



Command Senior Enlisted Leaders Course
Course Plan
2022

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Course Director's Foreword



Dear course participants/fellow CSELs.
Welcome to the Command Senior Enlisted Leaders' Course 2022!

CSELC 2022 marks a new milestone in the initiative of the Baltic Sea regional course, targeting the top enlisted leaders.

After three years of the trial period, it is decided that the course has the quality and there is a high international demand for it. Therefore, starting from 2022, CSELC has turned into the permanent element of the Baltic Defence College academic portfolio.

Unfortunately, it is not the only reason making CSELC 2022 different. The war in Ukraine has a clear impact on all of us. One may argue that this is not a time to break out from the daily duties, come together, and learn. Our Nations require us back home.

On the other hand, the war clearly indicates the need to be as joint as possible within the Alliance and with our good Partners. It gives us strong reasoning to come together and learn the impacts of current events on the individual Nations, the Baltic Sea Region and the Alliance. Still, we are obliged to use this opportunity smartly.

From the perspective of the organizing team, I want to confirm that there will not be copy and paste functions used to prepare and deliver the course. An international team of fellow CSELs is giving their best to adapt the course plan to the rapidly changing security environment every year. I can promise that in 2022 you will experience some completely new educational elements which are addressing the most current security challenges. And the similar approach to the "living concept" will also remain in the future.

Having said that, I turn to the course participants. During the period 2019 - 2021, a number of very distinguished CSELs attended the course in the capacities of the course participants and visiting lecturers. I am delighted to see this trend continuing this year. It creates a unique, enriching environment helping you expand the horizon of understanding and develop a personal network.

Each and every course participant has to realize the most value you can make while combining the following components: learning from the top-level lecturers, utilizing the educational environment in its full range, and learning from each other.

Throughout your stay at the College, you will have a lifetime chance to build up a network of colleagues from across the Alliance and Partner Nations. This is the value which will last throughout your follow-on career. To maximize this benefit, you have to be delicate regarding the cultural diversities and open-minded towards the massive, diverse experience present in a class. Only with a joint effort we will make CSELC 2022 a success story.

I am looking forward to meeting you at the College!

Sergeant Major Peeter Einbaum

Course Director
Baltic Defence College

Section 1 – Baltic Defence College

1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by the governments of Estonia, Latvia, and Lithuania with support from their allies and partners. The College's mandate was set out in a Memorandum of Understanding between the defence ministers of Estonia, Latvia, and Lithuania. In 2019, the Baltic States Ministerial Committee approved the BALTDEFCOL Development Plan 2019-2027, which provides political guidance for the development and future operations in the College and sets strategic goals and how to achieve them. It ensures that the College remains responsive to the evolving character of academic best practices and remains a Professional Military Education (PME) institution of choice in a strategic environment that is in constant evolution.

The vision for the BALTDEFCOL is to be a modern, future-oriented, attractive, and competitive English language-based international defence college with a regional focus and Euro-Atlantic scope. The BALTDEFCOL serves as a PME institution at the operational and strategic levels, applying the latest educational principles, effective management, and most efficient use of intellectual and material resources.

The mission of the College is to educate military and security-related civilian personnel of the Framework Nations, Allies, and Partners while promoting international cooperation, networking, and contribution to research in security and defence policy to meet the enduring defence and security needs of Estonia, Latvia, and Lithuania.

BALTDEFCOL's major geographical scope in educational matters is on:

- The Baltic region;
- The wider Baltic Sea Region with a particular focus on Russia;
- NATO/EU; and
- The wider NATO/EU area of interest.

BALTDEFCOL delivers a core PME programme consisting of three residential courses:

- The Higher Command Studies Course (HCSC) – a five month senior-level course;
- The Joint Command and General Staff Course (JCGSC) – a ten month general staff officer course;
- The Civil Servants' Course (CSC) – a three month security and defence course for civil servants;

In addition to its core PME programme, the BALTDEFCOL delivers the following continuing education courses:

- Senior Leaders' Course (SLC) – a one week course for flag officers and their civilian equivalents;
- The Command Senior Enlisted Leaders Course (CSELCL) – a three month senior-level course; and
- Various short courses, seminars and roundtable events at the request of the Baltic States, including courses certified by the NATO Allied Command Transformation (ACT).

1.2 Policy on Equal Treatment and Code of Conduct

The BALTDEFCOL has introduced its Policy on Equal Treatment. The aim of this policy is to ensure a collegial working environment and learning conditions and to protect against unfair and unequal treatment. Mutual trust and respect for the dignity and the rights of every individual are the key characteristics of such an environment and are directly linked to the BALTDEFCOL Code of Conduct, which all members of staff and course participants are expected to abide by. The Code of Conduct contains the following principles.

Respect

- People (listen to everyone)
- The multinational environment
- Course participants – as colleagues
- The chain of command
 - Make decisions at the right level
 - Show loyalty to decisions

Responsibility

- Be professional – a lifetime of learning
- Express your opinion
- Use common sense

Openness

- Have no hidden agendas
- Get input before decisions

Have Fun

- Involve families
- Encourage socialising together



Figure 1: *The Baltic Defence College*

Section 2 – Command Senior Enlisted Leaders' Course

2.1 Outline

In May 2017, the idea of creating a strategically focused CSEL course was raised during the Northern Europe Chiefs of Defence Conference in Stockholm. It was agreed that instead of creating the course based on one Nation, the project would be handed over to the BALTDEFCOL, as a multinational military educational institution that has proved its quality throughout more than 20 years of existence.

