



Leadership development and harmonisation of Curricula

ACoC Workshop Report

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List of abbreviations

AAR	After Action Reviews
ACoC	African Conference of Commandants
AFCSC	Armed Forces Command and Staff College
AIS	Accountable Instruction System
AU	African Union
ASF	African Standby Force
CDF	Chief of Defence Force
CGSS	Command and General Staff School
CJAX	Combined Joint African Exercise
DLF	Defence Leadership Framework
DS	Directing Staff
EAC	East African Community
ECOWAS	Economic Community of West African States
ETD	Education, Training and Development
ISS	Institute for Security Studies
JIIM	Joint, Interagency, Intergovernmental and Multinational
OES	Officer Education System
PEX	Peer Evaluation Exercise
PSO	Peace Support Operations
REX	Revision Exercise
RPTC	Regional Peacekeeping Training Centre (SADC)
SADC	Southern African Development Community
SANWC	South Africa National War College
SDS	Senior Directing Staff
UN	United Nations
UPDF	Uganda Peoples' Defence Force

Introduction

The African Conference of Commandants (ACoC) Secretariat, (hosted within the Conflict Management and Peacebuilding Division) of the Institute for Security Studies (ISS), successfully co-hosted a two-and-a-half-day workshop on *Leadership Development and Harmonisation of Curricula*. The workshop, which was sponsored by US AFRICOM, brought together 35 delegates from 12 African staff colleges (Botswana, Burundi, Cote d'Ivoire, Ghana, Kenya, Libya, Malawi, Mozambique, Nigeria, South Africa, Uganda, Zambia) as well as expert speakers from the United States, United Kingdom and South Africa. The event took place from the 24–26 June 2013 at the Imperial Resort Beach Hotel in Entebbe, Uganda.

The specific objectives of the workshop session were to:

- Share best practices with reference to leadership development. Leadership development of officers remains one of the prime focuses of ACoC

organisation and the intention of the workshop was for colleges to share their approach to the education training and development of leaders.

- Explore and discuss how regional colleges can and do align similar modules in order to benefit from a 'joint-ness phase'.
- Discuss other areas of action to support the vision/initiatives of ACoC. (It is usually the commandants who express opinions during the AGM – this would be an opportunity for the Senior Directing Staff to raise their viewpoints.)

The workshop was structured into presentations and working groups, with presentations often followed by a brief question-and-answer session.

This report highlights the salient issues that emerged at the workshop.

Welcoming remarks

Colonel Stephen Oluka

(Deputy Commandant, Senior Command and Staff College, Kimaka, Uganda) and

Captain (SAN) (rtd) Johan Potgieter

(Executive Secretary, ACoC Secretariat)

The welcoming remarks by Colonel Stephen Oluka were made on behalf of Major-General Francis Okello, who was unable to attend the workshop due to prior engagements. Colonel Oluka also extended greetings from the Chief of Defence Staff of the Uganda People's Defence Force to the participants and wished them fruitful deliberations.

In his welcoming and introductory remarks, Johan Potgieter briefly reflected on Professor Peter Vale's writing (Professor of Humanities at the University of Johannesburg), who theorises that the military culture of the African soldier is a reflection of the

environment/society that they originate from. He further suggests that the desired societal behaviour can be 'reversed' or influenced by the conduct of the military professional. The officers/soldiers could thus serve as catalysts for influencing society towards desired behaviour. The example of behaviour and ethical conduct of the officers, as the critical mass within those societies, is thus important for attaining the desired results. This was the background against which Mr. Potgieter introduced the programme as well as the expected outcomes anticipated from the discussions during the workshop.



Translating theory into practice

Approaches to leadership development – knowledge, skills and attitude requirements

This session provided inputs from experts from the UK, US and South Africa on their approaches to leadership development.

LEADERSHIP DEVELOPMENT – THE UK APPROACH

Brigadier Ian Huntley,

Head, Centre for Defence Leadership and Management, Defence Academy, Wiltshire, UK

Brigadier Huntley's presentation centred on the UK's approach to officer leadership development and training and what the Centre for Defence Leadership and Management does in this regard. He explained that the Centre is the UK's lead institution on leadership development for UK officer's leadership education and training. The Centre, which trains about 500 officers a year, was established to design an overarching policy framework and strategies for managerial and leadership development. Amongst others, the Centre undertakes research, establishes links with relevant organisations, public and private, sets standards and provides a reservoir of knowledge on leadership, including training and development opportunities and best practices; provides a gateway for obtaining information on external developments and enables those outside the Ministry of Defence to make use of the Centre's knowledge and expertise, acting as a central focus for contact with external suppliers; and also provides training and coaching in management and leadership, particularly for staff at the more senior levels, by organising or facilitating short courses, training modules and seminars, drawing on the best expertise available externally or internally.

