



CANADIAN FORCES COLLEGE

NATIONAL SECURITY PROGRAMME

PROGRAMME SYLLABUS

**Canadian Forces College
215 Yonge Blvd
Toronto, Ontario**

CFC 700

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FOREWORD

1. The Canadian Forces College (CFC) is a national institution dedicated to professional military education with an emphasis on the strategic and operational levels. The mission of CFC is to provide professional military education for selected members of the Defence Team for the command and control of the Canadian Forces (CF), across the continuum of operations in joint, interagency, multinational and public environments.
2. For officers, the professional development system of the CF is structured into four development periods. The first and second development periods are concerned with the basic training and education of officer cadets/naval cadets and junior officers. The third development period provides training and education for officers at the ranks of major/lieutenant-commander and lieutenant-colonel/commander, while the fourth development period is intended for colonels/naval captains and generals/flag officers. This syllabus outlines the curriculum for the National Security Programme (NSP), a development period four educational activity that replaces the former National Security Studies Programme (NSSP) and Advanced Military Studies Programme (AMSP).
3. The NSP is designed to prepare all participants for employment as strategic-level leaders and managers, and military officers as operational-level joint task force commanders and senior staff. The 10-month, residential programme is intended for the following participants: civilian executives from within the Department of National Defence (DND), other government departments, public security agencies, non-governmental organizations and academic institutions; and CF colonels and naval captains, and officers of similar rank from allied nations.
4. Consistent with graduate-level academic study, the programme is structured in three terms, each consisting of core and elective courses. This syllabus details the course outlines and educational policies and practices of the NSP. The courses are based on the learning objectives that have been approved by the CFC Curriculum Board and on the Officer General Specification that have been previously approved by National Defence Headquarters. The courses are also recognized for credit in selected Master of Arts programmes by the Royal Military College of Canada. The syllabus is published annually on authority of the Commandant of CFC. Recommendations for amendments should be submitted to the Director of Curriculum at CFC.
5. More information on CFC can be obtained from the *Canadian Forces College Handbook* (CFC 205) and from the CFC website at <http://www.cfc.forces.gc.ca/>.

D.A. Fraser
Brigadier-General
Commandant

NATIONAL SECURITY PROGRAMME

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CHAPTER 1 — PROGRAMME BACKGROUND

We shall teach each other: first because we have a vast amount of experience behind us, and secondly, in my opinion, it is only through free criticism of each other's ideas that the truth can be thrashed out....During your course here no one is going to compel you to work, for the simple reason that a man who requires to be driven is not worth driving....Thus you will become your own masters, and until you learn how to teach yourselves, you will never be taught by others.¹

— Major-General J.F.C. Fuller

101. HISTORY OF THE PROGRAMME

1. Major-General Rowley first proposed the conduct of a Canadian National Security Course in his 1969 report on officer professional development. The course that he envisioned was seven months in length with a curriculum covering national policy and security problems; scientific, political, economic and military factors influencing Canada and other states; and Canada's place on the international scene. The report identified a need to prepare officers of colonel rank, senior public servants, and representatives of other sectors of Canadian society, for higher levels of responsibility in the conduct of national affairs through the study of national security problems.
2. In 1988, in a report on officer development, Lieutenant-General Evraire recommended the creation of a Centre for National Security Studies to contain all aspects of National Security Studies (NSS) at the general and senior officer levels. The Centre was to include the former National Defence College course and a series of proposed NSS short courses.
3. The idea of a formal course was advanced once again in Lieutenant-General Morton's *Officer Development Review Board Report* of 1996. Although all of the above reports proposed courses that differed in both length and conduct, the one constant was the need for formal senior officer education in the principles of command, the application of doctrine, and the interface between the political and military spheres of interest.
4. Following the tabling of the Morton Report in 1996, an officer professional development working group was formed to study the Report's recommendations. As part of the follow-up to the Report, a Board of Experts was convened to expand upon the Officer General Specification (OGS) and to better define the educational requirements for officers of colonel/naval captain and general/flag ranks. This work validated the need for formal studies in warfare by senior officers and led to the development of the Advanced Military Studies Course (AMSC) and the National Security Studies Course (NSSC). The first AMSC serial was held from September to December 1998 and the first serial of the NSSC followed from January to June 1999. For consistency of academic terminology within CFC, the courses were subsequently renamed as programmes.
5. In November 2007, Armed Forces Council directed that the AMSP and NSSP be incorporated into a 10-month programme of graduate-level study for CF and international officers and

¹From Major-General JFC Fuller's initial lecture on taking over as Commandant of the Army Staff College, Camberley, in January 1923. As recorded in: Fuller, J.F.C. *Memoirs of an Unconventional Soldier*. London, UK: Nicholson & Watson, 1936, 417–418. (355.3310942 F9 1936)

civilian executives. The last AMSP and NSSP serials were held in Fall 2007 and Winter-Spring 2008 respectively. The first NSP serial commences on 3 September 2008.