An international working group consisting of representatives from various key regional stakeholders had identified a critical gap in top-level Senior Enlisted Leaders (SEL) education, specifically for those SELs who are selected to assignments as Command Team Partners with Flag/General Officers. Since the national needs per Nation are limited to the 1-2 SELs a year, the working group agreed that the BALTDEFCOL, as the most logical and resourceful military educational institution, is to take the lead on this CSEL initiative.

The current iteration of the CSEL is the fourth consecutive one since 2019. From the 13 course participants from 8 Nations, it has turned to the fully manned course with around twenty course participants from around 15 Nations. Such expansion indicates the necessity of such a course as well as the quality of the CSEL.

The CSEL 2022 will be held from the 29th of August to the 22nd of November for a total of 12,5 weeks and delivery is planned to be in blended mode while combining online studies with two residential periods. In time-frames 29th of August to 11th of September, course participants are expected to spend time preparing for the residential studies while studying assigned publications and video lectures prior to their arrival. During the break in-between two residential periods, course participants have to be committed to the preparations for the second residential study block and to composing the argumentative essay, which is the most important individual assignment throughout the course.

Educational program will be complemented by one cultural trip and, at the end of the course, by the Baltic Defence Study Trip taking the course to Lithuania.

2.2 Admission Requirements

In order to successfully contribute to the course and to ensure the achievement of the course learning objectives, course participants should:

- To be fully vaccinated against COVID-19;
- Have a rank of OR-9/E-9;
- As minimum, have current position at the level of Brigade Command Sergeant Major/Regimental Sergeant Major or equivalent;
- Have a current or next planned position immediately subordinated to General or Flag Officer (GO/FO);
- Have English language skills on the level of 3232 according to the NATO STANAG 6001. At the beginning of the course, the English language placement test will be conducted. Failure to pass the test shall lead to withdrawal from the course.

2.3 Aim

The aim of the CSEL is to provide Command Senior Enlisted Leaders with the knowledge that will enable them to advise, support, and enhance the strategic level Leadership's decision-making process to meet anticipated political and security challenges within a dynamic and complex Baltic Sea Region environment.

2.4 Learning Outcomes

The delivery of education through the CSEL is organised to achieve learning outcomes that delineate critical fields of knowledge and appropriate skills for the course participants to master.

Curriculum of the CSEL 2022 is designed to produce graduates who are able to:

1. **Distinguish** contemporary theories of leadership and mission command in the context of the evolving security environment at a strategic level;
2. **Examine** the impact of resource constraints on Political Planning and Resources Management;
3. **Assess** complex strategic phenomenon, utilizing- where appropriate- the relevant theories or models of strategic leadership;
4. **Investigate** recent developments in defence policy and defence planning at the national, bilateral, and multilateral levels;
5. **Analyse** the significance of the challenges posed by Russia, its strategic allies, and other rising geopolitical powers and challenges and the threats arising from various geopolitical theatres and functional areas and identify their impact on security situations;

2.5 Recognition of the CSELC

In designing and implementing the CSELC, BALTDEFCOL aims to meet the standards and requirements of civilian post-graduate degree programs. The value of the CSELC, composed of the individual tasks and group activities is 17,5 European Credit Transfer and Accumulation System (ECTS) points.

All graduates will receive an Academic Supplement as a component of graduation documentation.

Section 3 – Educational Framework

3.1 Introduction

The CSELC's educational framework is developed as a combination of educational approaches, including lectures, panel discussions, seminars, and small group (syndicate) activities and exercises to facilitate adult learning at an advanced level. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the course participants. To facilitate this, the CSELC and the BALTDEFCOL aim to provide the best possible educational environment for learning to take place. The CSELC is designed to enhance the professional knowledge already possessed at the BALTDEFCOL and is bolstered with specific additional skills and intelligence from external sources. Thus, active learning and the full participation and contribution of all course participants is heavily encouraged; this contribution enables course participants to share their knowledge, experience, and learning with each other in an open and positive environment.

In summary, the CSELC is designed for self-motivated and experienced professionals who have the requisite English language skills to engage with their peers and who want to excel during their time in Tartu.

3.2 Educational Charter

The delivery of education at the BALTDEFCOL is guided by an 'Educational Charter,' which includes six principles related to both course participants and faculty:

1. **Education is not received but achieved:** as education is the basis of professional and individual self-improvement, course participants are therefore encouraged to devote themselves to their studies, understanding that the effort they put in will be rewarded by what they get out of the educational process.
2. **Minds are not vessels to be filled, but fires to be kindled:** the faculty should not simply provide facts for course participants to learn; through small-group learning methods, they should also seek to mentor course participants to help them develop their ability to think for themselves. The objective is not to educate course participants on what to think but rather to show them how to think.
3. **Knowledge is a potent weapon, so arm yourself well:** research facilitates the acquisition and transmission of knowledge. While knowledge is not necessarily power, power can only be wielded effectively with knowledge. Course participants are inspired to research information in support of their own interests and requirements. Equally, the development of education requires continuous research and self-development on the part of the faculty.
4. **Professionalism is the key to education and research:** responsible faculty must be experts in their respective fields; capable of enacting quality management over the educational process; able to maintain excellent educational materials; and ready to devote themselves to their course participants and work.
5. **Assessment should be rigorous and fair:** assessment should be understood and designed as a productive learning experience for course participants, meaning faculty should always endeavor to provide professional, meaningful, and constructive feedback. Meanwhile, course participants should receive this feedback in a positive way as it is intended to serve as a learning tool to facilitate self-improvement.
6. **Voices should not be raised, arguments should be improved:** in keeping with an ethos of free inquiry and transparency, the BALTDEFCOL will always foster an open atmosphere, where faculty and course participants can engage – sometimes even robustly – in discussion and debate.