The Centre has also defined the concepts of command, leadership and management, and has

developed a leadership model using the Defence Leadership Framework (DLF). The DLF does not replace the leadership models in use by the UK's single service training and education establishments, but it is rather complementary, as the single service models have been mapped to the DLF model. The DLF therefore serves as a 'Rosetta Stone' as it provides a clear indication of the single service's fit on leadership within 'Unified Defence' from the highest levels down. The Centre defines the concepts as follows:

- Leadership is visionary. It is the projection of personality and character to inspire the team to achieve the desired outcome. There is no prescription for leadership and no prescribed style of leader. Leadership is a combination of example, persuasion and compulsion dependent on the situation. It should aim to transform and be underpinned by individual skills and an enabling ethos. The successful leader is an individual who understands himself or herself, the organisation, the environment in which they operate and the people that they are privileged to lead.
- Command is a position of authority and responsibility to which military men and women are legally appointed. Leadership and management are the key components of the successful exercise of command. Successful management is readily measured against objective criteria but commanders are not leaders until their position has been ratified in the hearts and minds of those they command.
- Management is a facet of command. It is about the allocation and control of resources (human, materiel and financial) to achieve objectives. Management requires the capability to deploy a range of techniques and skills to enhance and facilitate the planning,

organisation and execution of the business of defence. A successful manager combines these skills with those of leadership. A manager with the style of management most suited to the circumstances is the most successful (a leader/manager).

Brigadier Huntley also elaborated on the relationship between the three concepts. Thus, leadership is about people and turbulence and is essentially an art. Management is about staff numbers and is principally a science. But, one cannot be a successful commander without balancing leadership and management. Positional power of the leader – conferred on him by the authority vested in command – allows transactional leadership when the context is relatively stable. However, what is more important is the transformational space, which relies on personal power and which comes to the fore when the context changes or the paradigm alters.

Brigadier Huntley explained the journey of the UK officer's leadership education, which begins with Initial Officer Training, Junior Officer's Leadership Package, Advanced Command and Staff College, Higher Command and Staff Course and Defence Strategic Leadership Programme, and finally culminates in the Royal Defence Studies. He also elaborated on the different theories of leadership (great man theory, trait theory, functional leadership, etc.). However, he emphasised that leadership development is a continuum – a journey – and the ideal leadership style has the following characteristics:

- Visionary – when a new vision is required
- Coaching – connects personal needs with organisational goals
- Affiliative – to heal rifts in the team: people come first
- Democratic – to build buy-in: get valuable input
- Pacesetter – lead by example
- Commanding – in a crisis: to kick-start a turnaround

Brigadier Huntley cautioned against the attributes of toxic leadership (defined in the US Army War College Class of 2003), which is explained as follows: "Destructive leaders are focused on short-term mission accomplishment. They provide superiors with impressive articulate presentations and enthusiastic responses to missions. But they are unconcerned about, or oblivious to, staff or troop morale and/or climate. They are seen as self-serving."

In closing, he challenged officers to ask themselves the following questions in identifying their leadership styles and traits:

- Are you the sort of leader who is equipped to deal with volatility, uncertainty, complexity and ambiguity?

- How adept are you at managing information extremes?
- Are you effective and comfortable in environments where constructive dissent is both necessary and encouraged?
- How culturally attuned, self-aware and resilient are you?
- Are you equipped to lead change?

Q&A/Comments

- In the UK Defence Force, assessments of leadership development are tied to performance assessment reports. Only 30% of officers go on to staff courses. It is important, however, to be cautious of having an A Team or a B Team in identifying achievement/accomplishment.
- Ideal leadership should be value driven. However, it is difficult to change personal values, which often are influenced by one's culture and environment. There is therefore the need for leadership to be cautious, especially if such values are badly at odds with those of an organisation
- It is vital to remain ethical and act legally, regardless of the pressure leaders may be working under, even in difficult and complex situations.
- Even though mission leadership is important and critical for making rapid decisions, it still does not excuse a mission leader from seeking a superior's authority.
- Servant leadership is implicit in the training of UK officers and is the essence of leadership.
- In order to get buy-in so that the desired leadership qualities are acquired, it is important to inculcate and foster a culture and attitude that recognises that one cannot study leadership enough – it is a continuous life-long learning process and this is the message that needs to be got through to officers.
- The greatest obstacle faced in leadership development is time – there is not enough time for this. Finding time, even by leaders themselves to think about leadership, is a challenge. Great leaders are, however, also those who have taken the time and trouble to look after their team – letting them know they matter, speaking to them, getting out of the office and speaking to their staff, etc.

