, filled with content during the previous activity – COAs Consideration. It is easy to see that this method appears to be the most difficult because it is difficult to determine the value of the various advantages and disadvantages necessary to make an appropriate comparison. However, if time permits it is appropriate to use it every time as an addition to other methods of comparison.

The Voting method involves every key member of the staff voting on each of the friendly forces COA. Everyone is entitled to one vote. This method seems to be relatively simple and it is possible to use it in a limited timeframe.

The third kind of method, Criteria Analysis, depends on applying a weighting to each COA. It bases on the assessed relative importance of every previously identified criterion and then allocating a score to every COA based on analysis of the every criterion. This method is the most objective but at the same time it is the most difficult and, significantly, the most time consuming.

COAs Comparison is usually executed during the next coordination briefing. The Chief of Staff is responsible for choosing the friendly forces' COA which will be recommended to the Commander. Once the recommended COA is identified, the Chief of Staff gives guidance for further planning and preparation of the next stage of the planning process which is Commander's Decision. This takes place during the Decision Briefing.

2.2. Commander's Decision

The aim of the Commander's Decision is to choose one of the friendly forces' COAs submitted to the commander and announce it as a concept of operation. It takes place during the Decision Briefing. The Commander's Decision reflects his/her intent to conduct operations, whereas the developed concept of operations – based on the decision – is a way of visualizing the method and sequence of the execution of the operation.

During the Decision Making Briefing the results of the planning process are presented by key members of the staff. At the end of first part of the briefing, the Chief of Staff presents the results of the COAs Comparison of and justifies the recommended COA. Based on this information the Commander makes a decision which should consists of two elements:

1. The choice of COA – one of the proposed by the staff, modified, as necessary, by the commander or one of his/her own.
2. The Concept of the Operation.

The Concept of Operation should contain the following information:

1. Commander's Intent.
2. Way of task execution (if necessary, divided into phases) with main effort (point of gravity, key terrain).
3. Task organization.
4. Priorities of CS and CSS.

Once the Commander has endorsed or selected the COA and announced concept of operation he/she provides, if necessary, the final planning guidance for further work, including alternative planning direction.

2.3. Operation Plan (OPLAN) Development

The aim of the Operation Plan (OPLAN) Development is to create a physical plan of operation which is a graphic visualization of the Commander's Concept. This plan should include all information mentioned by the commander when he/she announced his/her concept of operations.

When the Commander has made his/her decision the staff can begin to develop the plan which involves:

1. Expanding the commander's Concept of Operation as necessary. It will include the Commander's Intent and his/her scheme of maneuver (an outline of the deep, close and rear operations with a statement of Main Effort) required to achieve the mission.
2. Developing the mission statements for subordinate commanders (normally completed or checked by the Commander).
3. Carrying out any necessary staff checks including confirmation that the task organization is correct and subordinates have been allocated sufficient resources to complete their missions.
4. Determining and defining the control measures needed for the monitoring and execution of the mission.
5. Coordinating the input from staff branches.
6. Completion of the CSS plan.

Some consideration must also be given to future operation. Mission Analysis may, for example, be conducted to review the situation and mission in the light of current operations and to initiate the planning of a new operation.

The Operation Plan usually includes three groups of information:¹¹ The Group of Directive Information (imposed by the superior), for example:

- a) boundary lines,
- b) phase lines,

- c) objects to capture,
 - d) other elements of command and coordination: such as restricted areas.
2. The Group of Decision Making Information, resulting from a Commander's Decision:
- a) who (the force),
 - b) what (what kind of action),
 - c) when (for example, dates for combat readiness, crossing coordination lines, capturing the objects and other time-critical issues relative to the task).
 - d) where (place and space),
3. Group of Necessary Situational Information, such as: actions on troops in contact, etc.

2.4. Operation Order (OPORD) Production

The purpose of the Operation Order (OPORD) Production is to present, in a graphical and descriptive way, the Commander's Concept of operation. Its execution enables staff to move to the third phase of the decision making cycle – the Issuance of Order. The OPORD is developed as a written document with graphical and textual annexes as required. At the lower levels of command it is acceptable to combine the written part directly with the graphical part in the form of an overlay. An order is a written or oral directive issued by a Commander to subordinate Commanders

to communicate execution information and direct action.