102. EDUCATIONAL FRAMEWORK

1. The educational framework of the NSP is based on an andragogical, active, learner-centred approach to adult education. To the maximum extent possible, the emphasis is on active learning through participation, as opposed to more passive learning strategies such as reading and lectures. Although some relatively passive learning experiences, such as formal lectures, are necessary to impart information, the majority of time will be spent preparing for and participating in lecture-discussions, seminars, case studies and exercises. The framework is also consistent with the teaching philosophy espoused by the Royal Military College of Canada (RMC) and other post-graduate institutions in Canada.

2. Essential to the success of shared group learning is a healthy questioning environment. Participants are challenged to think critically and analytically about issues facing Canada in general and both the CF and National Defence in particular. A significant part of the learning experience comes from the interaction with course instructors, subject matter experts, fellow participants and mentors, and a privileged platform is fundamental to this educational philosophy.

3. The focus of learning on the NSP falls largely within the cognitive domain — that is, the comprehension of information, the organization of ideas, the analysis of details, the application of knowledge, the selection between alternatives, and the evaluation of ideas or actions. This said, participants will often have to make value judgements on questions of ethics and morality.

103. ACTIVE LEARNING ENVIRONMENT

1. The active learning environment system used at CFC is based on group learning focused on the syndicate: normally eight to ten participants to whom are assigned an instructor and a mentor.

2. Programme participants each bring a unique set of experiences and viewpoints into the group, and the successful group is one in which all members work co-operatively to share their knowledge, experiences and opinions. Although the ability to express ideas clearly and succinctly is a valuable skill, the members of the successful group will be equally adept at listening. Good listening is marked by a sincere desire to understand the viewpoint being presented and by a belief that the ideas of others have merit and value.

3. For the syndicate to be an effective group learning environment, it is essential to value and respect the contributions of each member. All syndicate members bring their perspectives to the discussion and must allow and encourage others to share theirs. In fact, participants often learn more from those with whom they disagree than from other like-minded individuals. All perspectives are valuable and necessary if an issue is to be fully explored.

4. It is the responsibility of each participant in syndicate both to listen to what is being said and to compare it with his/her own views and knowledge. This comparison often leads to a change in an individual's frames of reference. New ideas are added to personal frameworks and existing ideas are reorganized based on the new concepts that have been argued, or at least acknowledged. It is this ability to expand the intellect and adapt to new and sometimes contrary ideas that is of fundamental importance to the senior/executive leader.

CHAPTER 2 — PROGRAMME INTENT

201. PROGRAMME AIM

The aim of the NSP is to prepare all participants for employment as strategic-level leaders and managers, and military officers as operational-level joint task force commanders and senior staff.

202. PROGRAMME DESIGN

1. The National Security Programme provides the national security executive with a suite of graduate-level courses that are professionally relevant in today's complex and uncertain security environment. Taken together the core courses provide each participant with the concepts and processes needed to understand and deal with contemporary issues of national and international security. When these 'core' competencies are supplemented by the range of electives offered, the end result is a comprehensive competency across the executive level of the security and defence community; this in turn allows the group to face challenging situations with relative depth of knowledge.

2. The core courses of the NSP are arranged over three sequential and progressive terms. In the first term participants are introduced to the national and international strategic environments. This exposure is of particular importance for military participants who often will have had limited experience at the strategic level to this point in their careers. The courses focus on the international security environment while at the same time exploring governance systems and decision-making within states and their civil-military interface. The second term examines both leadership and management. In the former, participants review leadership theories and best practices; coupled with this study is an examination of strategic thinking. They also see leadership from a different perspective in the second core course which deals with the management of resources at the national level. The third term shifts emphasis from the whole-of-government strategic level to the design, direction and conduct of security operations ranging from domestic security response to military operations in a war zone. Courses in this term look at the topics of command, comprehensive operations and campaigning. Scenarios discussed are both whole-of-government as well as multinational and involving public agencies. Third term courses are mandatory for military participants, but offer much to civilian participants. Should civilian participants wish to take other courses, a suite of electives is available to complete their programmes.