US ARMY LEADERSHIP AND LEADER DEVELOPMENT

Mr Clark Delavan

Director, Center for Army Leadership, Fort Leavenworth, Kansas, USA

Mr Delavan focused his presentation on the structure and organisation of the Command and General Staff

School (CGSS), the Curriculum Development Process and the Accountable Instruction System (AIS). The purpose was to share understanding of the foundations, leadership and leader development of the US Army and also to initiate dialogue among workshop attendees on leader development. He explained that the basis of leadership in the US Army is grounded in America's history, loyalty to the nation and the Constitution, accountability to authority and evolving doctrine, with leadership requirements based on democratic foundations, defined values and standards of excellence.

Mr Devanal defined leadership as the "process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organisation." He argued that the purpose of leadership is to make choices and establish unifying direction for an organisation and is a process that can be learned, monitored and improved. He also emphasised that the US Army endorses the idea that leadership does not happen by chance, but must be developed. Mr Devanal also explained that the US Army Leadership Doctrine provides the common framework for leadership development in the US Army. Amongst others, the Doctrine provides a fundamental set of attributes and competencies common to all cohorts and leadership levels (direct, organisational, strategic and collective leadership) as well as direction on aligning leader development activities (institutional, operational and self-development domains).

Mr Devanal also highlighted the US Army Leadership Requirements Model, which comprises 13 attributes and 10 core competencies. Attributes comprise character (army values, empathy, warrior/service ethos, discipline); presence (military and professional bearing, fitness, confidence and resilience); and intellect (mental agility, sound judgment, innovation, interpersonal tact, expertise). The 10 core competencies are defined by the following traits: leads (leads others, builds trust, extends influence beyond the chain of command, leads by example and communicates); develops (creates a positive environment/fosters esprit de corps, prepares self, develops others, stewards the profession); and achieves (gets results). Mr Devanal also noted that leader development is "the deliberate, continuous, and progressive process – founded in Army values – that grows soldiers and army civilians into competent, committed professional leaders of character." He stressed that leader development is achieved through the career-long synthesis of the training, education and experiences acquired through opportunities in the institutional, operational and self-development domains, supported by peer and developmental relationships. He also spoke about the process of leadership development in the US Army, that is the ways (how the army develops

leaders) and the ends of achieving this (what they develop in leaders to be, know and do).

In terms of professional education, Mr Devanal explained that the Officer Education System (OES) for both officers and warrant officers consist of four progressive and sequential developmental courses across the first 20 years of service. The goal of the OES is to produce a corps of leaders who are fully competent in technical, tactical and leadership skills, knowledge and experience; are knowledgeable of how the Army runs; are prepared to operate in Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments; demonstrate confidence, integrity, critical judgment and responsibility; can operate in an environment of complexity, ambiguity and rapid change; can build effective teams amid organisational and technological change; and can adapt to and solve problems quickly. The OES also produces warrant officers who are highly specialised experts, trainers and leaders who are fully competent in technical, tactical and leadership skills; creative problem solvers able to function in highly complex and dynamic environments; proficient operators, maintainers, administrators and managers of Army equipment, support activities and technical systems.

With regard to the General Command and Staff Course, officers are educated and trained to be agile and adaptive leaders, capable of critical thinking, and prepared to lead forces under mission command in a range of Army, joint, interagency, intergovernmental and multinational operations in unstructured environments. In closing, Mr Devanal also spoke on the determinants of leader development, which are the climate or policies and processes; culture (institutional character); as well as the curriculum, i.e. what and how they teach. He also reiterated that the US Army leadership doctrine guides the actions of its soldiers and leaders, and its schools and units continuously develop leaders in accordance with the leadership doctrine.

Q&A/Comments

- Reservists and those in the regular forces are trained in the same way with regard to education and courses.
- In order to reconcile military culture and societal culture and attitudes, it is expected that when people enlist they will comply with organisational values. The task of leadership in this regard is to enforce expected organisational standards of behaviour. The ideal is also to shape ideals when officers are young.
- It is important for leadership to be mindful of the need to continuously improve and develop their leadership, especially in this day and age of information technology.

Continuous Learning, Learning Organisations and Military Career Development – Facing the Challenge, Lieutenant-Colonel (Prof.) Abel Esterhuysen, SA Defence Academy, Saldanha, RSA

Prof. Esterhuysen's presentation was a critical assessment and elaboration of the interrelationship between learning, learning organisations and the officership development process and the challenges thereof. He noted the differences between an organisation of learning and organised learning, and stressed the need for organisations to critically question who they were bringing into their organisations, due to the need to be able to inculcate relevant and desired leadership qualities.

