

COURSE DIRECTIVE

ACADEMIC YEAR 2022



**Senior Course on Defence Studies: International Senior  
Course in Applied Strategy and Defence Diplomacy  
(7th Course)**

(15 September – 09 December 2022)  
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HELLENIC NATIONAL DEFENCE COLLEGE  
EVELPIDON 6 AND MOUSTOXIDI  
GR11362, ATHENS, GREECE.  
<http://setha.army.gr/en>

### **HELLENIC NATIONAL DEFENCE COLLEGE**

The Hellenic National Defence College (HNDC) acts as the highest military education and training institution within the Hellenic Armed Forces on issues of Defence Policy, National Security and Strategy.

Its mission is to educate and train military officers at the strategic level from all branches of the Hellenic Armed Forces, civilian employees of government ministries, as well as civilian personnel from companies and organizations that operate under public or private law, so that they can effectively and efficiently handle national defence issues in their respective fields of responsibility and expertise.

**HELLENIC NATIONAL DEFENCE GENERAL STAFF**  
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EVELPIDON 6 AND MOUSTOXIDI, GR 11362, ATHENS, GREECE

March 2022

MEMORANDUM FOR DISTRIBUTION

SUBJECT: Course Directive, “Senior Course on Defence Studies: International Senior Course in Applied Strategy and Defence Diplomacy,” Academic Year 2022.

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It contains educational material designed to promote discussion by students of the Hellenic National Defence College. It does not necessarily reflect the views of the Hellenic Ministry of National Defence (HMoD), and the Hellenic National Defence General Staff (HNDGS).

Colonel (AF) Christos Tsiomos  
Acting HNDC Studies Director

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Course Directive  
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### Senior Course on Defence Studies: International Senior Course in Applied Strategy and Defence Diplomacy (ISCASDD)

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# **Senior Course on Defence Studies: International Senior Course in Applied Strategy and Defence Diplomacy**

## **COURSE DESCRIPTION**

### **1. COURSE DESCRIPTION**

The Senior Course on Defence Studies: International Senior Course in Applied Strategy and Defence Diplomacy of the Hellenic Defence College resident core curriculum is designed to:

- Familiarize students with updated concepts concerning strategic thinking and leadership.
- Acquaint the student body with current theories of war and strategy.
- Provide elaboration on theories of international relations.
- Introduce students to NATO's Maritime Security Operations and Peace Support Operations.
- Familiarize participants with concepts of regional and international stability acquisition through conflict prevention thinking approach.
- Provide an assessment of Greek intellectual thinking through the classical antiquity, the Middle Ages (Byzantine Empire), and contemporary periods.
- Review security issues in the Balkans and the Eastern Mediterranean and the role of national and international players in a broader global security environment.

### **2. SCOPE**

The course's aim is to prepare students in the performance of their duties as flag officers of their countries, to cope with the rapidly changing situations of the geostrategic environment and to become defence staff officers who stand out for their level of strategic thinking and critical analysis. The goals of the course are achieved by building (development – expansion) on existing knowledge of students, on subjects related to strategy, history, international relations and countering terrorism.

### **3. OBJECTIVES**

- a. Provide students with basic understanding of the various cultural, demographic, economic, ethnographic, historical, physical, political, and social aspects of Southeastern Europe, the Balkans, the Middle East and North Africa that are essential for the formulation of strategic leadership.
- b. Comprehend the role of strategic leaders in the global environment.
- c. Analyze the nature and theory of war and strategy.
- d. Delve into concepts of Diplomacy and Defence Diplomacy practices.
- e. Analyze the phenomenon of terrorism.

f. Provide adequate knowledge in how NATO copes with Maritime Security Threats and implements Peace Support Operations.

g. Familiarize students with the evolution of Greek thinking through time.

4. **LANGUAGE:** The official instruction language is English.

#### 5. **FACULTY / STUDENTS ORGANIZATION AND RESPONSIBILITIES:**

a. Director of the course: In-charge of running the course, coordinating and assigning tasks.

b. Faculty Instructors (FI): Visiting professors / scholars from Greek and Foreign Universities / Diplomats, appointed to teach each cycle's topics.

c. Faculty Advisors (FA): Military or civilian personnel holding a PhD or an MA degree, whose task is to assist FIs, advise students on academic matters, evaluate examinations, support, and assess major programs.

d. Quality Assurance, Section Head, and Secretariat.