3. Complementing these six courses, which are largely taught in a classroom setting, is an additional field research course in which participants visit international organizations in two or three world regions as well as Ottawa. They conduct research on a prearranged topic related to one of the themes of the programme and report their findings and conclusions to their peers.

4. In addition to these core courses, participants take electives of their own choosing from a suite of some 20 electives offered by the Royal Military College of Canada (RMC), both on-site and by distance learning.

203. PROGRAMME COURSES

1. The NSP is structured with three terms, each with core and elective courses; an additional core course encompasses the field research. Additionally there are a number of keynote speakers throughout the programme. Course code and numbering is in accordance with the RMC Calendar:

- a. Term One — Strategic Security Issues
 - (1) DS 571 (core) — Global Strategy and International Affairs: Implications for Canada’s National Security;
 - (2) DS 572 (core) — Canadian Government and Decision-Making in a Strategic Context;
 - (3) Elective or directed research.
- b. Term Two — Strategic Leadership and Management
 - (1) DS 581 (core) — Executive Leadership and Strategic Thinking;
 - (2) DS 582 (core) — Defence Economics and Strategic Resource Management: Implementing Canadian Defence and Foreign Policy;
 - (3) Elective or directed research.
- c. Term Three — Security Operations
 - (1) DS 591 (core) — The Exercise of High Command: A Canadian Context;
 - (2) DS 592 (core) — Modern Comprehensive Operations and Campaigning;
 - (3) Elective or directed research.
- d. DS 597 — Field Research in Contemporary Security Studies.

2. Course descriptions are detailed at Chapter 3.

204. PROGRAMME LEARNING OUTCOMES

1. The AMSP and NSSP curricula were based on the CF Officers’ General Specification and the programmes were laid out in a construct of Programme Goals, Learning Outcomes and Learning Objectives. The Learning Outcomes from the AMSP and NSSP served as the foundation for the NSP core courses.

2. The linkage between the AMSP and NSSP Learning Outcomes and the NSP core courses and activities is shown in the tables at Annexes A and B below.

Annexes: Learning Outcomes and NSP Contributing Courses and Activities

- Annex A AMSP Learning Outcomes and NSP Contributing Courses
- Annex B NSSP Learning Outcomes and NSP Contributing Courses

**ANNEX A
CHAPTER 2
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AMSP LEARNING OUTCOMES AND NSP CONTRIBUTING COURSES

This table shows the Learning Outcomes for the former AMSP and the courses and activities in the NSP that achieve the learning outcomes.

Serial	Learning Outcome	Learning Level	Contributing Courses and Activities
A101	Analyse the concepts and processes of command and apply these at the operational level.	4	591 , 594, 592 ex, 597
A102	Evaluate personal traits to enhance leadership effectiveness through a self-assessment process.	6	360° Activity
A103	Comprehend ethical theories and practices.	2	586
A104	Comprehend the needs of the media and the relationship between the media and the commander.	2	591,592 ex, 597
A201	Synthesize modern theories of warfare and apply them at the operational level.	5	592 , 593, 594, 595, 596, 592 ex
A202	Analyse issues that have an impact on campaign planning and execution.	4	591, 592 , 593, 594, 595 , 596, 592 ex
A203	Analyse issues related to the use of force, such as law of armed conflict, rules of engagement, and other international agreements.	4	592, 592 ex
A204	Comprehend the impact of technology on modern warfare.	2	592, 596, 592 ex
A205	Design contingency/campaign concepts of operations.	5	592, 595, 592 ex
A206	Analyse joint and combined doctrine.	4	592 , 593, 594, 595, 592 ex
A207	Comprehend the principles of component warfare.	2	592 , 592 ex
A301	Examine Canadian National Policies in the context of Operational Command.	4	591, 597
A302	Understand how Canada supports deployed operations from the national level.	2	591, 592, 592 ex, 597
A401	Evaluate selected topics related to the operational level of war. Note: not a separate Term 3 activity	6	591, 592, 593, 594, 595, 596, 597

**ANNEX B
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NSSP LEARNING OUTCOMES AND NSP CONTRIBUTING COURSES

This table shows the Learning Outcomes for the former NSSP and the courses and activities in the NSP that achieve the learning outcomes.