3.3 Learning Levels – Bloom's Taxonomy

Like other Professional Military Educational institutions, the BALTDEFCOL incorporates Bloom's Taxonomy of learning in order to provide an informed structure to its educational products.

The BALTDEFCOL integrates these levels of knowledge with Bloom's Updated Taxonomy to better help define which keywords should be used in the generation of particular Learning Outcomes, i.e., those statements relating to what course participants should be able to do after completing a Course or Module (see Figure 3 above).

The CSELC utilizes these learning levels in the identification of particular learning outcomes, which are deemed necessary both for the course and for its modules. In keeping with the CSELC's educational philosophy and the character of the course participants attending the course, a large portion of teaching is provided between cognition levels two and six.

3.4 Course Documents

The key documents of the CSEL, which cover all aspects related to the course and the curriculum, consist of the Course Plan, module guides, and Weekly Timetables. Course participants should also be familiar with the BALTDEFCOL Regulations, which describe the tasks, rules, and norms of the BALTDEFCOL.

Course Plan

The CSEL Course Plan provides an overview – down to the modular level – of the entire curriculum.

Module Guides

A module guide will be assigned for each of the modules of the CSEL curriculum. Published electronically, these guides describe the curriculum down to the level of single lectures or other classroom activities. They are the most detailed description of the curriculum content and are designed to be:

- Reference documents for the course participant, outlining what will be taught, how to prepare for it, and the relevant reading material;
- Guidance documents for faculty in the preparation of lectures.

Module guides will be issued throughout the course before the start of each Module. Each will contain the following information:

- Module Overview: Aim, Learning Outcomes;
- Module Content by the event;
- Assignments;
- Preparatory Reading; and
- Supplementary Reading.

Weekly Timetable

The Timetable provides a weekly overview of lectures, group activities, and other events related to the CSEL. This Timetable, issued at least two weeks in advance of each week, is subject for the change and might be amended and reissued as necessary. CSEL extra-curricular activities may include both formal and informal dinners with guest speakers and visiting mentors, as well as other academic and recreational activities. Additionally, the 'Introducing Estonia' trip is scheduled as component of the extra-curricular activities.

3.5 Educational Components

The BALTDEFCOL has opted to adopt the Bologna Process, initiated within the European Higher Education Area to standardize the duration of European educational courses and assessment procedures to facilitate easy transfer of qualifications between academic institutions. In Estonia, 26 hours corresponds to 1 ECTS credit. The CSEL includes 450 hours (232 contact hours and 218 hours of preparatory- and individual studies) or 17,5 ECTS points in total. The time allocated should enable the average course participant to pass each Module. Each week contains an average of 40/42 hours of study time, which is commonly divided into two basic formats:

1. **Contact Hours (CH):** within the curriculum, this includes the time spent in lectures, syndicate activities, exercises, and International study trip, during which course participants are expected to be integrated with faculty or acting under the direct supervision of faculty:
 - a. **Lectures** are one of the ways through which adult education is provided, allowing all course participants to congregate together with an expert – either a member of the faculty or a guest speaker – who presents on a topic to stimulate course participants' thinking and convey key facts, experiences, or ideas while simultaneously drawing course participants into debate and discussion;
 - b. **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. CSEL course participants will attend virtually the Baltic Military History Conference during their home studies period in October. Also, after graduation from CSEL, access will be provided to the BALTDEFCOL Annual Conference on Russia, which takes place each year in March. Virtual participation of CSEL graduates will be free of charge. Associated cost to the physical participation to be covered by the Sending Nation/institution and are not subject for BALTDEFCOL reimbursement;
 - c. **Panel/Plenary Discussions** are group discussions or syndicate presentations moderated by a member of the faculty.
 - d. **Syndicate Activities** allow course participants to present and provide briefings on particular topics to one another. The CSEL course participants will be divided into syndicates whose composition will be adjusted for the particular tasks. Syndicate activities generally consist of a preparatory phase, a presentation, and a discussion. These discussions are intended to encourage course participants to consider course material at a higher cognitive level;
 - e. **Supervision** is the key for course participants to complete selected written assignments through regular meetings with supervisor. It is vital to note that the role of the supervisor is not to write the course participants' assignment for them but

rather to offer critical feedback and advice on drafts of their paper, which can then be used to make improvements and amendments to future versions;

