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of Military Leadership Skills and
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Internationalisation

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INCREASE OF MILITARY LEADERSHIP SKILLS AND COMPETENCES OF FUTURE LEADERS BY INTERNATIONALISATION

Harald GELL

Abstract:

The present article gives an overview whether internationalisation activities increase future leaders' skills and competences or not. The author looks at the problem in its entirety from different angles. On the one hand the status quo – meaning all the present avenues of approach – is listed, on the other hand arguments against internationalisation are described and solutions are provided. What different institutions understand with the terms skills and competences is listed as well as available research studies with reference to students' mobilities. At the end an author's own research study is presented in order to demonstrate if internationalisation has a positive effect onto future leaders or not. The article is concluded by a recommendation how to organize mobility events in the most effective and efficient way.

Keywords:

Internationalisation, future leaders, skills, competences

1. Introduction

1.1. Status Quo

Mainly within the last decade we face most numerous avenues of approach to increase internationalisation activities in European Union Member States (EUMSs) at institutions being responsible for Basic Officer Education (BOE) [1]. The following figure may be taken as an example of this increase. In this figure, for reasons of comparison – short and long term exchanges are added together – all the exchanges are counted in working days comprising an annual comparison of incoming Cadets and Students to the Theresian Military Academy (TMA).

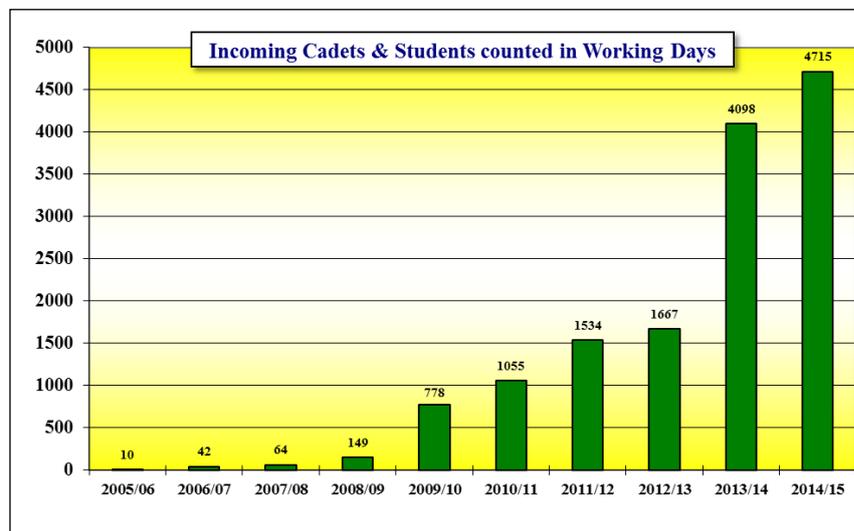


Figure 1: Annual development of working days at TMA by international Cadets and Students.
Source: TMA's International Office's database, figure created by the author.

The University of Defence in Brno also conducts a lot of exchanges with 87 institutions from 24 countries [2]. The backgrounds and the reasons of these efforts for increasing internationalisation at EU Basic Officer Education Institutions (BOEIs) are multi-layered; the most important ones are described hereinafter:

- The European Security Strategy (ESS) as well as the Report on the Implementation of the ESS [3] describe common threats for the EUMSs. As a consequence, in 2008 and 2009 a closer cooperation among EUMSs in the field of BOE was determined by the EU Ministers of Defence [4].

- In 2009 during one of the Bologna follow-up conferences, the strategic goal for all European Higher Education Institutions (HEIs) was issued, namely that at least 20 percent of students should have a study or training period abroad by the year 2020 [5]. It is also stated that the mobility of researchers, staff and students increase the quality of study programmes as well as the importance of mobility activities for personal development is stressed. Most of the European BOEIs honour this strategic goal [6].
- In 2008 the Implementation Group (IG) for the “European initiative for the exchange of young officers inspired by Erasmus” was founded with the strategic goal to take all measures to facilitate exchanges between European BOEIs [7]. Most of the EU BOEIs or Ministries of Defence send representatives to the IG meetings to elaborate solutions and to assure the national implementation of the strategic goals.
- Accreditation Agencies include in their quality checks for study programmes the growth of internationalisation [8]. If study programmes are handed-in for accreditation or if they are reviewed, at least an internationalisation-strategy is to be included by the requesting BOEI.
- The last years the tendency could be observed that out of the 81 institutions being responsible for BOE – which do not have the status of higher education – try to achieve the accreditation for their study programmes. The logical next step – achieving the “ERASMUS Charter for Higher Education” – forces these institutions to determine a strategy for internationalisation which is one of the pre-conditions to receive the charter and which binds them to conduct exchange activities.
- The Special Adviser to the President of the European Commission went one step further when he stated in June 2015: “*Joint military training [...] could be stepped up significantly, training syllabi harmonised, existing cooperation agreements between national military academies intensified or a joint military academy established*” [9].