Serial	Learning Outcome	Learning Level	Contributing Courses and Activities
N101	Analyse the concepts, theories and techniques of high-level command.	4	581, 591, 592 ex, 597
N102	Evaluate institutional leadership concepts and theories, and conduct self-assessment feedback to enhance personal leadership.	6	581, 360°, 597
N103	Compare executive leadership theories and principles, and their effective application at the strategic level.	4	581, 597
N104	Analyse ethical theories and practices.	4	581, 586
N105	Examine the needs and interactions of the Canadian Forces and the media.	4	581, WS595, 592 ex
N106	Explore communications strategies and apply public affairs resources.	4	581, WS595, 592 ex
N107	Examine public attitudes on domestic and international issues concerning the Canadian Forces.	4	583, 584, WS595, 592 ex
N108	Examine current Canadian Forces legal and human rights issues.	4	581, 582, 583, 584, WS595, 592 ex
N201	Distinguish and apply the elements of organizational effectiveness in order to enhance Canadian Forces readiness and relevance.	4	573, 581, 582, 597
N202	Examine CF & DND policies in the management of human resources.	4	581, 582, WS595
N203	Examine selected CF and DND personnel policies as developed within the context of government human resource policy and guidance.	4	581, 582, WS595
N204	Examine selected policies used in the management of the CF and DND professional and intellectual development.	4	581, 582
N205	Analyse the structure of materiel resource management and review its impact on the CF and DND responsiveness.	4	582, 597
N206	Examine the process of departmental financial management and the impact of financial process decisions on Canadian Forces capabilities.	4	582, 597
N207	Analyse departmental information and knowledge management practices and their influence on the management of change in the CF/DND.	4	581, 582, WS595, 597

N208	Analyse the defence-related planning processes and their impact on Canadian Forces capability-based planning.	4	582, 597
N209	Contrast management concepts and decision support systems, so as to exploit them at the strategic level.	4	581, 582, 597
N301	Analyse Canada's national interests, values and goals and the factors that influence the formation of Canada's national security policy.	4	571, 572, 573, 574, 581, 582, 583, 584, 597
N302	Examine the machinery of Canadian governance and identify its impact on the formulation of national security, defence and foreign policy.	4	572, 573, 581, 582, 597
N303	Examine the workings of the Canadian government central agencies engaged in the management of federal policy.	4	572, 575, 581, 582, 597
N304	Examine The United States and allied countries' national security strategies, national military strategies, and defence policies.	4	571, 574, 576, 597
N305	Examine the geostrategic environment with an emphasis on regional security issues, and review how they affect the development of Canadian national security and defence policy.	4	571, 573, 574, 576, 583, 591, 592, 597
N306	Assess the institutional and policy relationships among DND, CIDA, and DFAIT.	6	572, 575, 583, 597
N307	Understand the roles and functions of international political, economic, trade and military institutions that are specifically important to Canada.	2	571, 572, 573, 575, 583, 591, 592, 583, 597
N401	Distinguish the elements of national power in order to participate in evaluations of current Canadian national security and defence policy.	6	571, 572, 573, 576, 597
N402	Evaluate the structure and operating concepts of National Defence and the Canadian Forces so as to evaluate their effectiveness.	6	572, 575, 582
N403	Apply strategic thought in considerations of the employment of military power and the formulation of Canadian Forces Strategy.	4	571, 572, 575, 581
N404	Examine the legal controls on the use of military power in domestic and international operations.	4	571, 572, 573
N405	Evaluate the Canadian Forces' engagement in joint, inter-agency, and multinational coalitions.	6	571, 572, 575, 576, 583, 597
N406	Analyse Canada's strategic industrial base and identify the impact of Government of Canada procurement policies on industry and the Canadian Forces.	4	572, 582, 597
N407	Categorize the impact of technology on defence policy formulation and Canadian Forces strategy development.	4	582

CHAPTER 3 — PROGRAMME CURRICULUM

301. CURRICULUM ORGANIZATION

The curriculum of the NSP is set out across the RMC/CFC Joint Programmes in Defence Studies (DS) Series of Courses.

302. CURRICULUM CODING

Programme NSP	Course Defence Studies	Modules
N/	DS 571	Term 1 — Strategic Security Issues Global Strategy and International Affairs: Implications for Canada's National Security
N/	DS 572	Canadian Government and Decision-Making in a Strategic Context
N/	DS 581	Term 2 — Strategic Leadership and Management Executive Leadership and Strategic Thinking
N/	DS 582	Defence Economics and Strategic Resource Management: Implementing Canadian Defence and Foreign Policy
N/	DS 591	Term 3 — Security Operations The Exercise of High Command: A Canadian Context
N/	DS 592	Modern Comprehensive Operations and Campaigning
N/	DS 597	General Field Research in Contemporary Security Studies

A list of electives offered in 2008-2009 will be issued under separate cover.