The source for any directive is the commander's decision – the initial product of the planning process. It provides a way for the Commander to convey his/her intentions to subordinates. Orders should be timely and as clear, simple, and concise as each situation permits, conveying the minimum amount of information necessary for task execution. They should contain a simple, clearly stated intent and concept of operations.

OPORD consists of main body and annexes (with appendixes and attachments) – see figure 7). The main body includes:

- a) headline,
- b) basic part,
- c) final part.

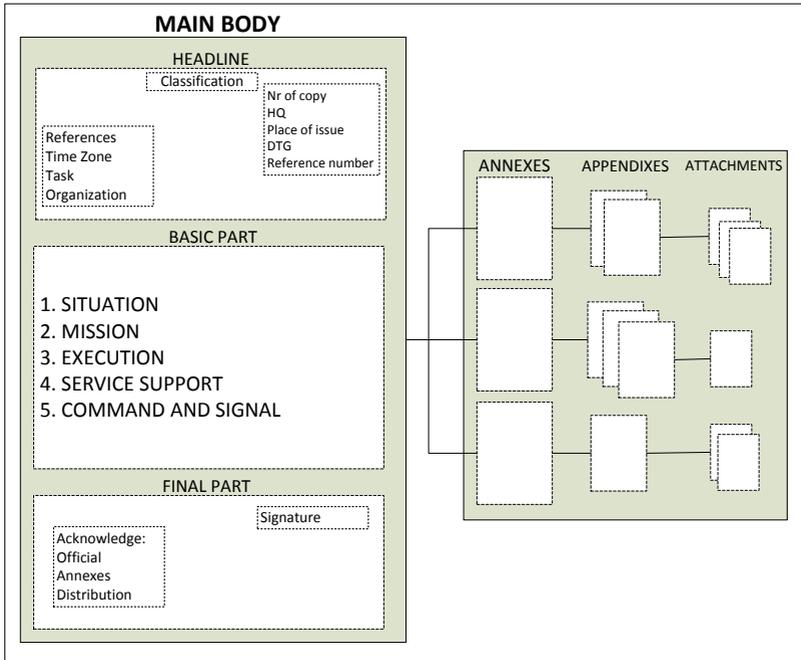


Figure 7: Structure of Operation Order (OPORD).

The basic part consists of five standard points:

1. Situation.
2. Mission.
3. Execution.
4. Service Support.
5. Command and Signal.

The Planning branch of the command post is responsible for OPORD development, but all other branches, groups and sections take part in its preparation. Properly designed OPORD should be short and understandable. The Superior defines to subordinates **what should be done, without specifying how to do it**. This rule is intended to ensure that subordinates have the maximum freedom of action and are empowered to take the initiative.

The purpose of preparing annexes is to reduce the volume of the main document. Normally annexes contain information related to the activities of specific combat units; they may also provide guidance for commanders of CS and CSS units.

All information, not included in the main body of the OPORD, which has to be transmitted to subordinate units are presented in the Annexes which can be supplemented by written, graphic or tabular Appendixes or Attachments. Generally Annexes consist of five standard points, the same as in an OPORD, whereas Appendixes and Attachments have no formalized standard.

3. Issuance of Order

The aim of Issuance the Order is to transmit missions and tasks, resulting from the decision taken by the Commander, to their executors. As a rule, it is recommended that the tasks and orders are issued personally. In this way, it is possible for the commander

to check if subordinates have understood him/her in the right way.

Issuance of Orders formally begins after the development of a full OPORD, including the necessary annexes and appendixes. Sometimes however, when a Warning Order (WNGO) is issued, this phase starts a bit earlier – immediately after the Decision Making and announcement of the Concept of Operation by the Commander. The means of issuing of orders may be different but the best way is for the Commander to give tasks to subordinates personally.

Personal Issuance of Order may take place at:

1. The Superior's Commander Post.
2. The Subordinates' Commander Post.
3. 'In the field'.

If personal contact is not possible, orders may be provided by the liaison officers or by the use of technical means of communication, including means for automatic transmission.