Taking all the documents, decisions and statements of above into consideration, it can

be observed that BOEIs have increased their internationalisation activities the last years. In spite of that – bringing also different views from a different angle onto these activities – the next sub-chapter lists counter-arguments which the author has faced during the last years when being involved in internationalisation activities.

1.2. Arguments against Internationalisation and possible Solutions

Within this sub-chapter the most mentioned arguments against internationalisation are expressed as well as comments from other points of view to eye it from different angles.

More often than not financial resources are mentioned when arguing against internationalisation [10]. Exchange activities, such as students', staff and researchers' mobilities or organising the mobility during bilateral or multilateral meetings cost money – no doubt about that. On the other hand we can argue that education always costs money; the question is just how much the institutions are willing to invest to assure a high level of education. This arises the question, whether international education provides an increase of skills and competences of future leaders forward as such – a question which will be answered in chapter 3.

Another point against the fear of the availability of BOEIs' money is the ERASMUS+ programme. In 2016, some 2.1 billion Euros are available for the programme; some 1.7 billion will be used for education and training activities [11]. As each year, huge parts of this money will be returned to the European Commission because the institutions cannot spend all of it [12]. The question is just how to avoid this? A main problem seems to be an overextended bureaucracy – also at the institutions' level – but by making every effort the money should not be the main question any more. Other approaches to avoid costs were elaborated within the IG, but because of national legal circumstances – some of them are specific rules for military personnel – which need time to be changed, these outcomes have just an evolutionary implementation.

The recognition issue is another obstacle and argument against internationalisation. The European study systems are different concerning their content, if now the focus is brought onto the special knowledge only and not also onto achievable skills and competences of our future leaders, then the mobility students face disadvantages

because of prolonging their study periods. In such a case the authorities being responsible for recognition must be convinced that future leaders need more than just special knowledge and that specific skills and competences mainly can be achieved by mobility periods. To ascertain a well-ordered approach, the descriptions of learning outcomes for future military leaders must include these skills and competences, preferably with the same vocabulary at all EU BOEIs [13]. As a logical consequence students are to send to those educations abroad only where these similar learning outcomes are foreseen to be conducted and thus can be recognised at the home institution.

A different level of students' education is often mentioned when lecturers face integration-problems of international students for specific parts of their own education. Because of the different study systems at the different EU BOEIs and because of mainly concentrating onto the special-knowledge this argument may be valid. The solution for this problem could be to harmonise certain parts of the BOE at all EUMSs. Hand in hand with this approach goes an equal description of learning outcomes – which includes achievable knowledge, skills and competences – for specific parts of education. Within the descriptions also the pre-conditions for participation must be included and – as a consequence – students should be sent to those education parts abroad only which pre-conditions are fulfilled.

At the EU level within the IG this system is used with the so-called Common Modules (CMs). Currently 18 CMs cover 54 ECTS; more CMs are in the developing phase [14]. Also within the Strategic Partnership Project for developing an international semester – the University of Defence in Brno (UoD) and TMA are taking part in this project with three other BOEIs – pre-conditions for participation are developed. Fulfilling these pre-conditions and sending students to specific education parts which pre-conditions are fulfilled could be the solution to avoid reduced integration because of different levels of education.

The infeasibility of modularisation – as recommended by the Bologna-Process – of higher education parts is another obstacle which may decrease students' exchanges. Having a closer look to the exchange statistics it can be stated that students' international activities last from few days up to entire semesters [15]. As long as parts



of the BOE are not harmonised, we can observe the tendency to send students to education events of one or two weeks abroad only, because in such a case students do not miss that much parts of the own semester which can be fetched later. This fact may bring some BOEIs into a situation not being able to offer that many activities because still a lot of them – for various reasons – conduct their modules' lecture units dispersed over an entire semester. As a good example for this situation the offers of the National University of Public Service (NUPS) in Budapest may be taken which are the most comprehensive of all EU BOEIs [16]. Students can be sent only if they stay an entire semester – much more exchanges would be possible if events would be modularised to one or two weeks. On the other hand certain existing circumstances – mainly because of the availability of lecturers or administrative issues – prevent this approach. A solution is foreseeable on an evolutionary basis only, especially when taking the special status of military personnel abroad – Cadets are included into that – into consideration.