303. CURRICULUM ACTIVITIES

1. The NSP curriculum is organized, in conjunction with the RMC/CFC Joint Programmes in Defence Studies (DS) series of courses, so that the College, and the Canadian Forces, can be assured that participants receive the requisite knowledge to meet the demands of providing effective advice to government on questions of national security and defence.

2. The following tables list the RMC courses that are available in distance delivery format and may be required to complete the requirements for either of the RMC Master of Arts Programmes. Programme requirements are specified in the RMC Calendar.

War Studies

	Courses
CORE	
WS 500	Theories of War (Offered at CFC Fall/Winter 2008)
ELECTIVE	
WS 507	Methodology
WS 510	War in the Mediterranean, 1939-1945
WS 513	Vietnam
WS 515	US and Small Wars
WS 520	Maritime Strategy
WS 534	Religion and Modern War
WS 527	Military Ethics
WS 589	Relations internationales
WS 591	Sécurité nationale et international

Defence and Security Management and Policy

	Courses
CORE	
DM 523	Defence Decision-Making
DM 529	Canadian Defence and Foreign Policy
DM 539	Economics of Defence
DM 555	Management Information Systems for Defence Management
DM 569	Organizational Theory

Note: The DSMP may be renamed Master of Public Administration (Security and Defence) late 2008.

Annexes:

- Annex A DS 571 — Global Strategy and International Affairs: Implications for Canada's National Security
- Annex B DS 572 — Canadian Government and Decision-Making in a Strategic Context
- Annex C DS 581 — Executive Leadership and Strategic Thinking
- Annex D DS 582 — Defence Economics and Strategic Resource Management: Implementing Canadian Defence and Foreign Policy
- Annex E DS 591 — The Exercise of High Command: A Canadian Context
- Annex F DS 592 — Modern Comprehensive Operations and Campaigning
- Annex G DS 597 — Field Research in Contemporary Security Studies

**ANNEX A
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DS 571 — GLOBAL STRATEGY AND INTERNATIONAL AFFAIRS: IMPLICATIONS FOR CANADA’S NATIONAL SECURITY

Term 1 — Strategic Security Issues

Course Description

This course examines Canada’s place in the post-Cold War international political, strategic and economic environment. It begins with a review of traditional international relations theories and their applicability in understanding contemporary global affairs. The course then turns to an examination of trends in interstate relations, the role of non-state actors including international governmental and non-governmental institutions, failed and fragile states, and clandestine transnational political and religious movements. The course also considers characteristics of national power, their determinants, and the constraints on the use of military power in order to enable participants to distinguish the elements of national power and the impact of the constraints on the implications and formulation of Canadian defence policy and military strategy.

Teaching/Assessment Strategy

Seminars will be 3.5 hours long including a 30-minute coffee break. The format will vary slightly by week. Particularly towards the beginning of the course, discussions will be largely instructor-led in order to provide students with the background necessary to engage the material in sufficient depth. In the middle of the course, presentations will be made by qualified guest speakers with question and answer sessions to follow. In the later part of the course, sessions will be student-driven with two 1.5-hour student-led seminars.

Related Courses and Activities

This course is designed to be taught in conjunction with the other core course in Term 1 — Canadian Government and Decision-Making in a Strategic Context.

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**DS 572 — CANADIAN GOVERNMENT AND DECISION-MAKING IN A STRATEGIC
CONTEXT**

Term 1 — Strategic Security Issues

Course Description

This course examines contemporary political systems, comparing their formal institutions and decision making processes. The course covers Western, liberal democracies with market economies, newly emerging democratic states, various kinds of authoritarian regimes as well as the differing impact of history, geography, religion and ideology in how governments operate and the place of civil society in the political process. The course will also assess the impact of differing domestic systems on the conduct of foreign and defence policy for Canada and Canada's allies.

Teaching/Assessment Strategy

The 13 sessions will be three and one half hours long including a thirty minute coffee break. The format will vary slightly (largely between lecture-discussions and seminars) by session. Particularly towards the beginning of the course, seminars will be largely instructor-led in order to provide participants with the background necessary to engage the material in sufficient depth. In the mid-to-later classes, seminars will be participant-driven, based in large-part on assigned 15-minute presentations. The lecture-discussions will involve invited recognized experts and senior-level practitioners, either individually or in plenary format, whose background and practical experience will add depth and value to the course as a whole.