After having approved and signed the OPORD, the Commander is sending it according to the distribution list to subordinates, attached and supporting units for execution; to superior commands for information; and, if the situation requires, to neighbor commands and to the cells of the Command Posts.

4. Control

The aim of the Control phase is to check the effects of implementation of the current planning. The control phase ensures the continuity of the command and control process. Updated data relating to the situation will also identify the most appropriate location methodology for the accomplishment of subsequent phases of the cycle.

Control is the fourth and final phase of the decision making process. Commanders of all levels are responsible for execution. During this phase commanders may make the decision to send a Fragmentary Order (FRAGO) or Fragmentary Orders (FRAGOS) to one or more units in order to execute the tasks occurring during the development of the situation, and which were not previously transmitted to them. FRAGOS may change previously issued order. The layout of the FRAGO/FRAGOS is generally the same as the OPORD, however, they only contain the elements that have not been given in previous orders, or specifically modify previously issued orders.

There are a number of ways to implement the control phase:¹³

1. To establish Command and Control measures (C2 measures).
2. To organize the synchronization of the activity of subordinate units.
3. Constant situation monitoring.

4. Taking action to reduce the differences between planned (supposed) and actual status.

Conducting and employing a Synchronization Matrix (see figure 8) is a really difficult and demanding task, which requires a significant amount of preparation all those involved. The main problems which should be considered are as follows:

- a) Establishing identifying signals,
- b) Fire and maneuvers synchronization both in the air and in the land,
- c) Likely enemy activity during fight stages,
- d) Way of own activity referring to enemy activity,
- e) Movement to line of departure, area of responsibility taking into consideration disruptions,
- f) Detachment units activities,
- g) Establishing signals and time for conducting tasks etc.

A Synchronization Matrix is an auxiliary document prepared for the briefing and after that is used by the command team. It may be prepared as a graphic, in written form, or as a mixture of both. It must include the activities of all elements of a battle formation including enemy activities in every phase of the fight.

Conclusion:

Taking everything into consideration decision making is an essential element of the art and science of warfare. It is the exercise of authority and direction by a properly designated commander over assigned and attached forces in the accomplishment of the mission. Its functions are performed through an arrangement of personnel, equipment, communications, facilities, and procedures employed by a commander in planning, directing, coordinating and controlling forces.

The Polish Military Decision Making Process at the tactical level in the Land Forces, as a part of the Command System, consists of repetitive cycles of four phases, stages and activities. The phases include: Orientation to the Situation, Planning, Issuance of Order and Control. The phase of Planning is further divided into four stages: Estimation of the Situation, The Commander's Decision, Operation Plan (OPLAN) Development and Operation Order (OPORD) Production. The stage of Estimation of the Situation consists of four activities: Mission Analysis, Estimation of Factors and Courses of Action (COAs) Development, Courses of Action

(COAs) Consideration and Courses of Action (COAs) Comparison.

During the research for this paper, it has become clear that further work could usefully be done to specifically examine the control phase of the Polish Military Decision Making Process. There is no doubt that multi-sided and in-depth research in this area is needed. At the same time, the results obtained to date can provide valuable material for further theoretical and practical explorations aiming at developing a deeper understanding and greater improvement in the decision making process employed within the Polish Land Forces.

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Footnotes

Europeanising Basic Officer Education

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2. Ibid.
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7. Cf.: Treaty of the European Union (2007, in force 2009). Article 28 B (1).
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11. Homepage of the European Union. URL: http://www.eeas.europa.eu/csdp/missions-and-operations/images/map2014/map_ongoing_missions.pdf. [8-3-15].
12. Photo by Austrian Armed Forces/Franz Huber.
13. Remark of the Author: Out of these 12 ECTS - 2 weeks are non-academic in Austria.