#### 6. **COURSE ORGANIZATION.**

The Course consists of nine cycles, two Field Study Trips, and four visits described below:

a. **Cycle 1: Research Methodology and Critical Thinking in Strategic Studies (RMCT):** The lectures will enhance the cognitive capabilities of students, imparting significant knowledge about the thinking process and various techniques that may be used to facilitate efficient and effective learning, thinking, and communication. The module imparts an awareness of the importance of thinking and learning skills in complex/unbounded settings, different approaches to thinking, and knowledge of certain techniques such as comprehension questioning, divergent and convergent thinking, and visualization. The module consolidates these thinking skills through the medium of contemporary strategic studies.

b. **Cycle 2: Thucydidean Approach to Applied Strategy (TAAS):** Thucydides' *Peloponnesian War* is used as the platform to understand basic concepts related to war, policy, and strategy. In addition, it analyzes and appraises theories regarding the employment of military power both on a strategic and at a high-operational level by utilizing current practices on land, sea, air, cyber, and space operations and examines the elements of states' power (diplomatic, informational, military, economic).

c. **Cycle 3: Managing Maritime Security Threats (MMST):** (Field Study Trip 1). This cycle will take place at the NATO Maritime Interdiction Training Centre ([NMIOTC](#)) which is located at Chania at the Island of Crete. Its aim is to introduce students to the Maritime Security Operations and the contemporary threats in the



maritime environment. It also looks to educate students on NATO concept, to analyze NATO Operations Legal Aspects, Operational Planning Process and Briefing Techniques.

d. **Cycle 4: Strategic Leadership (SL):** Elaborates on the various aspects of classical antiquity by providing students with an appreciation of the uniqueness of strategic leadership orchestrating accumulated knowledge, skills, and abilities necessary to lead national security organizations in a national and global strategic environment.

e. **Cycle 5: Applied International Relations & Foreign Policy (AIRFP):** Through this module, students will acquire knowledge and understanding of the concepts and theories of Defence Doctrine, National Strategy and Foreign Policy. Students will also be acquainted with issues such as the formulation of National Defence Policy as well as with transnational and contemporary security threats.

f. **Cycle 6: Defence Diplomacy Negotiations and Cultural Awareness:** The module aims to provide a framework to prepare, conduct, and assess effective negotiations but also to establish firm foundations in understanding diplomatic key concepts by being familiarized with the evolution of Diplomacy through time, diplomatic tools and practices.

g. **Cycle 7: Regional Studies (RS):**

**Block 1: “Southeast Europe”:** Provides an understanding of European national perspectives with emphasis on the Balkans.

**Block 2: “The Middle East and North Africa-Southeast Mediterranean”:** Focuses on the Middle East and North Africa regions and Southeast Mediterranean Area.

h. **Cycle 8: Introduction to Peace Support Operations (PSO):** (Field Study Trip 2). This cycle will take place at NATO’s Multinational Peace Support Operations Training Center ([MPSOTC](#)) in Northern Greece. It will provide a basic knowledge about Peacekeeping Operations, policies and CIMIC Operations (IO’s, NGO’s and GO’s).

i. **Cycle 9: Countering the Changing Threat of International Terrorism (CIT):** The module aims examines the phenomenon of international terrorism in the 20th and 21st Centuries, and discusses the various strategies for countering it. The module imparts deep knowledge about particular terrorist groups, and deploys a number of concepts to understand their motivation, organization, and evolution. The module goes on to assess the development of counter-terrorist strategies since the end of the Cold War, charting the emergence of more holistic approaches. The study of terrorism embodies history, psychology, and political science.

j. **Field Study Trips, Island of Crete and Northern Greece:** The field study trips except the concepts described above, aim also to increase students’ exposure to regional strategic issues and give them the opportunity to engage directly with senior military leaders in NATO and EU multinational organizations.

k. **Visits:** These visits are on non-working days. Families are welcome. These are at Acropolis, Mycenae, Vergina, and Oracle of Apollo. Guided tours will be provided. Visits aim to increase students' understanding of the cultural, intellectual, and geographic diversity of Greece.

## 7. PREREQUISITES.

a. This course is suitable for officers at the rank of OF4 (Lt. Colonel) – OF5 (Colonel) and equivalents from all military services, or civilian members of government departments or services with equivalent ranks who, at a minimum, successfully graduated from a Joint War College or equivalent institution of higher education. Graduation from a National Defence College or equivalent is desirable.

b. English language proficiency is necessary, at least at level 3333, IAW STANAG 6001 (professional level for listening, speaking, reading, and writing). No additional language training or translation will be provided throughout the course.

c. Students must have basic level computer skills in the Microsoft Office package (mostly Word and Power Point).

d. The course is open to all international partners. Officers from NATO, PfP, MD, and other countries as approved are accepted to the course.

e. No prior knowledge of strategic studies theories or applications is necessary for enrollment.