Related Courses and Activities

This course is related to the Field Research activity in Ottawa. It is designed to be taught in conjunction with the second core course in Term 1 in international security.

DS 581 — EXECUTIVE LEADERSHIP AND STRATEGIC THINKING

Term 2 — Strategic Leadership and Management

Course Description

This course examines institutional leadership in the national and international context. It combines formal presentations, invited speakers and seminar discussions to enable participants to integrate theories, doctrine and practical experiences of leadership and systems thinking at the strategic level. The course will draw on a primary text and current Canadian Forces leadership manuals to provide the conceptual and doctrinal basis for understanding leadership. The initial focus will be to examine how leaders position the CF and/or major facets of other government departments in relation to the broad external environment with specific consideration of: integrative thinking, networking across organizations, the role of the mass media and the dynamics of collaboration in international security contexts. The second major component will focus on internal alignment of organizational systems, policies and priorities in order to adapt to external changes and achieve internal effectiveness with specific consideration of: initiating and leading change, professional stewardship and developing future leaders. A key course activity will be to prepare comments presenting a CF position on a leadership topic which will be presented to a panel replicating a presentation to Parliamentary committees.

Teaching/Assessment Strategy

This course consists of lecture/discussions, seminars, invited panel/speaker sessions and a leadership exercise. The invited speakers' panels consist of: a session by civilian CEOs to provide a perspective on aligning to the external environment, a 3D panel with CF, DFAIT and CIDA representatives to discuss the dynamics of collaboration in the international domain and a session by current and former VCDS to examine leading change to achieve internal alignment. In seminar discussions, participants are assessed on their capacity to link theory to practice and on their ability to engage in systematic reasoning to examine the complexities that characterize the strategic leadership domain. A major component of assessment will be the preparation and oral defence of a CF position paper on a significant leadership issue. Participants will lead one seminar.

Related Courses and Activities

This course builds on material from the previous NSP courses that examined the external security environment and resource management issues. Course content is reinforced through the Field Research Course, and through the Commandant's Keynote speaker series that provides additional perspectives on adapting an institution to the strategic environment and the challenges of achieving internal alignment. Participants apply key elements of executive leadership and strategic thinking in the Term 3 exercise. Finally, participants also engage in personal development through the 360⁰ assessment programme.

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**DS 582 — DEFENCE ECONOMICS AND STRATEGIC RESOURCE MANAGEMENT:
IMPLEMENTING CANADIAN DEFENCE AND FOREIGN POLICY**

Term 2 — Strategic Leadership and Management

Course Description

This course examines strategic management in the national context. It combines formal presentations, case studies, seminar discussions and a practical exercise to enable participants to integrate strategic management theories and managerial approaches, to evaluate the resource management system used within the federal government with emphasis on defence, and to allow individuals to develop the ability to analyze complex managerial situations at the strategic level. Individuals will examine how decisions about financial, material, infrastructure and human resources issues influence the government's ability to implement defence and foreign policy.

Teaching/Assessment Strategy

This course consists of one week of lectures and seminars, one week of keynote speakers and seminar discussions, and a week-long practical exercise. Week one of the course will provide the theory-based lectures and seminar discussions to establish a firm knowledge base for subsequent activities. Week two will be conducted in Ottawa and include presentations and discussions with the group principals and senior leaders involved in the strategic management of resources for the federal government with emphasis on defence. This will include DND, Treasury Board Secretariat, Finance, PWGSC, Industry Canada and the PCO. Week three will be a practical exercise that allows participants to examine and utilize Canada's national security and defence policies. Participants produce a comparative case study analysis and lead one seminar.

Related Courses and Activities

This course builds on material from the previous NSP courses that examined the external security environment and the Canadian government. Course content is reinforced through the Field Research Course and the Commandant's invited speaker series that provides additional perspectives on adapting an institution to the strategic environment and the challenges of achieving internal alignment. Participants will apply key elements of previous term one courses in the practical exercise.

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DS 591 — THE EXERCISE OF HIGH COMMAND: A CANADIAN CONTEXT

Term 3 — Security Operations

Course Description

This course is designed to allow senior decision-makers, both military and civilian, to study command at the strategic and operational levels. The course will focus on those theories and concepts of command that are most applicable to the strategic and operational levels for complex operations of the 21st century. The course will also examine the practice of high command in the 20th and early 21st centuries, with particular emphasis on complex multinational alliance and coalition operations. Topics to be covered will include: key concepts and modern doctrine on command; Western and Canadian historical perspective on command; theoretical frameworks to analyse command; the military–civilian interrelationships at the politico–military–diplomatic strategic level; the influence on military operations of the “whole-of-government” approach to achieving foreign policy objectives; the development of a system of national command to achieve policy objectives; and civil control and monitoring of operations in the information age.