- f. **Seminars** are organized by the Faculty or course participants. They typically involve group discussions chaired by an assigned faculty member and may also be structured around briefings, presentations, or preliminary readings. This method facilitates the exchange of views, trains analytical skills and critical thinking, and focuses the ability to reflect on a given subject area;
 - g. **Exercises** form is a part of the CSELCL learning process and is conducted to allow course participants to apply the theories and concepts studied throughout the curriculum to solve problems within the strategic environment.
 - h. **Individual Research Project (Argumentative Essay)** is an individual research carried out by course participants on a topic related to the course curriculum, which consists of required reading, tutoring, a written paper, producing an Executive Summary/Speaking Note, and a presentation. During the course, course participants will be tasked to produce an argumentative essay (3000 words) involving research and applying academic standards;
 - i. **Study Trip** is a collective visit to the institutions, organizations, and agencies outside of the BALTDEFCOL. CSELCL course participants will attend the Baltic Defence Study Trip at the end of the course;
 - j. **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to get an update on contemporary issues or unique personal and professional insight. These types of activities are often not pre-planned and thus require adjustments in the course schedule and weekly plans. Also, social and cultural events, such as gatherings, unofficial visits, and trips, are considered as extra curriculum activities.
2. **Individual Preparation Time (IPT):** this is time allocated for individual study, preparation for syndicate activities and reflection, as well as work on assignments. Course participants should plan to spend, on average, two to three hours from Monday-Friday engaged in such activity, as well as five hours over the weekends. The CSELCL includes four varieties of reading but could include additional tasks:
- a. **The Initial Unit** is a part of the Advance Distant Learning Module (Module 0) and is meant to introduce or review knowledge of the Academic Writing Project that course participants will undertake during the course. Moreover, initial unit allows the course participants to get general understanding about the forthcoming three residential study modules. It is mandatory that course participants will familiarize themselves with all the content of the Initial Unit before arriving at BALTDEFCOL for the first residential period. The initial unit will end with the online test, measuring the general understanding of the subjects which will be covered during the following Study Modules;
 - b. **Pre-Readings** are mandatory readings to be completed in preparation for the course. This reading is considered essential for ensuring that all course participants start the CSELCL with a similar level of elementary knowledge;
 - c. **Preparatory Readings** are mandatory and must be completed in advance of particular educational activities. Preparatory readings are intended to provide course participants with a broad overview of the topics identified to reach the learning outcomes specified;
 - d. **Supplementary Readings** are provided to support each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Course participants will thus have to make choices as to what they consider the greatest value to their personal goals and interests.

Section 4 – Organisation of the CSELC

4.1 Faculty Organization

Course Director

The Course Director is directly accountable to the Commandant for the development, planning, and execution of the course and its Study Modules. The Course Director is assisted, when requested, by the Dean, Curriculum Developer, Senior Mentor, External Module Coordinators, (Visiting) Mentors, and a Course Secretary as well as any other relevant faculty members.

External Module Coordinator

External Module Coordinators are selected by the Course Director among the CSELC graduates from the BALTDEFCOL Framework Nations Estonia, Latvia, and Lithuania.

They are responsible for developing, planning, and conducting educational modules for the CSELC. They are responsible for the liaison with, use of, and administration matters related to external support, e.g., Visiting Mentors, Guest Speakers, the Baltic Defence Study Trip, etc.

Additionally, they act as Mentors/Coaches for the assigned course participants.

CSELC Senior Mentor and Mentors/Coaches

Mentors/Coaches assist in setting course participants' individual goals, offer advice on how they might tackle particular tasks and what resources they might use, and reflect on their achievements. Mentors also provide personalized feedback to their assigned mentees.

Visiting Mentors are the Strategic level CSELs currently posted in respective organizations, who directly contribute to the CSELC education throughout the delivery of the course. They are providing the practical in-sights based on their experiences and provide advice to the course participants throughout their lectures, group discussions and syndicate activities at the BALTDEFCOL.

BALTDEFCOL Senior Mentor will be the member of the Argumentative Essay Presentation Board. The goal is to provide course participants with realistic feedback and discussion from the General/Flag Officers' perspective.

Faculty

The Faculty consists of civilian and military personnel who are deployed by the nations or hired directly by the College and who are planning and implementing educational activities and the assessment of the course participants' assignments. The faculty implements educational activities in their roles as supervisors of argumentative essays, assessors, and lecturers. Directors of the Departments, the Dean, and other Management Group members are also part of the faculty.

Supervisor/Assessor

The Supervisor/Assessor is a BALTDEFCOL faculty member who has been assigned to evaluate and guide the development of the Argumentative Essay. Simultaneously, the same person is responsible for providing documented input to the course participants' Argumentative Essay final assessment form.

In respect of the specific topics, the Course Director could accept an external Subject Matter Expert (SME) as supervisor/assessor. External SME could be proposed by the nation which has sent respective course participant, based on the specific area of expertise.

The supervisor can provide the recommendation for the Academic Writing Award nomination.

External Assessor

An External Assessor is an external expert or academic responsible for assessing course participants' Argumentative Essays in case of academic misconduct or an appeal initiated by the course participant. Also, an External Assessor is used in the process of validating the selection of the best Argumentative Essay(s) for the Academic Writing Award nomination.

Course Secretary

The Course Secretary is responsible for all daily secretarial and administrative duties for the CSELC.

4.2 Course Participants (Students) Organisation

Course Leader

The course participants will elect one individual to be the Course Leader from their own cohort. In the conduct of their official duties, the Course Director will delegate authority to the Course Leader with respect to fellow CSELC course participants.

The Course Leader is the voice of the course participants and represents them in all issues, both educational and those related to life outside the College. He or she will disseminate information to the course participants, collect their views on significant issues, and pass these opinions to the Course Director and faculty members. This includes organizing and conducting the course feedback session at the end of the course.

The Course Leader's responsibilities include, but are not limited to:

- Maintaining direct communication with and takes guidance from the Course Director regarding CSELC initiatives;
- Disseminating information to CSELC course participants;
- Acting as the nexus in collecting overall views of the course on significant issues and passing these opinions to the Course Director;
- Organizing the planning and execution of CSELC social and other events, both inside and outside of the College;
- Organizing the planning and preparation of end-of-course mementos on behalf of CSELC course participants.

Syndicates

For the small group tasks, course participants will be divided into syndicates, which are composed based on every individual group task. Throughout different syndicate activities, the focus is on peer-to-peer learning and organizing of tasks without the need of external guidance.