Prof. Esterhuysen argued that officers tended to think in a linear manner: whereas in the making of lieutenants, emphasis is placed on developing technical competence and leadership, in the making of majors, the emphasis is on tactical command, in colonels it is on operational command and in the making of generals it is on strategic command. Prof. Esterhuysen stressed that a military force should be best studied from an interdisciplinary approach and perspective, otherwise it leads to insinuations about military education being "... a mile wide and an inch deep" or that it is "... more a shock treatment than a broadening of intellectual horizons".¹ With the exception (in some cases) of pre-commissioned education, Prof. Esterhuysen also argued that militaries have a natural predisposition to train (and not to educate), and to provide training (sometimes education) on a needs basis, and that the focus on personnel development is on the need for command (i.e. command and staff colleges). He called for a holistic education and not just the training of officers, citing the ever-changing military environment. He stated: "The military profession's role has expanded over the course of the last century, widening from the management of violence early in the century to encompass the management of defence following the Second World War and the management of peace after the Cold War."²

Prof. Esterhuysen also explained the different learning structures for officers in which the military operates, that is, formal command, informal structure, loyalty or identity structure as well as functional structure. In the formal command structure a soldier at the bottom of the chain of command receives orders from the person at the top and learning is through courses. The informal structure is one whereby learning is through mentorship, and there are unwritten conventions of behaviour in the absence of formal constraints. It finds particular expression in the idea of comradeship. The loyalty/identity structure is focused on belonging and group identity, and the learning process is by buddying, which fosters a sense of unity and common interests and responsibilities. Finally, in the functional structure, attitudes, feelings and expectations are connected with the carrying out of military tasks and activities, and the concept of 'soldierly', and learning is through experience – through what we do/after-action reports.

In closing, he emphasised the need to find a balance between the bureaucratic and professional military worlds and the internal and external operating environments. He also reflected on the importance of educating officers before training them. However, he stressed that for education to be effective, adequate time for articulation/internalisation and reflection must be provided to give students a better chance of retaining the knowledge that they have acquired. The most pressing challenge faced by colleges is to balance physical training and education, and this is also dependant on who is doing the education and training and how it is done.

NOTES

Crackel, T.J. The Making of Lieutenants and Colonels. *The Public Interest*, No. 76, Summer 1984, p. 26.

Burk, J. "Expertise, Jurisdiction, and Legitimacy of the Military Profession". In Snider, DM & Watkins, G (Eds): *The Future of the Army Profession*, McGraw-Hill, New York, 2002, p 29

Staff college approaches to leadership development

During this session, the staff colleges (Botswana, Burundi, Cote d'Ivoire, Ghana, Kenya, Libya, Mozambique, South Africa, Uganda and Zambia) gave brief descriptions on their entrance criteria, approach to life-long learning, and Education, Training and Development (ETD) methodology of leadership development. Afterwards participants broke away into regional groupings to discuss how, through career ETD, leadership can be enhanced and how desired characteristics of military leaders can be identified. They also provided examples of military leadership in Africa.

From the presentations it was apparent that most of the colleges had similar selection criteria and methodologies for leadership development. The general selection criteria includes:

- First degree qualification (Botswana, Nigeria, Kenya)
- Fitness (physically and medically)
- Rank of major or equivalent
- Length of service
- Passed relevant examinations conducted by respective services
- Passed the junior course.
- Officer cadet 18 to 25 years
- Written interviews
- Oral interviews
- Physical fitness test
- Medical examinations
- Vetting exercise (security organisations and educational institutions)
- Twelve months training, etc.

As far as methodology is concerned, most colleges had similar education and training methods comprising lectures, presentations, syndicate room and central hall discussions, mapping exercises, tactical exercises, tactical

exercises without troops, film shows, research work, seminars/symposia, visits and tours, demonstrations, field deployment, social programmes and interviews.

Most of the colleges shared the leadership attributes as expressed by Uganda. These include personal qualities that are continuously assessed based on:

- attitude to a course
- enthusiasm/desire to contribute
- approach to work
- intellectual ability, logical thinking, ability to absorb knowledge
- common sense
- independence of thought and imagination
- determination, drive and 'spark'
- strength of character and maturity
- sense of humour and tolerance
- confidence and courage
- industry and reliability
- relations with others
- tact and cooperation).

Other qualities include military knowledge:

- general understanding of the defence services
- own corps and other arms and services
- tactical and strategic knowledge
- theory and practical application
- Revision exercise (REX)
- Staff procedures
- power of expression, both oral and written
- ability to organise.

The final selection criteria is based on general assessment through peer evaluation exercise (PEX) and

directing staff students' evaluation exercise at the end of a course.