One of the pre-conditions to conduct exchange-activities is to talk a common language. Since English and French are the official CSDP-languages, we must concentrate onto these two ones, especially English emerged to be the prioritised conversation language in Europe. The problem which almost all the military HEIs face is that not all HEI's personnel are ready to teach or conduct a conversation in English, that is why we should put a lot of effort into the improvement of lecturers' English skills. A desired end-state could be that it does not matter if classes are conducted in English or the national language.

Summarising all the arguments against internationalisation it can be stated that solutions are possible on an evolutionary basis – as carried out with the elaborations of the IG. The question is just how fast the EU BOEIs are able and willing to implement it.

2. Military Leadership Skills and Competences

In order to answer whether an increase of military leadership skills and competences of future leaders takes place by internationalisation or not, first it must be defined what do we include into these skills and competences?

2.1. The European Union’s Approach

According to the European Qualifications Framework (EQF) descriptors are determined for levels of education. Within the following table only those ones are mentioned which refer to the BOE – in particular EQF 6 and EQF 7 [17].

<i>EQF Level</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Competences</i>
	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	<i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	<i>In the context of EQF, competence is described in terms of responsibility and autonomy.</i>
6	Advanced knowledge of a field of work or study, involving a <u>critical understanding</u> of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve <u>complex and unpredictable problems in a specialised field</u> of work or study.	Manage complex technical or professional activities or projects, <u>taking responsibility for decision-making in unpredictable work or study contexts</u> ; <u>take responsibility for managing professional development</u> of individuals and groups.
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. <u>Critical awareness of knowledge</u> issues in a field and at the <u>interface</u> between different fields.	Specialised problem-solving skills required in research and/or innovation in order to <u>develop new knowledge</u> and procedures and to <u>integrate knowledge from different fields</u> .	Manage and transform work or study contexts that are complex, unpredictable and <u>require new strategic approaches</u> ; <u>take responsibility</u> for contributing to professional knowledge and practice and/or for reviewing the <u>strategic performance of teams</u> .

Table 1: Knowledge, skills and competences of EQF levels 6 and 7
Source: <https://ec.europa.eu/ploteus/content/descriptors-page>

Even if the EU when creating the table above did not think about the specific military education – on the other hand at most BOEIs it is linked to the higher education anyway – the underlined parts are imaginable to be achieved by future military leaders by

internationalisation. The knowledge-part is not taken into further consideration within this article because leaving the home-institution in any case broadens the knowledge in comparing it with the own system or receiving new knowledge.

2.2. The Implementation Group's Approach

In 2010 – mainly because of the challenges mentioned in chapter 1.2. – the IG decided to elaborate a document with the name “*Comparison of courses based on competences*”. The expected outcome was defined as follows: “*The subgroup will develop a system of descriptors for learning outcomes of vocational training (the academic part of training will continue to be described according to the national qualification frameworks, compatible with the EQF). These descriptors will minimally be used for the modules that are offered for exchanges.*” [18].

Finally, in 2014 this document was approved by all EUMSs and comprises descriptors for a military serviceman, a military technician, a leader and a decision maker, a combat-ready role model, a communicator, a learner and a teacher/coach, a critical thinker and researcher and an international security/diplomacy actor. All the descriptors refer to the EQF 6.

Taking the higher education of future military leaders at all EU BOEIs into consideration as such, a clear separation line between academic and vocational education cannot be drawn, because what is included in one's academic part can be situated in the other's vocational one or vice-versa. That is why in the meanwhile for the Common Module's descriptions these descriptors are used anyway because it is not foreseeable if a BOEI implements the module in its own academic or vocational part. The focus of this article is onto future military leaders, that is why the following table lists as an example the descriptors for a leader and decision maker.