Course Educational Assistant

The Course Director will nominate one of the course participants to the role of Course Educational Assistant. The respective person will be responsible for guiding the course participants in regard to the preparation for that day. During the day, the Educational Assistant will meet, accompany, introduce, and thank Guest Speakers on behalf of the CSELC. Additionally, Course Educational Assistant is responsible for introducing some selected National news from his/her respective country, to facilitate an understanding about the Strategic Environment.

The Course Educational Assistant should also ensure that the classroom is properly prepared before and tidied after use.

4.3 Course Participants (Students) Responsibilities

While in the CSELC, course participants have a number of responsibilities pertaining to the maintenance of both academic rigor and individual propriety. In particular, course participants should:

- Conduct themselves with propriety both at the College and in public places;
- Respect guest speakers, academic faculty, and other course participants in an appropriate manner;
- Act in a scholarly way during class, syndicate, and extra-curricular activities;
- Meet with their supervisors regularly;
- Undertake the necessary preparation to fully engage with syndicate activities;
- Ensure compliance with the applicable academic regulations and standards during all assignments.

Section 5 – Curriculum

5.1 General

The BALTDEFCOL delivers the CSELC through a curriculum (see Annex B).

Regarding the educational process, a blended learning model is used, including distance learning based on ADL and residential periods.

The curriculum is delivered through the modules, which are smaller units of education, with a duration of one to two weeks.

Module Coordinators are responsible for particular modules on the CSELC; they organize and/or facilitate their modules' teaching and with the assessment process.

Faculty or Guest Speakers provide education and are assisted by the Course Director, External Module Coordinators, and Visiting Mentors.

The Course and each Module have predefined learning outcomes that are linked with Bloom's taxonomy (see Figure 4). These are statements relating to what each course participant *should* know or be able to do at the end of the course or each Module. Assignments of the Modules are designed to test the achievement of these outcomes.

5.2 Study Modules and Supporting Activities

M0	ADL – preparation phase
M1	Strategic Leadership
M2	National Security
M3	International Security Challenges

Modules 1 to 3 encapsulate key learning outcomes, which make up the bulk of the CSELC-level learning objectives. This does not mean that each learning outcome – at the specified level of the CSELC – is mutually exclusive, as the CSELC utilizes an integrated course outcome design.

The CSELC comprises one preparatory Advance Distance Learning module and three discrete and sequential core modules containing a variety of curriculum activities. These activities are optimized for residential delivery and are designed to attain the desired level of learning in the applicable subject. The modules are delivered as follows:

Module 0: Advanced Distance Learning (ADL)

The main aim of Module 0 is to prime Command Senior Enlisted Leaders for the same level of understanding in overarching topics such as various International Security Challenges, formal writing skills, and critical thinking. Additionally, selected pre-readings for upcoming study modules will be included so that course participants can start to familiarise themselves with issues that will later be covered during the course. For this Module, the BALTDEFCOL online platform ILIAS will be utilized to distribute the relevant online lectures, preparatory and supplementary readings, along with examples of the desired outcome for the Argumentative Essay. There are no contact hours during this Module, so the CSELs will complete the mandatory pre-recorded online lectures and familiarize themselves with preparatory readings at their own convenience. The Module can be completed in a manner that will not hinder the course participants' normal routine duty tasks. The estimated time for completion of the Module is 2-3 hours per day, depending on individual reading speed and prior familiarity with the covered subjects.

Module 0 will end with the online test with summative assessment in an ILIAS environment. There will be three attempts available for passing the test.

Levels	Learning Outcomes
2	Explain - the contemporary International Security Challenges, principles of the Strategic Leadership and the National Security.
2	Describe - the basic principles of critical thinking and academic writing in conjunction with their course paper formulation.

Assignment	Assessment
To pass an online test based on mandatory pre-readings.	Summative - Fail/Pass/Pass with Distinction
Credits: 1 ECTS	

Module 1: Strategic Leadership

The aim of Module 1 is to reintroduce Command Senior Enlisted Leaders to the theoretical and conceptual tools necessary to function effectively within a Command Team at the strategic level. The Module's overall aim has three mutually reinforcing components:

First, to provide course participants with the knowledge required to research and effectively and creatively communicate in both speech and writing;

Second, to enhance course participants' understanding of complex strategic decision-making processes to broaden leadership capabilities;

This Module also provides a basic overview of the key concepts and theories of critical thinking, military theory, strategic communication, and mission command that will be used as practical tools throughout the course. This Module also includes the Annual Baltic Military History Conference, a Military Theory seminar, and a panel review on the Role of the Strategic CSEL.

At the end of the Module, course participants should be able to:

Levels	Learning Outcomes
4	Distinguish the significance of the role of a CSEL as a key component to the Command team structure – explore effective ways to express higher-level ideas and provide options to support, shape, and assist with decision-making at a higher level.
4	Differentiate the significance of particular critical thinking and research strategies, models of strategic leadership, and higher command while applying them to complicated phenomena at the strategic level.
4	Investigate frameworks of higher command and the skills required for leadership roles utilized to overcome real-world Command Team challenges at the Strategic Level.
4	Examine mission command and other concepts and practices that shape higher command in peace and war – as well as within civil society – for the planning and execution of military operations.
2	Estimate the impact of various elements that contribute to the success or failure of higher leadership, especially at the Allied or coalition levels.

Assignment	Assessment
Actively participate in Syndicate activity addressing following topics: 1) CSEL Role in Strategic Command Team. 2) CSEL role in shaping the NCO Professional Military Education (PME) The commonly agreed vision is to be developed and presented.	Summative - Fail/Pass/Pass with Distinction
Credits: 3,5 ECTS	

Module 2: National Security Challenges

The aim of Module 2 is to survey the key actors, institutions, interactions, and procedures that contribute to the national security system and elements of national power. The Module begins with a study on the national security system, elements of national power, and strategic level planning. Later, course participants will study resource management and national security document systems. As an individual task or a team assignment, course participants will prepare and present their respective national security presentations. This Module will be concluded with a panel discussion of speakers from different elements of national power.