Kenya also shared ways in which leadership qualities are inculcated, and this is achieved amongst others through taking the lead in exercises or appointments, individual/group presentations, key personalities visiting lectures, academic enhancement, research, analysis of past campaigns and giving a vote of thanks during visits. The colleges also shared parameters of assessment criteria, especially of character traits.

However, most of the colleges have different training levels and periods at the operational and tactical levels. Most staff courses last a minimum of 45 weeks. In Cote d' Ivoire, for instance, officer cadets are sent abroad for their training after admission. Most degree and certificate courses are done in France and offered in French. In Libya, there are on-going defence reforms and revision of curricula following the Libyan crisis. Staff College Libya is therefore in the process of identifying best practices for recruitment, retention and selection criteria. This is based on assistance from development partners (the UN, EU and some members of the Arab League). A unique

challenge faced by Staff College Botswana is the retention of officers as they are recruited from among university graduates, who often leave for 'greener' pastures after some years in the Defence Force.

Q&A/Comments

The need for colleges to clearly articulate and define the 'end-product' they desire was identified from the presentations made – what kind of leader are we looking for? How do these traits tie in with the continuous learning process?

Indeed, this was identified as a gap in staff college ETD as leadership is not necessarily an essential element of every module/subject, but rather offered as a stand-alone or special module in staff colleges. In fact, most of the colleges have not developed their own leadership doctrine.

It was also noted in the discussions that most militaries, for instance in Kenya, use traditionally accepted character traits and standards and measure these against observed individual character traits. These include teamwork, intellectual capability, reliability and availability.

Harmonisation of content and alignment of modules

SETTING THE SCENE

Colonel Sean Stratford

Chief Instructor, South African National War College (SANWC)

Colonel Stratford's presentation was a reflection of how curriculum harmonisation could be taken forward in future. This was based on examining the benefits of curriculum harmonisation and a description on the general approach adopted in the SADC. He discussed how engagement with partners could benefit from curriculum harmonisation and the SADC CJAX (Combined Joint African Exercise). He began by noting that in his opinion, curriculum harmonisation (broadly speaking), incorporates "selective measures and activities, collectively undertaken by staff colleges to promote a common approach to command and staff training, in order to deliver, where possible, agreed multinational doctrine and procedures." He argued that this definition is particularly pertinent to African staff colleges. So why bother with curriculum harmonisation? After all, staff colleges are national institutions, serving the defence forces of sovereign African countries.

Progress on security integration on the African continent has been haphazard. There is no African defence college, and unlike NATO, which has enjoyed common doctrine and procedures for nearly half a century, neither Africa nor its regions can boast anything approaching this yet. Colonel Stratford went on to add that despite this, in 2012, the African Conference of Commandants (ACoC) decided to prioritise curriculum harmonisation, recognising that AU operations demand increasing multinational interoperability and that AU doctrine development has progressed to the point where a common core doctrine on African Standby Force (ASF)

operations (peacekeeping) will be formalised very soon. At a national and regional level, colleges have a lot to gain from collaborating, not least because the process of peer review undoubtedly raises standards and brings out the best in our learners. Opportunities for travel, budgets, transport connections and regional politics will all determine what is possible in any given African region. Conflict, or in SADC's case, the absence of it for now, inevitably shapes perceptions of what is necessary, affordable and achievable with the resources available.

In terms of regional military integration, Colonel Stratford noted that SADC has made a lot of progress. The SADC Chiefs of Defence Forces meet annually prior to their continental gathering in Addis Ababa, and there is sufficient political goodwill among former allies in the liberation struggle to promote a common approach to various security issues that affect the region such as poaching and human trafficking. Therefore, at a practical level, the colleges decided that there was enough existing integration to make their staff college efforts work. Three of the SADC staff colleges had in fact been delivering CJAX for three years as well as hosting some joint seminars. The Commandants all know each other well and the chief instructors and many directing staff in Botswana, South Africa and Zambia have worked together and visited each others' colleges and therefore were well placed to take things further. Colonel Stratford remarked that it is worth noting that the SADC experience of curriculum harmonisation grew out of CJAX and other concrete outputs, rather than a deliberate process that started with a blank sheet of paper. Having said that, the commandants at their inaugural curriculum conference in Lusaka decided to continue the curriculum harmonisation process with a series of further concrete measures.