Knowledge	Skills	Competences
Knows the <u>main aspects</u> of modern warfare and <u>tactics</u> and is subsequently able to organise the work of the unit.	Is capable of managing <u>complex professional activities</u> or projects or is capable of <u>working independently</u> in expert duties in the field.	Demonstrates ability to optimise human potential like steadiness, determination, work anticipation, organisation, <u>sense of liability</u> and integrates gender-awareness in his/her decisions.
-	Assumes planning and control of military in writing and comprehending military files, giving and <u>translating orders to his/her level</u> as part of a military structure.	Is capable of <u>making decisions</u> in an <u>unpredictable</u> , potentially life-threatening operating environment.
-	Has the <u>necessary organisational and administrative skills for managing resources</u> of the armed forces.	<u>Solves problems</u> and deals with the widest range of tasks based on his/her updated knowledge, methods acquired, <u>experience and interaction skills</u> .
Has a basic knowledge on leadership theories.	Is able to lead a group.	Performs activities and roles specific to the <u>team work on different responsibilities</u> .
-	Carries out professional tasks in accordance with specified objectives, <u>being integrated in a work group</u> and allocates specific tasks to subordinate levels <u>using communication and dialog</u> , <u>co-operation</u> , positive thinking and <u>mutual respect</u> and <u>using feed-back</u> to improve personal activity.	Exercises commandment of his/her unit and the subordinate ones in every situation (wartime, peacetime, <u>international operations</u> , etc.).
-	Performs activities and roles specific to the <u>team work on different responsibilities</u> .	Assumes <u>responsibilities</u> of the leader, based on modern means of Leadership.
Knows the techniques to identify and <u>manage stress</u> in a group.	Actively <u>manages stress situations</u> in the group for which he is responsible.	-

Table 2: Knowledge, skills and competences of a leader and decision maker according to the IG.
Source: <http://www.emilyo.eu/node/976>.

Again, the underlined parts within the above list are imaginable to be achieved by future military leaders by international activities. These activities may be conducted at the home-institution with international participation or by going abroad.

2.3. The Theresian Military Academy's Approach

Besides the descriptions for knowledge and skills according to the lists above, the TMA uses the “*Heyse-Erpenbeck-Model of Competences*” to detail the basic competences a future leader must achieve during the BOE. The application of this model even goes so far that if one of the four basic competences is not achieved before graduation, then the Cadet is not allowed to complete his/her education. The following table describes this model of competences [19].

<p><i>Methodological-technical competence:</i> Graduates apply critical-analytical thinking and problem-solving techniques. They are able to independently acquire new knowledge and to conduct – mainly – independently research and development projects. Their actions are characterised by organisational skills and systematic approaches.</p>	<p><i>Personal competence:</i> Graduates' professional lives are characterised by high moral standards, loyalty, discipline, self-responsibility, and self-management.</p>
<p><i>Social-communicative competence:</i> Graduates are able to motivate themselves and others, feature a high potential of communication, conflict-resolution and problem-solving skills and are cooperative and responsible. They are convincing in their argumentation and exchange ideas with international experts.</p>	<p><i>Action competence:</i> Graduates' professional lives are characterised by decisiveness, initiative, optimism, endurance, perseverance, and providing stimuli.</p>

Table 3: Heyse-Erpenbeck-Model of Competences used at TMA.
Source: http://www.miles.ac.at/miles/_QM/Download.php.

At TMA, future military leaders may have a strong tendency towards one out of the four competences, but it is impossible that one is missing. This is reflected by the module descriptions of the entire programme as well as by the final exam. Moreover, a central role plays the overlapping intercultural competence. Since each and every Cadet has to stay one semester abroad and additionally has to pass an international internship abroad, the skills and competences achieved abroad are in the meanwhile integral part of the education.

2.4. The Merging of all Approaches

Before going to the next step – which skills and competences future military leaders may increase by internationalisation, if there are any – an overlapping compact list is to be created based on the tables above. The following table comprises the smallest possible denominators for the respective fields.

<i>Skills</i>	<i>Competences</i>
Solving complex and unpredictable problems in a specialised field.	Taking responsibility for decision-making.
Developing and integrating knowledge from different fields.	New strategic approaches and strategic performance of teams; team work.
Translating orders to his/her level.	Making decisions.
Managing resources and stress situations.	Solves problems based on experience and interaction skills.
Active integration in a work group, using communication and dialog, co-operation, positive thinking and mutual respect.	Achieves intercultural competence based on the four basic competences.
Working independently.	-

Table 4: Skills and competences which may be increased by internationalisation.
Source: Tables 1-3.