The week-long Module is designed so that having studied elements of national power and political-level planning and having received national security briefings from all nations in the course, course participants will be prepared for the next Module that will be focused on international security challenges.

At the end of this Module, course participants should be able to:

Levels	Learning Outcomes
4	Examine the respective country's national security aims and identify key concepts, processes, and relationships both internally and regionally.
4	Distinguish the relationships between respective national security objectives, defence strategies, and military capabilities along with the associated resource constraints.
4	Consider the elements of National power that are evident in national security documents.
2	Explain key partner nation security concerns and challenges and relate them to their respective country's national aims.

Assignment	Assessment
National security strategy briefing. Composed and presented individually or in pairs if there is 2 course participants from the same Nation.	Summative – Fail/Pass/Pass with Distinction
Credits: 2 ECTS	

Module 3: International Security Challenges

The aim of Module 3 is to identify contemporary trends from an international security perspective, lessons learned from the latest and current conflicts, and the main trends of future scenarios.

First, the Module will provide an overview of the security environment in the Baltic Sea Region, including Far North as an area directly influencing regional security and current challenges, including Russia's activities and NATO's response to the changing situation. A regional overview will be followed by a global overview, covering major hotspots in Europe, Asia, and Africa.

Tools of power, such as economic pressure, the use of energy, and the cyber domain, and propaganda, will be explored as part of the block of conventional and irregular warfare. It will be followed by the exercise '*Common Shield*,' which offers the course members the chance to work on regional analyses of hybrid threats and on developing potential regional countermeasures to confront these threats. The exercise prelude gives an opportunity to work with different Elements of National Power, National threat assessments, and other aspects of the complex Baltic Sea Regional Security Environment. Hence, the exercise verifies previously covered topics within the course and allows the course members to use the skills of critical thinking and analysis.

Following the global trends, the Multidomain Operations will be explained to the course participants. The theoretical overview will be followed by the exercise expanding on previously discussed elements of hybrid warfare and setting it to the context of multidomain operations.

Finally, future security environment and conflicts will be discussed. It includes aspects such as changes in global demographics, urbanisation, climatic change and climate refugees, extremism, artificial intelligence, and unmanned high-tech weapon systems. As a result, the course members will be able to distinguish potential characteristics of future conflicts, enabling CSELs to effectively advise their strategic level superiors and to familiarize themselves with the future challenges in the field of Professional Military Education of the enlisted personnel.

The residential period of the Module ends with Baltic Defence Study Trip (BDST) to Lithuania.

The graduation is expected to be co-conducted with the Senior Leaders Course in Vilnius, Lithuania.

At the end of the Module, course participants should be able to:

Levels	Learning Outcomes
5	Appraise the significance of the challenges posed by Russia, its strategic allies, and other rising powers and challenges and threats arising from various geopolitical theatres and functional areas, and analyse their impact on the security environment.
5	Assess recent developments in defence policy and planning at the bilateral and multilateral levels
2	Express the perception of the Mutli-domain Operations as a concept to counter and defeat adversary by joint force in all the domains of a future armed conflict
2	Identify the main characteristics of current and future conflicts, types of warfare, and the utility of armed force in the wider Baltic region and beyond

Assignment	Assessment
Exercise "Common Shield." In groups, a commonly agreed priority list of regional hybrid threats and the list of cross-regional countermeasures are to be developed and presented.	Summative – Fail/Pass/Pass with Distinction
Exercise on Multidomain Operations. The outcomes of the "Common Shield" exercise will be further developed.	Summative – Fail/Pass/Pass with Distinction
Credits: 6 ECTS	

Argumentative Essay

This task allows course participants to produce critical analysis on a topic related to the future development of the National and/or NATO NCO corps or to address the strategic aspects of the security environment, security and defence policy, defence strategy, or defence management. The research process is intended to provide the opportunity to improve course participants' argumentation and expression skills while authoring an Argumentative Essay. For the successful completion of the Module, course participants must prepare an Argumentative Essay following BALTDEFCOL academic standards as provided in ILIAS. Argumentative Essays have to be completed as an individual effort.

The assignment is expected to be in the range of around 3000 words, which is supervised by selected BALTDEFCOL faculty members or external Subject Matter Experts. Additionally, course participants will compose an executive summary in the format of a BALTDEFCOL speaking note for the Presentation Board to support her/his presentation.

Within two working days during Module 3, all the course participants will have an opportunity to present their topic, its importance, the essence of the problem, and potential solution(s)/recommendations. For this purpose, an Argumentative Essay Presentation Board consisting of a general officer(s), the Dean of the BALTDEFCOL, and the Course Director will be composed.

While the course paper's writing process promotes critical thinking, synthesis, and analytical skills of the course participants, the Argumentative Essay defence in front of the board challenges presentation skills and gives the sense of a realistic multinational strategic level working environment.

Lastly, the chosen topic allows course participants to bring up real-life shortfalls in the National or NATO military system and offer potential recommendations/solutions based on thorough their analyses.

The Presentation Board will select the best essay(s), which are the subject of potentially being published in the BALTDEFCOL collection of the best course participant(s) essays in *Ad Securitatem*.