## 8. METHODOLOGY

Students will examine and analyze concepts, issues, and concerns through class discussions and presentations. The course emphasizes an active role in the learning process. Thus, **you are expected to come prepared to discuss the examination of concepts and issues in an interactive dialogue environment.**

## 9. REQUIREMENTS

Each student is expected to:

a. **Complete** assigned readings, and participate in class discussion(s) through dialogue and presentations, as assigned.

**Student Class Contribution:** (50% of the total evaluation in each evaluated cycle):

The FIs will evaluate the students contributions based on an assessment of their daily preparation, in-class participation, and oral presentations, as and where required.

As a minimum, students are expected to study the required readings that will be provided prior to their arrival. In addition, students will be assigned a subgroup/discussion leader for various lessons. Seminar participation is more focused on quality than quantity. The quality of a student's participation, in terms of synthesis and integration of material, and contribution to overall class learning will

result in an overall higher evaluation weight as opposed to the number of times the student speaks up in class.

b. Present a case study, submit a paper or present a book review, in cycles **2,4,5,7 and 9**, contributing to 50% of the student's evaluation in these cycles.

c. Cycles 1 and 6 are not evaluated.

d. **Prepare and** submit a 5,000 words long **Major Project contributing** 20% of the student's total course evaluation on the following general topic:

**“Apply one or more strategic theories, strategic leadership schemes to a specific national security challenge currently faced by your country or its allies.”**

The specific topic must be agreed upon by the Course director. Proposed Project topics must be submitted to the Course director **no later than, September 2022**. After its approval, the course director will assign a **FI, no later than September 2022**, for providing further guidance, and for evaluating the project. The outline of the project must be submitted to the FI **no later than October 2022**, while its **draft is due on October 2022**. The project must be due **by the close of business on November 22, 2022** (submission to the FI).

The student ought to meet the following administrative requirements for the Major Project paper:

- Double spaced,
- 2.54 cm or one-inch margins,
- Font: Arial 12 pt.,
- Citations, References and Bibliography must comply with Harvard references style.

To write acceptable course paper, students will need to conduct research and document sources. While course readings can be helpful and are a good starting point, this paper requires the use of sources beyond the readings. Once your research is complete, you must synthesize that research into a clear, concise, and logical presentation.

**Writing with integrity:** To avoid plagiarism, sources must be cited in places where they are used. They must also be referenced in cases where these are paraphrased. In general, one should only use direct quotes when the author's wording is believed to defend one's academic work. References are to be listed in a proper academic style at the end of the project. It goes without saying that using existing research in academic writing is beneficial especially when the writer is not an expert in the field. Their research, expertise, conclusions, and/or analysis can strengthen a student's work.

**Evaluation Standard:** Projects will be evaluated based on content, organization and style. The criteria for evaluating the paper will address the student's ability to gather information, conduct research, organize his/her work in a logical and prioritizing manner, compose and express thoughts clearly, coherently and effectively by using standard written English. Descriptions of the criteria for

“Outstanding”, “Exceeds Standards,” “Meets Standards” and “Needs Improvement” are found below. The Faculty Instructor (FA) will return papers that “Need Improvement” to the student for re-submission until the student achieves a “Meets Standard” evaluation or better.

d. **Participate** in Field Studies Trips (Section II), and engage with host senior leaders, making-up 5% of the student’s evaluation. Students are expected to effectively engage with various presenters when they allow for questions and discussions. Contribution grades, given by the accompanying FAs, will be based more on the quality of the students’ input in speaker interactions rather than the quantity of such an input.

e. **Visits** (Section III). For students’ cultural, intellectual, and geographic orientation only (no evaluation), four visits have been scheduled. These visits are on a **voluntary** basis. However, the College encourages the participation for the students’ own intellectual benefit.

## 10. COURSE EVALUATION

### In each evaluated CYCLE:

- 1) Students Class Contribution/Participation: **50%**
- 2) Case Study/Paper/Book Review: **50%**

### Cycles, Major Project, and Field Studies Trips, Gravity (100%)

Cycle 2: **15%**

Cycle 4: **15%**

Cycle 5: **15%**

Cycle 7: **15%**

Cycle 9: **15%**

Major Project: **20%**

Field Studies Trips: **5%**

Faculty assessment of oral/written work is based on “Content, Organization, and Style”.