Taking the table of above into consideration, the question is if military leadership skills and competences can be increased by internationalisation? An answer to this question should be given by the following chapters.

3. Research Studies

3.1. Available Research Studies

When having a look to the available literature the conclusion can be drawn that most of the research studies concerning internationalisation refer to the special knowledge and not to skills and competences. This sounds logical because measuring a certain special knowledge seems to be much more uncomplicated than measuring skills and competences. Below research studies are listed with reference to internationalisation, all of them are based on civilian HEI because specific research studies for military education based on internationalisation could not be found in the literature:

- The Sweeney-study states that “... *students with a mobility experience achieve better degree performance*”. On the other hand the study-author limits his results when writing: “... *it is impossible to know what degree they would have achieved had they not been mobile*” [20].
- The Bridger research project states that “... *better degree outcomes are achieved by students who participated in an Erasmus placement*” however, “... *students are from higher socio-economic groups. It may well be therefore that these students would be high achievers even without the mobility experience*” [21].
- The Gresser-Weber study [22] as well as the Alesi-Neumeyer-Flöther study [23] – both from German universities – even come to the result that students base their arguments for prolonged study periods on stays abroad. Within these studies the problem of non-recognition of learning units passed abroad is reflected.
- The most comprehensive research study concerning mobility students was done by the European Commission (EC) in 2014. Comparisons between students going abroad and not going abroad are made in the context of post-study employments. Mobile students consider they stay abroad for later employments very positive when they state “*to have confidence and a conviction of one’s own abilities*” and that they are “*open and curious about new challenges*” [24]. This study refers more to skills and competences achieved abroad than the others.

Summarizing the research studies it can be stated that most of them concentrate onto

special knowledge, just the EC-study refers more to skills and competences and brings forward the importance of skills and competences achieved abroad. But all the studies do not answer the question whether internationalisation increase skills and competences of future military leaders or not – just indirect conclusions can be drawn and based on this the tendency is more a positive one.

3.2. Research Studies conducted at TMA

Since within the literature no satisfying answer concerning the increase of skills and competences of future military leaders by internationalisation is provided, the author conducted an own research in 2015 [25].

The first part of the study is concentrated onto the development of achieved grades of future leaders who spend mobility periods abroad in comparison to those one who just stayed at the home institution. Having a first view one may criticise that grades just express special knowledge, but at TMA the grades have to include all learning outcomes – meaning knowledge, skills and those competences which are listed in chapter 2.

Based on 22,371 grades which are compared, the outcome is astonishing; all mobility students achieve better grades after their return in comparison with non-mobility students. In some cases even those ones who had worse grades before their mobility periods in comparison to others could achieve better ones after. Therefore – based on this research – the conclusion can be drawn that internationalisation has a positive effect onto the development of skills and competences of future leaders.

To visualize the statements above, a figure is included as an example hereinafter. It shows the development of grades during a study period of the latest class which was researched by the author. The ordinate expresses the Austrian grades; grade 1 is the best, grade 5 is the worst. The abscissa expresses the respective semester. The yellow pillar (left) is the arithmetic mean of all grades – including mobility and non-mobility students. The red pillar (middle) is the arithmetic mean of non-mobility students whereas the blue pillar (right) expresses the arithmetic mean of mobility students. We can see that before the mobility period the mobility students had in most cases poorer

grades than the others – but after the mobility period they were better.

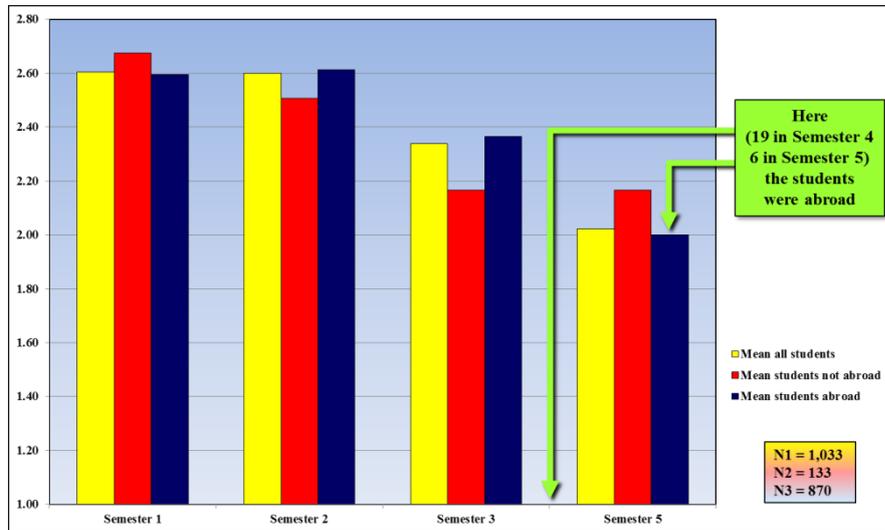


Figure 2: Development of grades before and after mobility periods.
Source: TMA’s database of grades; figure created by the author.