At the end of this Module, course participants should be able to:

No:	Learning Outcomes
6	Assess contemporary strategic phenomenon, utilising – where appropriate – the relevant strategic theories or models of strategic leadership.
3	Apply the academic standards, ethical principles, and formal requirements of conducting research.
3	Present the key aspects of a strategic level challenge and defend its conclusions and recommendations.

Assignment	Assessment
An argumentative essay in Strategic Studies (70% written paper, 10% executive summary/speaking note, and 20% presentation)	Summative Fail/Pass/Pass with Distinction
Credits: 5 ECTS	

Baltic Defence Study Trip

The final stage of the CSELC Baltic Defence Study Trip (BDST) will be conducted in Lithuania.

During the trip to Lithuania, course participants will interact with security, defence, and communication planners and experts to validate the knowledge obtained during the course, based on the sample of one sovereign Nation in the Baltic Sea Region. Within a few days, the course participants will be familiarized with the Elements of Lithuanian National Power and perception of the Regional Security. Also, NATO's response to the Baltics' emerging security situation will be addressed while visiting Enhanced Forward Presence (eFP) in Rukla and NATO Air Policing Mission in Šiauliai.

Finally, the course participants will attend the concluding panel session of the Senior Leaders' Course (SLC) dedicated to the General Officers/Flag Officers and attend the joint graduation of the CSELC and SLC.

This study trip supports the learning outcomes of Modules 2 and 3 as it exposes course participants to national and regional perspectives on the security environment and relations with Russia.

Section 6 – Course Participants Assessment System

6.1 Introduction

Assessment is a continuous process intended to support the course participants' progress throughout the CSELIC and to enable the College to report to participating states on their course participants' performance if required so. The Course Director is ultimately responsible for the assessment of course participants. The Module Coordinators and Visiting Mentors assist the Course Director in the assessment. The following form of assessment is utilized at the BALTDEFCOL for the CSELIC:

	Purpose	Form	Sequence
Formative	To provide feedback during an educational activity or module. To achieve this, course participant may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded personalized feedback, given by Mentors.	During a module or course.
Summative	To determine whether course participants have met the prescribed aim and learning outcomes for modules. To achieve this, course participants are required to complete a summative activity for each Module.	Fail/ Pass/Pass with Distinction	End of a module or course

Course participants have to pass all assignments associated with a particular module in order to pass the Course as a whole. A course participant who for any reason receives a 'Fail' grade in one or more of the summative assignments will not graduate from the CSELIC but will receive a 'Letter of Attendance.'

6.2 Assessment Procedure

The procedure for the course participant assessment system consists of two parts. First, all modules include an assignment(s) that will be formally assessed, known as summative assessments. The assessment, together with the feedback, is intended to assist in the course participants' development throughout the course and will not be made available to the Sending Nations. Summative assessments are designed to formally assess course participants' performance and knowledge in line with the learning outcomes for the different CSELIC modules.

Second, the Course Director and Module Coordinators will monitor the progress of the course participants progress and performance throughout the CSELIC and will also provide them with personalized informal feedback:

1. **Course Director's Counselling:** time will be scheduled for individual counseling between the Course Director and each course participant during Module 3. Additionally, if deemed necessary, the Course Director can invite a course participant for ad-hoc counseling if the performance of the course participant during the CSELIC requires so.
2. **Diploma and Diploma Supplement:** will be provided to the course participant prior to graduation from the course.

6.3 Assessment of Academic Ability

The BALTDEFCOL uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS). However, the application of the assessment system and the use of the grading depends on each course's requirements and the length of courses.

A summative assessment will be carried out for every CSELIC module to formally assess course participants' performance and knowledge in relation to the modular learning outcomes. CSELIC course participants will receive a summative assessment of assignments by using Pass/Fail criteria only. In case of exceptional quality of the Argumentative Essay and follow-on proceedings, the course participant may receive Pass with Distinction.

Assignments assessed using Fail/Pass criteria will use grades outlined below:

Pass with Distinction	The course participant has exceeded the aim for the Argumentative Essay by displaying an outstanding grasp of the subject matter and an excellent ability to – remember; understand; apply, analyze; evaluate and create information.
Pass	The course participant has entirely or largely met the Module's aim by displaying a satisfactory grasp of the subject matter and a reasonable ability to – where applicable – remember; understand; apply, analyze; evaluate and create information.
Fail	The course participant has failed to meet the Module's aim due to an inadequate grasp of the subject matter and an inability to – where applicable – remember; understand; apply, analyze; evaluate and create information. There may also be evidence of various forms of academic misconduct, including plagiarism.

6.4 Re-assessment and Course Participant Appeals

In some cases, course participants might receive a **Fail** for an assignment. Should this occur, they will be afforded one opportunity to undertake a reassessment. After failing to pass the assignment during the reassessment process, an Academic Board will be convened and formulate recommendations for the Commandant. Based on the Academic Board's recommendation, the Commandant will inform the Sending/Sponsoring Nations of further actions.

If a course participant is dissatisfied with the assessment of a summative assignment, the course participant has the right to appeal their grade, but only if they can provide evidence showing why they believe they have been treated irregularly or unfairly. The procedure for course participant appeals is outlined in the *Standard Operating Procedure for Assessing Course participants' Assignments*.

6.5 Misconduct

In the case of academic or personal misconduct, course participants may face expulsion from the CSELC and return to their home country following procedures approved by the Baltic States and set out in the BALTDEFCOL Regulations. The various forms of academic misconduct are specified in Annex B.