Teaching/Assessment Strategy

Issued under separate cover.

Related Courses and Activities

This course will be reinforced by elements of the Field Research Course as well as participation in exercises. Additionally, keynote speakers will be invited to the College to present their perspectives on subjects pertaining to strategic command.

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DS 592 — MODERN COMPREHENSIVE OPERATIONS AND CAMPAIGNING

Term 3 — Security Operations

Course Description

This course is designed to examine the concept of comprehensive operations and campaigning as they apply in the current and future defence and security environment. The course will focus on the processes involved in the formulation of strategic objectives and the resultant linkages among ends, ways and means, in joint, combined, coalition, alliance and integrated (inter-agency) environments. The course will also examine the impact of modern theories of conflict, concepts and doctrine on these processes and the resultant campaign plans.

Teaching/Assessment Strategy

This course will consist of a series of initial lecture/discussions that establish the conceptual framework for the remainder of the course. The second section of the course will be a series of case studies, led by subject matter experts, examining critical issues in Operations and Campaign design. The course will conclude with a series of participant-led seminars.

Related Courses and Activities

This course will be reinforced by elements of the Field Research Course as well as participation in operational and strategic exercises. Additionally, keynote speakers will be invited to the College to present their perspectives on subjects pertaining to strategic command.

DS 597 — FIELD RESEARCH IN CONTEMPORARY SECURITY STUDIES

Course Description

This course consists of field research in which participants gather information and make analyses based on the theoretical and practical knowledge gained during the conduct of the six core courses of the NSP. Participants must use this theoretical knowledge as a basis for gathering field data and then conducting a comparative analysis of an issue related to strategic security, leadership and resource management. Through these analyses participants demonstrate their comprehension of the material taught during the core courses as well as their cognitive capacities in gathering and analysing appropriate data and in presenting their findings in a clear and effective manner.

Teaching/Assessment Strategy

This course consists of approximately 100 hours of field research during which participants visit strategic- and operational-level organizations and facilities in a variety of world regions. The visit programme is centrally organized by course administrators. Before the first of these visits each participant will develop a research plan to employ during the visits. Plans will focus on any one of the central themes of the core courses; for example, civil–military relations, strategic leadership, or management of strategic resources. Plans will be submitted for approval by the course instructor. At the end of each visit participants will submit an interim report of approximately 1000 words, and may modify their research plan as they see fit in consultation with the course instructor. Within two weeks of the last research trip participants will submit a final report of 2500 words. This final report will integrate the findings of each research trip and draw conclusions about the research questions.

Related Courses and Activities

This course will draw on theories and concepts presented in core courses as well as any relevant keynote speakers or electives which the participant has taken. The research is intended to be integrative in that the participant will be expected to adjust her/his plan, analysis and conclusions on the basis of new theories and data amassed over the span of the entire programme.

CHAPTER 4 — PROGRAMME METHODOLOGY

401. TYPES OF ACTIVITIES

NSP utilizes the activity types described in the following table for core courses to diversify and maximize the participants' learning experience. This suite of activities may be utilized for NSP core courses; however, they may not necessarily apply to CFC or externally delivered elective courses.

Code	Activity Type	Description
AV	Audio-Visual Presentation	The presentation to a large group of extended audio-visual material, such as a film or video, which may be followed by discussion in syndicate.
CS	Case Study	A researched and detailed analysis of a historic event, battle, campaign or situation for the purpose of reinforcing previously covered curriculum material — the findings of which may be delivered in presentation format by an individual to a syndicate, by a sub-syndicate or syndicate to a larger group, or in the form of an essay-like written deliverable (word count to be specified by course instructor) with prescribed sections and specific requirements.
DI	Discussion	A verbal exchange of information, usually conducted in syndicate, for the purpose of reinforcing previously covered curriculum material. [The course instructor may assign chairmanship to participants.]
DR	Directed Readings	Required readings are those to be done by all participants. Supplementary readings are those to be done by participants who deem the reading particularly relevant to their research, by those who are presenting, and by those who are intellectually curious.
EX	Exercise	An analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario.
FR	Field Research	A collective visit to agencies outside the College to provide an experiential opportunity to examine previously covered curriculum material in a closer, more practical setting. Participants will be expected to make observations and prepare individual reports on pre-assigned topics.
LD	Lecture-Discussion	A presentation of curriculum material delivered by a guest speaker or by an instructor, followed by a syndicate discussion of the presented material and related readings, followed by a plenary, question and answer portion. [The course instructor determines who would lead the discussion: participant, SDS, instructor, or guest speaker.]