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14. Remark of the Author: This Common Module should be conducted during 2 days. It should be taken into account that this Module is not in the same category as the Common Modules of the Initiative and it was approved by the EAB - not the IG - as an ESDC course.
 15. Photo by Thomas Lampersberger/TMA.
 16. Remark of the author: Some 110 education experts from 29 institutions and 17 countries participated iMAF 2014 in Austria.
 17. Remark of the author: All the new Common Modules were adopted by the Implementation Group on 10th of October, 2014.
 18. Photo by Gerhard Hammler/TMA
 19. Graph created by the author based on statistical data of Mr. Berger/International Office/TMA.
 20. Graph created by the author based on statistical data of Mr. Berger/International Office/TMA.
 21. Homepage of europe online publishing house GmbH. URL:
http://en.europeonline-magazine.eu/eu-should-have-its-own-army-commission-chief-juncker-says_381356.html. [8-3-15].
 22. Photo by Gerhard Seeger/TMA.

Common Security and Defence Policy Module

1. Hereafter called he “Initiative”.
2. Hereafter called “students” or “cadets”.
3. The programme of the residential module is attached in Annex 1 to this report.
4. The external evaluator was also the external evaluator for the previous editions of the CSDP modules in Austria and CSDP modules organised previously in other Member States.
5. Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler, 1998.
6. The level 4 investigations may be conducted later at the end of the academic year 2014-2015 in order, for the sending institutions, to be able to “measure” to the possible extent the impact of the seminar.
7. European Credit Transfer System.
8. In the European Higher Education Area, the numbers of ECTS are usually calculated on the basis of students’ workload (between 25 and 30 for 1 ECTS) and learning outcomes.
9. See Sylvain Paile, *Common Security and Defence Policy Modules 2012 External Evaluation Report*, Armis et Litteris 28, Theresianische Militärakademie - Wiener Neustadt, 2013, 80p.
10. An example of this certificate is presented in Annex 2.
11. According to the regulations of the Austrian TMA, the examination is passed only with more than 60 per cent of correct answers.
12. This matrix is attached to this report in Annex 3.
13. These evaluators were officers accompanying European delegations of participants to the module, from Estonia, Poland, Romania and Austria. They did not know the Austrian cadets, therefore, and had a neutral view on their achievements during the module. Personnel of the TMA also took part in the observation.

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14. Available on the ESDC website: http://ceas.europa.eu/csdp/structures-instruments-agencies/european-security-defence-college/index_en.htm.
 15. The line of development 2 of the Initiative aims at creating a framework of qualifications focused on military higher education. From these qualifications, the military institutes are expected to implement them in describing learning outcomes for some or all of their courses. As of January 2015, this framework is in the process of formal adoption.
 16. Even inside since referents had been also designated for welcoming, introducing and accompanying the different guest lecturers and for being leaders of the syndicate groups.
 17. It must be noticed that some of the European cadets have been given tasks to fulfil within the syndicate groups, such as presenting the results of their works to the other participants.
 18. This number including three civilian students, these ones will nonetheless be hereafter be referred to as belonging to the group of “cadets” for reasons of convenience.
 19. Austria, Czech Republic, Estonia, France, Germany, Greece, Hungary, Italy, Lithuania, Poland and Romania.
 20. All along the external evaluation processes, as introduced earlier, the participants were invited to answer to questionnaires using a 1 to 6 scale, 1 being the weakest/”no”, 6 being the level of certainty/”yes”.
 21. See: <http://www.miles.ac.at/campus/iep/module.php>
 22. As he has no expert view on these topics, it does not belong to the evaluator to assess the

relevance and delivery of the content of these learning units.

23. In the Kirkpatrick's model, level 3 measures the progresses "on the job" of the trainee. In the case of CSDP modules, the participants do not go back to a job, but to an other and more global educational process..
24. Which is formally not a social event but which, like the social event, had been logistically organised by the Austrian cadets. Being a part of the achievements of the cadets, the choice was made to present the satisfaction with this event in this same figure.

What is the Military Decision Making Process?