If all means of all researched classes are compared, the result is that in any case mobility students’ means of grades are better – according to the Austrian grade-system – than non-mobility students. The table hereinafter shows the respective differences. Negative figures express better grades, because the more the grades move towards the figure 1, the better it is.

graduation	entire class			mobility students	
	best mean	worst mean	difference	difference of mobility students’ mean after mobility period	percentage of better grades of mobility students
2010	1.67	2.48	0.81	-0.24	-29.41
2011	1.64	2.46	0.82	-0.32	-39.16
2012	1.61	2.66	1.04	-0.84	-80.00
2013	1.95	2.68	0.73	-0.32	-44.09
2014	1.92	2.64	0.72	-0.11	-15.26
2015	2.00	3.03	1.03	-0.17	-16.13

Table 5: Comparison of grades’ means of all researched classes.
Source: TMA’s database of grades; calculations and table created by the author.

Internationalisation also means hosting international personnel at the home-institution; that is why the second part of the study analyses – based on 23,104 data – external evaluation reports for Common Modules on CSDP conducted at TMA. The outcome is that even short modules with international participation increase skills and competences of future military leaders – the most important results are listed hereinafter:

- Interaction between different nationalities – moreover between different education levels – leads to better learning outcomes.
- The more the study groups are internationally mixed the better are the learning outcomes; as a consequence the organiser should organise a huge international participation for such modules.
- Even short modules increase English skills.
- Elaborating the problems within small international study groups leads to better learning outcomes in comparison to teacher-centred teaching.

To underline the results above, the following figure 3 shows an ideal comparison between two exactly same modules, conducted almost at the same time in 2010 for duration of just five working days. CSDP Module 1 had not any international participation, in CSDP Module 2 Cadets from different European countries were integrated.

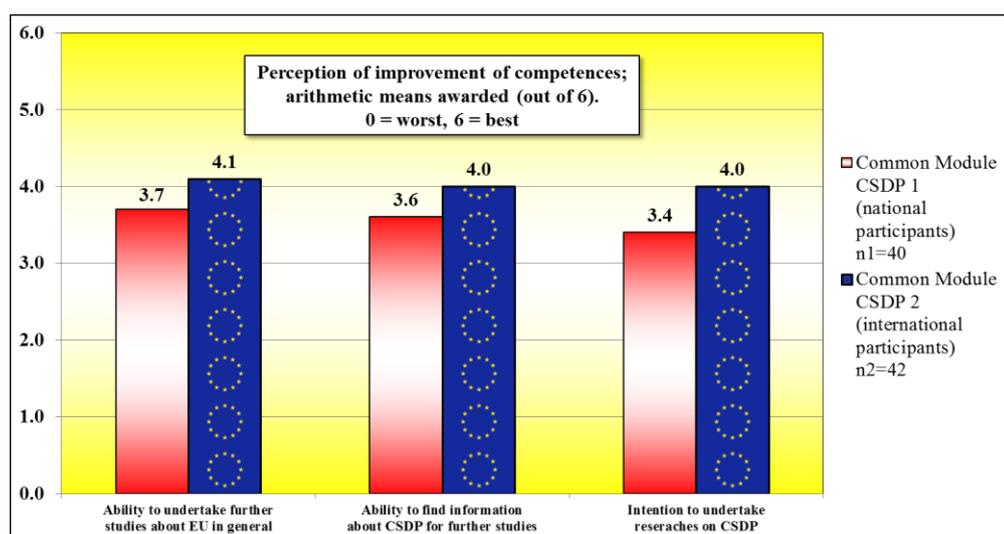


Figure 3: Comparison of competences of two CSDP modules.
Source: Database of perception; figure created by the author.