THE SADC ACoC APPROACH TO THE CURRICULUM DEVELOPMENT PROCESS

Colonel Sean Stratford

Chief Instructor, South Africa National War College (SANWC)

SADC colleges took the view that they were best placed to progress ACoC's policy of curriculum harmonisation by building on the CJAX structure already in place in SADC. This includes a revolving Coordinating Authority, which changes every two years. This year, the SADC commandants held a regional curriculum conference, working on the general principles set out at ACoC and developing these into concrete proposals. The SADC Regional Peacekeeping Training Centre (RPTC) was also involved and its commandant provided advice to the conference on doctrine, training policy plus any regional political issues, which would have to be taken into account. All the colleges, however, face different challenges, and in order to work together effectively they have had to get to know each other's relative strengths and limitations.

Since the aim of building trust and mutual understanding underpins the whole process of curriculum harmonisation (same for commandants, DS and learners), the process adopted is important. Based on experience, Colonel Stratford stressed that it is important to understand each other's individual positions well before attempting to take more steps towards integration, which might put colleges under strain and lead to undertakings not being met. The key requirement in the case of SADC was then to sketch out the 'art of the possible': the colleges discussed what they might like to do together in an ideal world – this was a useful conversation to have because upcoming operations were discussed and they also realised there were things they would like to harmonise but could not for want of joint doctrine or policy at the regional planning element level. As a result, they identified further groundwork, which would be needed before their future aspirations could be met and this would be a useful talking point when the commandants brief their respective Defence Chiefs in the final part of the process. Next, the colleges tried to rule out the unfeasible based on the various constraints faced by individual colleges (some are constrained by real estate and lack of bed spaces, a shortage of Directing Staff, others by difficult academic partners and others by access to resources, so a 'one-size-fits-all solution won't work). In the margins of this process, there were a number of extremely useful conversations between colleges as to how difficult issues such as academic

partnerships; plagiarism, etc. were dealt with in different countries. Finally, the commandants adopted a series of proposals and identified where enabling staff work needed to be apportioned.

The most important aspect is keeping seniors informed of exactly what they are doing and why. This applies both nationally between commandants and their respective Chief of Defence Force and also regionally in respect of the SADC planning element. Experience shows that for civilians, particularly senior officials and high-quality academic or professional speakers, it is very beneficial to run events which make use of their skills in more than one college over a period, for instance a working week. Sponsors or partners can then 'leverage' their input and ensure that a consistent and high-quality delivery is matched across two or three colleges in the region at minimal cost to the colleges concerned. Clearly this is only an option if some curriculum or module overlap is in place between the receiving colleges. If this is the case, at suitable points in the curriculum, a 'roadshow' can be organised where partners can deliver seminars around the region on consecutive days. This format is in use in SADC for the Security Studies Seminars and the Civilian Component Roadshow, in which teachers learn about the key civilian and police roles in integrated AU Missions.

Colonel Stratford also spoke at length about CJAX, which he noted is an output of the African Conference of Commandants and a standing agenda item. CJAX has grown in scope and complexity since 2010. "The aim of CJAX is to train in a joint, multinational and interagency environment in order to promote a better understanding of the challenges involved in planning and coordinating a complex, multinational Peace Support Operations (PSO)." CJAX objectives are aimed at enhancing student knowledge of the full range of combined and joint operations planning, providing practice on operational-level planning using regional ASF (AU) doctrine, improving students' ability and working skills in an interagency and international environment and addressing developments in African security and defence policy.

In conclusion, Colonel Stratford observed that the experience SADC has had of trying to establish a common approach among its colleges has not always been smooth, but it has been very worthwhile and is still, to a large degree, a 'work in progress'. Learners gain a great deal from it and we look forward to the development of measures adopted by our commandants in Lusaka. Among these, the creation of a common SADC PSO course stands out as an exciting project with the prospect of great benefits to operational interoperability. He noted that there was little

doubt that any harmonisation project would require organisation, extra staff work and would cost money. Partners are also key to the process as is leadership and 'value added' from the regional body. The very process of harmonisation itself, which requires compromise, relationship building, buy-in from seniors and careful course of action selection, is of great benefit in creating the conditions of trust and mutual understanding among allied nations, which in turn forms the bedrock of all joint and multinational military undertakings. In moving forward, the countries of Botswana, Zambia, South Africa, Namibia and Malawi hope to invite guests from Zimbabwe, Mozambique, Angola and elsewhere to visit CJAX 2013 and observe the reality of staff college curriculum harmonisation.

BRIEF AND GROUP FEEDBACK ON SIMILAR INITIATIVES WITHIN EAST AFRICAN COUNTRIES

Staff colleges from the East African region (Burundi, Uganda and Kenya), on the other hand, reported that they were in the process of synchronising their calendars so that they all start their calendars in June as a way of enhancing harmonisation. Kenya and Uganda start their courses in July. The staff colleges also reported that they had already harmonised some of their curricula on peace support operations, with the last exercise (Ushirikiano Mwema) held in Rwanda in November 2012, and before that in Tanzania was Exercise Kilimanjaro in 2007. The exercises are conducted under the direction of the EAC Secretariat. The challenges identified in the harmonisation process are the incorporation of civilian and police components. The other way in which staff colleges enhance harmonisation is through exchange of directing staff and students. As a result of these exchanges, directing staff are able to glean best practices, which they then can adopt.