*Style* is concerned with perfecting the “flexibility and obedience” of language to accomplish a desired end.

*Content* carries the most weight as it includes assessment of idea(s), quality and argument strength. Thus, although each major aspect of the oral contribution/writing is important, the overall assessment cannot be rated higher than the Content assessment. An oral presentation/contribution or project might be well organized and stylistically interesting, but if the student fails to communicate his/her ideas to the audience/the reader, an important aspect may be lost.

Each element thereof is subject to an assessment as follows:

- **100 % – 95 %: Outstanding**

The contribution not only exceeds standards in every respect, but stands as an exemplar of excellence in oral/written communication. It displays exceptional

insight and creativity, firm analysis, solid research, precise documentation, and does so in a well-structured context, reflecting both depth and balance.

- **94,99 % – 75 %: Exceeds Standards**

Impressive and clearly above the norm, the oral contribution/project is insightful and responsive to the task, well-researched, ample documented, and thoughtfully organized. The speaker/writer has a strong ability to analyze, synthesize, and integrate material. The work exhibits clarity in thought and expression and reflects an accomplished and continuously developing command of language.

- **74,99 % – 60%: Meets Standards**

The oral contribution/project is an acceptable and competent response to a discussion/writing topic: it is informative, to a certain degree persuasive, and includes some evidence grounded in research. Major points are clearly identified and appropriately developed, often with support from properly documented credible sources. The organization is reasonable, demonstrates unity, and has a clear beginning, middle, and end.

- **59,99 % – 50%: Below Standards/Needs Improvement**

The oral contribution/project is weaker than it should be and possibly deficient in one or more salient respects. The content is weak or the reasoning and logic noticeably flawed; the organization might be unclear and/or the style (facility with language) deficient. Content shortcomings are the gravest concern because the absence of substantial material severely undercuts the need for organization and the ability to craft a thoughtful and articulate paper. In case of a manuscript, it is characterized by minimal analysis, deficient insight, lack of evidence, inadequate research, slipshod documentation, poor organization, and sloppy and/or semi-coherent writing 'needs improvement.'

- **49,99 % – 0%: Fails to Meet Standards/Unsatisfactory**

The oral contribution/project is more than weak or deficient—it misses the mark substantially.

## **11. PASS/FAIL CRITERIA**

Pass 60%, and above. Fail below 60%.

## **12. DETAILED PROGRAM.**

a. The planning calendar indicates the schedule of the class subjects covered during each day.

b. **Official Course Times.**

- (1) Class starts at 08.00h every working day.
- (2) 1<sup>st</sup> period: 08.00-08.45h
- (3) 2<sup>nd</sup> period: 09.00-09.45h
- (4) 3<sup>rd</sup> period: 10.00-10.45h
- (5) 4<sup>th</sup> period: 11.00-11.45h
- (6) 5<sup>th</sup> period: 12.00-12.45h

(7) Classes stop at 12.45h, **unless** a guest speaker is scheduled to speak. In this case, class stops at 14.00.

(8) Guest Speaker time: 13.00-13.45h. After his speech, a 15-minute Q&A period follows. Class stops at 14.00.

Times, dates, and topics may be adjusted to accommodate off-sites, field study trips arrangements or unforeseen events.

c. **Time Analysis: 13 Weeks, or 86 days, (Sept 15 – Dec 09, 2022)**

(1) **235 hrs.** Core curriculum program, **(47 days x 5 hrs. per day)**.

(2) **16 hrs.** for Guest Speakers. Topics will be related to day's class.

Guest speakers program under confirmation

(3) **10 days** in Field Study Trips.

(4) **2 day** for Writing and Research.

(5) **1 day** Major Project presentations.

(6) **5 days** voluntarily visits..

(7) **2 days** In-processing/ Graduation Ceremony.

(8) **19 days** without program.

d. **Dress Code**

(1) Every Day Uniform: Class B.

(2) V.I.P. Visits and ceremonies: Class A.

(3) Visits: Business Casual.

(4) Field Studies Trips: Uniform Class B and Casual.

**13. STUDENT READINGS.** Student readings are annotated as follows:

a. "Basic Readings." Readings those students should have done before class sessions.

b. "Recommended - Other readings." These are supplementing basic readings. These readings can be found in the College's Library, pending availability.

c. "Student Issue." Items (mainly books) received prior to the start of the course in a hard copy form, from the College's Library. Students return them to the Library after finishing the course.

d. "Library." These are items provided by the College Library either in form of a paperback or digitally (e-library).

e. "Online." Open source online materials available on the Internet.