Therefore, again the conclusion can be drawn that internationalisation – even organised at the home-institution – increases skills and competences of future leaders. The most important factor is interaction; the following picture shows such an interaction during TMA’s Common Module on CSDP in 2016.



Figure 4: Interaction of Cadets from Hungary, France, Lithuania and Austria during TMA’s Common Module on CSDP in 2016.
Source: TMA.

The third part of the study comprises the changes of mobility students’ metabolic-data. Since this is a very huge research it will be presented with an own publication. Just in short words: Metabolic data of mobility students cause better pre-conditions for managing challenges in comparison with non-mobility students. This provides also a positive effect onto international activities of future military leaders.

4. Conclusions

Even if there are restrictions concerning internationalisation – such as financial means, recognition issues, bureaucracy, different levels of pre-education, willing to modularise education parts and language pre-conditions – it can be stated that at the present time internationalisation has its place within the education programmes of BOEIs to increase future leaders' skills and competences. The question is just how to organise mobility events in the most efficient and effective way?

Based on the author's seven years' experience within the IG the first conclusion can be drawn that effective and efficient ways can only be developed with an evolutionary way. The BOEIs' education experts have to meet each other on a regular basis. Each BOEI is liable to national laws and regulations which do not necessarily fit to another country. During these quarterly IG meetings smallest possible denominators can be found in terms of harmonizing parts of the national education with other countries – the most effective way would be to implement Common Modules into the national curricula [26]. Then, the recognition question will be solved.

Another approach to increase internationalisation is the effective use of the provided money. Each year some 800 million Euros are handed back to the European Commission because the Higher Education Institutions could not spend it. An author's proposal – especially to those BOEIs who recently achieved the ERASMUS+ Charta – is to create structures with personnel dealing with funds permanently. Then the people will know how to fulfil all the administrative pre-conditions effectively. The author also uses other avenues of approach to convince the persons in charge at EU level to support with the ERASMUS+ money not only three months exchanges but also shorter ones – the outcome of this request is still open.

National military regulations must be adopted to conduct exchanges more effectively. Taking the Czech rules for sending Officer Cadets abroad, the question may occur, why there is the need to spend two weeks as a minimum? A lot of Common Modules are conducted just in one week and with this national military regulation a huge number of exchanges are excluded. On the other hand Czech Officer Cadets are allowed to go abroad for 90 days as a maximum. If these regulations are changed into a direction of more flexibility, it would help a lot.



The main issue is the willing of the BOEIs' (Rector-) Commandants. If they are not convinced that international activities increase the quality of learning outcomes of their Cadets and Students, it will be hard to achieve anything. Therefore, at least a participation of the (Rector-) Commandants in the annual EMACS (European Military Academies Commandants Seminar) or annual Superintendents' meetings should be a standing procedure. During these meetings the necessity of closer cooperation in the fields of BOE is explained in order to increase the Cadets' and Students' competences and thus, to increase the security of all our countries.

Besides all these, even if the exchanges are not organised that good, at least widening the horizon is an effect, as one of the Czech students from UoD expressed to the accompanying officer at the end of a visit to TMA: *"I have not known that these people are so nice – let's never go on war against each other!"*

5. References

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- [26] Author's remark: See reference no. [14]. All the valid Common Modules are uploaded by the author onto the EMILYO homepage. Available from: <http://www.emilyo.eu/node/988>.

6. List of Abbreviations

BOE	Basic Officer Education
BOEIs	Basic Officer Education Institutions
CMs	Common Modules
CSDP	Common Security and Defence Policy
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
EMACS	European Military Academies Commandants Seminar
EQF	European Qualifications Framework
ESDC	European Security and Defence College
ESS	European Security Strategy
EUMSs	European Union Member States
GAREA	General Annual Report on ESDC Activities
HEI	Higher Education Institution
IG	Implementation Group
LoD	Line of Development
NUPS	National University of Public Service
TMA	Theresan Military Academy
UoD	University of Defence



7. Biographical Note

Colonel Harald GELL, PhD, MSc, MSD, MBA is the Chairman of the Implementation Group which has the task to implement the goals of the “European Initiative for the exchange of young officers inspired by Erasmus” on EU level. He is also the Head of International Office and Senior Lecturer at the Theresan Military Academy and is responsible for all international activities. He combined in about 100 publications, in 18 scholar books and module descriptions and in 52 international conference-presentations the findings of years long exchange projects with findings of international exchanges to propose effective and efficient increasing of military leadership skills and competences.