Commandants from the EAC region also meet twice a year to deliberate on issues concerning their staff colleges. However, even though the colleges have not harmonised their doctrines, their training methodologies are almost similar. At the moment, the staff colleges are trying to adapt their modules to align with the EAC integration requirements.

Staff colleges have also been able to address language challenges by adopting English as the standard medium of instruction. However, the region is seeking to have their training modules translated into French. A different language barrier, however, still persists, especially for students from South Sudan, as most are not proficient in the English language.

BRIEF AND GROUP FEEDBACK ON SIMILAR INITIATIVES WITHIN WEST AFRICAN COUNTRIES

Staff colleges from Nigeria and Ghana reported that they had a tradition of exchanging students as a way of enhancing harmonisation. However, these exchanges are limited to students and not to directing staff. Similarly, amongst Francophone countries, only students are exchanged. Apart from this, in 2010 Ghana organised a regional CJAX. Nigeria was meant to host the 2011 CJAX. However, due to resource constraints and lack of political commitment from the ECOWAS Commission, the exercise has yet to be conducted. Recent developments to lobby the Commission are under way and staff colleges from the region expressed optimism that they would soon obtain the political support and commitment they were seeking to conduct another ECOWAS CJAX.

Colleges from the region, however, identified the need to standardise inter-operability. They also drew lessons from the SADC and EAC regions and identified the need for West African commandants to meet on a regular basis to discuss regional staff college issues. Staff colleges from the region also agreed that they could attempt to align certain modules and not curricula, especially on similar subjects such as the conflict and crisis module (Ghana and Ivory Coast agreed on this as a first step). All in all, all the regions noted the need to align their curricula and to identify the possibility of doing so in an attempt to enhance similar standards.

Feasibility of joint exercises **Colonel Sean Stratford**

During this breakaway session, Colonel Stratford offered practical advice on conducting successful joint exercises. First, there is the need to determine what it is that colleges want to achieve (end state). Southern African countries, for instance, have chosen to focus on peace support operations. It is critical to identify desired objectives, which must be clearly defined, achievable and measurable.

It is also important to identify the critical success factors, that is, what is it that you want to do well? In attempting to harmonise curricula, for instance, it is important to ensure that dates are similarly scheduled. Colonel Statford also noted the need to sort out exercise scenarios, map out a programme on administrative issues (especially keeping channels of command updated), involving civilian partners and providing an adequate budget. It is also important to invite other colleges as observers.

Curriculum design and the development process (CGSS)

Colonel Jerome K. Hawkins

Director Department of Joint, Interagency and Multinational Operations, Fort Leavenworth, Kansas, USA

Colonel Jerome's presentation complemented Colonel Delavan's presentation, with further elaboration and discussion of the structure and organisation of the CGSS students and faculty, curriculum development process and accountability instruction system. He also spoke about the design of the CGSS curriculum, noting that the most important question to consider is: what are you trying to accomplish? The mission and purpose drive the design: what do you want the students to know? In terms of the objectives, the important question to ask is: what do you want students to do after a course? Do you want students to just comprehend something or to learn?

In terms of leadership development, Colonel Jerome explained that leadership is part of each course that is taught at the college, with the academic block starting in August and ending in June of the following year. The college graduates about 1 400 students a year and has six departments, five of which develop the curriculum. The curriculum comprises core subjects, advanced operations courses and electives. The core subjects are on force management, while the purpose of the advanced

operations course is "to educate and train field-grade leaders to serve as staff officers and commanders with the ability to build teams, lead organisations and integrate Unified Land Operations with joint, interagency, intergovernmental, and multinational partners in complex and uncertain environments."

During ensuing discussions, Colonel Jerome also explained that after action reviews (AAR) are used to ensure that the curricula are updated, especially based on experiences from the field, with a division that is dedicated to developing new doctrine. The accountability structure, which is a continuous process throughout the course design, development, implementation and evaluation also assures quality of the courses offered. Once every three years there is also a campaign to obtain student feedback which inputs into the curriculum development process. The college also admits foreign students, but they need to have Basic English skills. Joint curricula are also taught from the different perspectives of the respective staff colleges. Colonel Jerome also explained that assessments are not graded; however, the evaluations are. It is also important to consider the appointment/selection of the right directing staff as this does impact on the quality of education. The college has both a directing staff and a writing team.