Should a course participant's general course performance not meet the required level, there are three stages of warning:

- **Level 1 – Course Director's Dialogue:** when the Course Director is made aware that a course participant is not making satisfactory progress or contributing insufficiently to the course, he will discuss it with the respective course participant, informing that his/her progress is below standards and requires a swift improvement.
- **Level 2 – Course Director's Report:** should performance not improve, a report will be compiled by the Course Director and read by the course participant, who will sign it. At this stage, the Course Director will inform the Commandant and the Senior National Representative (SNR) (if appointed).
- **Level 3 – An Academic Board:** Led by the Dean of academics. Board is determining the final assessment and reporting to the Commandant.
- **Level 4 – Commandant:** if progress continues to be unsatisfactory, the Commandant may decide that the course participant should be removed from the CSELC and recommends the Sending Nation that he/she shall be withdrawn from the course.

6.6 Personalized Mentoring/Coaching to the Course Participants

In 2021, the concept of personalized mentoring was tested. As it occurred to be feasible and value-added to the course concept, in CSELC 2022 the format will be further developed. Like in 2021, BALTDEFCOL, in cooperation with the US Air University, offers Mentoring/Coaching Training Package, to the Course Leadership and External Module Coordinators.

The Personalized Mentoring/Coaching concept aims to assign prepared External Module Coordinators to the dedicated group of course participants. The primary task of the Mentor/Coach is to help setting up personal goals of the coachee, to observe the progression of these course participants throughout the course and provide sound advice concerning the course flow, the Argumentative Essay, and personal strengths and weaknesses. Mentors will provide final personalized feedback to the mentees at the end of the course.

6.7 Graduation Documents

Upon completion of the course, each CSELN course participant will receive a Course Diploma and Diploma Supplement.

6.8 Course Participant Awards

The CSELN has established three awards for course participants:

The Commandant's Award;
Academic Writing Award;
and Course Leader Recognition.

Awarded course participants will be recognized during the Graduation Ceremony.

Commandant's Award

This award recognizes the course participant whom the CSELN leadership believes has demonstrated the most outstanding overall creativity, insight, rigor, leadership, and comradeship. This particular course participant will achieve exceptional academic results in all assignments while also showing excellent leadership and comradeship throughout the course. He or she will also enrich the educational experiences of his or her colleagues, contribute extensively to the course, and reflect the values and expectations of the BALTDEFNOL.

The Course Director will nominate a course participant worthy of the Commandant's consideration for the award in close coordination with the Dean and Mentors/ External Module Coordinators.

Academic Writing Award

The course participant who demonstrates the highest excellence on the CSELN for his/her Argumentative Essay and defends it in the best quality in front of the Presentation Board will receive an Academic Award and will be offered an opportunity to publish an Essay in BALTDEFNOL online collection of the best course participants/students papers '*Ad Securitatem*'.

Course Leader Recognition

This recognition is presented to the course participant who the fellow course participants have selected to perform the Course Leader's tasks.

Section 7 – Course Evaluation Process

7.1 General

Curriculum development is a continuous process involving the review of the current course programme, planning and authorship of new or revised material, approval of changes, and the production and distribution of the course material.

The BALTDEFCOL will continuously endeavor to improve the curriculum by making it more effective, relevant, agile, and responsive to new challenges.

To further develop the course, an evaluation system is used. This system involves course participants, faculty, the management group, and others involved in the delivery of education.

7.2 Course Feedback System

Both, course participants and the College Leadership (Academic Board) evaluate the CSEL. The Course Evaluation System consists of four separate elements: Module Feedback, Course Feedback, and After Action Evaluation. Given this unique course development procedure, the tri-annual International After Action Review Conference is added to the Course Feedback System.

Module Feedback

The objective of Module Feedback is to receive immediate feedback from course participants by the respective Module Coordinators and Course Director on each Module to monitor the learning process, make any necessary adjustments to the ongoing Module, and gather data for an overall evaluation.

Course Feedback

The objectives of Course Feedback of the course participants is to provide an overall assessment of the course to the members of the College Management Group and to receive recommendations on the areas that need improvement and more attention in the future. The Course Feedback of the course participants consists of two parts – individual feedback submitted by every course participant and subsequent discussion and preparation of a joint briefing by the CSEL.

Members of the College Management Group are to attend the Course Feedback briefing, allowing them to draw Lessons Identified within respective areas of responsibilities.

After Action Evaluation

The objective of After Action Evaluation is to gain course participants' views about the CSEL after graduation, focusing on how their participation has met the requirements of their current position in particular. An online questionnaire is sent to the CSEL graduates once every three years to support the further development of the CSEL concept in the framework of the BALTDEFCOL tri-annual cycle of Educational Requirements Seminar (ERS).

After Action Review Conference

It is a format bringing together representatives of the BALTDEFCOL Framework Nations, CSEL Founding Nations, NATO entities which have been supporting CSEL development, and other Nations sending Course Participants to attend CSEL. The goal of the event is to sum up the previous period and to seek the recommendations about the future course content. Conference is conducted once in every three years. Next AAR Conference is scheduled to take place in the beginning of 2026.

ANNEX A | Abbreviations

AAR	After Action Review
ADL	Advanced Distance Learning
AE	Argumentative Essay
BALTDEFCOL	Baltic Defence College
BDST	Baltic Defence Study Trip
CH	Contact Hours
Credits	Credit Points assigned based on ECTS
CSELC	Command Senior Enlisted Leaders' Course
ECTS	European Credit Transfer System
EST	Estonia
IPT	Individual Preparation Time
JCGSC	Joint Command and General Staff Course
LVA	Latvia
LTU	Lithuania
NATO	North Atlantic Treaty Organisation
PME	Professional Military Education
SNR	Senior National Representative