1. Carl von Clausewitz (2008). *Vom Kriege*. Hamburg. Nikol Verlag. P. 34.
2. There are three main types of services: air, land and maritime.
3. Ministry of Defence UK; Development, Concepts and Doctrine Centre: *Army Doctrine Publication Operations* (2010). Swindon. URL: https://www.gov.uk/government/upload/system/upload/attachment_data/file/33695/ADPOperationsDec10.pdf. [24-2-15].
4. Author's note: An additional important point which is also expressed in this paragraph is the remark on the multinational aspect of actual operations. This aspect will be a part of the concluding discussion.
5. E.g.: A task has to be fulfilled with a defined amount of forces (quality and quantity) against another defined force in a defined area.
6. Author's note: Actually there are some problems with this kind of definition in actual scenarios. The clear identification for example of irregular forces or the long duration of missions can be used as an argument for improvement of this definition. Nevertheless, this definition fits for the following discussion. Further discussions may lead to better definition.
7. Department of the Army (1997). *Field Manual 101-5, Staff Organization and Operations Contents*. Washington D.C. P.5-1. URL: www.fs.fed.us/fire/doctrine/genesis_and_evolution/source_materials/FM-101-5_staff_organization_and_operations.pdf. [25-02-15].

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8. C.f.: Bundesministerium für Landesverteidigung und Sport (2012). Taktisches Führungsverfahren, DVBH. Wien. P. 17f.
 9. Department of the Army (1997). Field Manual 101-5, Staff Organization and Operations Contents. Washington D.C. P.5-1f.URL: www.fs.fed.us/fire/doctrine/genesis_and_evolution/source_materials/FM-101-5_staff_organization_and_operations.pdf. [25-02-15].
 10. C.f.: Bundesministerium für Landesverteidigung und Sport(2011). Stabsdienst im kleinen Verband. Wien. P. 55ff.
 11. C.f.: Christian Riener (2010). Theorie und Praxis der Taktik im Spiegel der Wissenschaftlichkeit. Österreichische Militärische Zeitschrift. No. 3/2010. P.14.
URL: www.bundesheer.at/pdf_pool/omz/oemz2010_03.pdf. [26-02-15].
 12. C.f.: Matthias Jung (2012). Hermeneutik zur Einführung.Hamburg. Junius Verlag. P.68f.
 13. Figure created by the author.
 14. C.f.: Georg Podlipny (2014). Das taktische Planungsverfahren verstehen. Truppendienst. Volume 339. No.3/2014. P. 254ff.
 15. Figure created by the author.

The Polish Military Decision Making Process

1. Planowanie działań na szczeblu taktycznym w wojskach lądowych (Operation Planning at the Tactical Level in the Land Forces), DD/3.2.5, DWLąd. Wewn. 96/2007, Warsaw 2007.
2. Planowanie..., op. cit., pp. 21-28.
3. J. Posobiec, W. Więcek (ed.), Selected Aspects of Implementing Hierarchical Organization Components at the Tactical Level, Akademia Obrony Narodowej (National Defence University), Warsaw 2013, p. 152.
4. J. Wolejszo, R. Jakubczak (ed.), Obronność. Teoria i praktyka (Defence. Theory and Practice), Akademia Obrony Narodowej (National Defence University), Warsaw 2013, p. 211.
5. See, J. Kręcikij, J. Wolejszo (ed.), Podręcznik dowódcy batalionu, (Book of Battalion Commander), Akademia Obrony Narodowej (National Defence University), Warsaw 2007, pp. 73-86.
6. See, Planowanie..., op. cit., pp. 32-35.
7. Compare J. Kręcikij, J. Wolejszo, N. Prusinski (ed.), Podręcznik oficera sztabu, (The Book of Staff Officer), Akademia Obrony Narodowej (National Defence University), Warsaw 2009, pp. 70-83.
8. See, J. Kręcikij, J. Wolejszo, N. Prusinski (ed.), Podręcznik...op. cit., pp. 130-165.
9. See, J. Kręcikij, J. Wolejszo (ed.), Podstawy dowodzenia, (Fundamentals of Command), Akademia Obrony Narodowej (National Defence University), Warsaw 2007, pp. 96-101.
10. See, J. Kręcikij, J. Wolejszo (ed.), Podręcznik dowódcy batalionu, (Book of Battalion Commander), Akademia Obrony Narodowej (National Defence University), Warsaw 2007, pp. 83-87.
11. Posobiec J., Więcek W. (ed.), Selected..., op. cit., p. 160
12. J. Kręcikij, J. Wolejszo (ed.), Podstawy..., op. cit., p. 106..
13. J. Posobiec, W. Więcek (ed.), Selected..., op. cit., p. 162.

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