Conclusions and ways forward

During the last sessions of the Agenda, Lieutenant-Colonel Duncan Kavanagh of the UK Army Command and Staff College shared some best practise on the desired 'end-state' of the student. He noted that students should have a developed and open mind that is flexible and capable of analysing and conceptualising in a military context in order to make timely and logical decisions in all types of subsequent appointments, both in command and on the staff. Leadership is a variable combination of example, persuasion and compulsion. Leaders need to demonstrate professional competence, firm but fair discipline and moral courage. They should also engender the confidence that fosters initiative and the acceptance of risk and responsibility.

During the closing session the colleges also considered other areas where they could benefit through the collaborative approach of ACoC. They agreed that colleges should strive to be familiar with each other's official languages as a way of enhancing harmonisation. In this regard, French should be made a compulsory language at all colleges at the entry level. They also proposed that such workshops as organised by the ACoC

Secretariat should become a regular feature of ACoC. It was also noted that in Europe certain courses are offered on a modular level at different staff colleges. Perhaps ACoC could adopt this approach, as a national defence college in Africa does not exist.

Workshop attendees also received a short briefing from former ACoC Chair and Commandant of the AFCSC, Nigeria, AVM Ahmed Mu'azu who is now Vice-President of APPRESEL, which is a private military company in Nigeria. He explained that APRESSEL is an organisation that has been partnering with the AFCSC Nigeria in several areas, and in particular in offering consultancy on education and training. The organisation was formed by retired senior officers from the Nigeria Defence Force, who seek to use their depth of expertise, knowledge and experience in improving educational and training standards of officers. He welcomed African staff colleges' engagement with the organisation.

Following a vote of thanks by Captain (rtd) Potgieter, the workshop was adjourned on 28 June at noon as per the Agenda.

Annexure A

Agenda

Day 1
24 June 2013

Arrivals

Day 2
25 June 2013

Focus on leadership

07:30 - 08:30	Registration Welcome and introduction
08:30 - 09:00	Objectives and programme of workshop
09:00 - 09:40	Keynote address –Maj.–Gen. Francis Okello, Uganda Peoples' Defence Force (UPDF)
09:40 - 10:15	Group Photo and break
10:15 - 12:45	Translating theory into practice: Approaches to leadership development – knowledge, skills and attitudes requirements Brig. Ian Huntley – United Kingdom Defence Academy, Wiltshire, UK Mr Clark Devanal – Combined Arms Centre, Fort Leavenworth, Kansas, USA Lt.-Col. (Prof.) Abel Esterhuysen, SA Defence Academy, Saldanha, RSA
12h45 – 14h00 <i>(with 30 min. break for tea/coffee)</i>	Lunch
14h00 – 17h30	Colleges to present their approaches to leadership development (entrance criteria, approach to life-long learning, ETD methodology for leadership development.) (10 min. each) Breakaway groups to discuss Through career ETD – can it enhance leadership? Desired characteristics of military leaders? Examples of military leadership in Africa
19h00 – 21h00	Dinner
Day 3 26 June 2013	
08h30 – 09h15	Harmonisation of content and alignment of modules Setting the scene – Col. Sean Stratford, South Africa National War College
09h15 – 09h45	SADC ACoC approach – curriculum development process
09h45 – 10h15	Break
10h15 – 11h00	Brief on similar initiatives within East African countries
11h00 – 11h45	Brief on similar initiatives within West African countries
11h45 – 12h30	Breakaway groups: Lines of Development Partners in harmonisation of curriculum (D. Kavanagh) Feasibility of joint exercises (S. Stratford) Doctrine (J. Potgieter)
12h30 – 13h45	Lunch
13h45 – 15h00	Scheduling and alignment of curricula – opportunities and challenges (regional breakaways)

15h00 – 15h30	Break
15h30 – 16h30	Feedback by region (15 min. each)
Day 4 27 June 2013	
08h30 – 09h15	Presentation by Col. Jerome Hawkins, Fort Leavenworth, Kansas, USA, on observations and comments on colleges' approaches to curriculum/module design, and pointers for consideration
09h15 – 10h30	A brainstorming session on future methodology/approaches (i.e. distance and/or modular learning (breakaway groups) – (considering ideas of last two days.)
10h30 – 11h00	Break
11h00 – 12h30	Presentations and feedback (20 min each) and discussions
12h30 – 14h00	Lunch
14h00 – 15h00	Brainstorming session on other areas where Senior Directing Staff think the collaborative approach of ACoC could benefit.
15h00 -	Wrap-up
Day 5 28 June 2013	
Departures (As per schedule)	

Annexure B

List of Participants

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