PD	Panel Discussion	A panel discussion consists of the following segments: an initial presentation by one or more guest lecturers; and (following a break), a plenary question and answer discussion with the guest lecturers.
RP	Research Paper	A written deliverable (generally 5,000 to 6,500 words [plus 15 per cent if written in French]) that requires research and the preparation of an expository or persuasive essay using scholarly conventions.
PA	Participant Assessment	A form of participant assessment that aids in the validation of curriculum retention. Can be administered in syndicate or as a take-home activity.
SE	Staff Exercise	A written deliverable, presentation or interview based on the analysis of a simulated scenario for the purpose of teaching or reinforcing a specific element of the curriculum.
SM	Seminar (basic programme construct)	<p>Normally a three-hour session (plus 30-minute break) typically in syndicate, which may be either instructor- or participant-led, may include a presentation, and may include a short lecture-style presentation from one or more invited experts.</p> <p>[Course instructors may assign participant-led seminars of shorter duration — typically 1.5-hour sessions.]</p> <p>A seminar presentation is a 15-minute, participant-led presentation based on, but not a summary of, directed readings. The presentation may include visual aids only if the presenter deems them as contributing to the learning experience. The presenter is expected to play an active role in directing the discussion following a presentation.</p> <p>Seminar participation reflects a participant's contribution to the quality of the seminar discussion and is evaluated by an SDS and/or course instructor.</p>
SY	Symposium	The oral presentation and plenary discussion of participant-prepared written deliverables, which are typically focused on a particular theme, to a large group of participants, staff and, sometimes, outside participants.
TU	Tutorial	An interactive explanation of practical curriculum material conducted by a staff member or guest instructor either entirely in syndicate or in plenary with syndicate portions.
ADM	Administrative Period	A period used for a non-curriculum event, such as in-clearance, orientation or out-clearance.
APT	Assignment Preparation Time	A period reserved for participants to reflect, conduct research, complete pre-readings, complete assignments, and/or work on other

402. RESEARCH PAPER (RP)

1. During the NSP, participants may be required to write a persuasive research paper, of an assigned number of words that supports an approved research question. In some courses, this paper could be an equivalent document for presentation before a parliamentary committee. Participants must post their final research paper on DND Learn on the designated due date.

- a. Writing Conventions. The research paper is to include citations in accordance with the *CFC Guide for Academic Writing*, and is to be written using the scholarly conventions described in *The Little, Brown Handbook*.
- b. Word Count. It should be noted that the citations, title information, table of contents, lengthy quotations, footnotes and annexes are not to be included in the word count. Papers that are either too long or too short will be returned for editing and the grading may be adjusted accordingly.

403. EXERCISE (EX)

Exercises provide the participants with the opportunity to conduct operational- and strategic-level coordination in a simulated setting. The NSP exercises address issues of the national security policy and defence strategy, domestic consequence, and international crisis management.

404. FIELD RESEARCH (FR)

1. Field Research activities provide the participants with an experiential opportunity to more closely examine issues covered on the programme, such as intergovernmental processes, national security objectives, strategic planning processes, joint force capabilities of allied states, and the agendas and mandates of selected economic and political organizations.

2. During the NSP, Field Research activities will take place: to international strategic-level agencies; to selected national-federal departments and agencies in Ottawa; and to United States strategic-level security agencies and the United Nations.

3. To provide a broad coverage of regions and organizations, the NSP will be organized into subgroups of approximately ten participants for concurrent regional studies.

405. PREPARATORY DIRECTED READINGS

1. The preparatory required and supplementary readings for the various programme activities are listed in the applicable course descriptions. Readings may have been copied and provided to the participants. Where electronic source materials are recommended, copyright restrictions may preclude the College from providing the material in hard copy form; however, participants can electronically link to these sites through DND Learn.

2. Most of the relevant doctrine manuals have been provided to the participants for the duration of the course or are available in electronic form through the doctrine link on the College's *War, Peace and Security* web page. Academic works are available through the IRC, some on a

long-term loan basis.

406. COURSE MATERIAL

All course documentation is available on DND Learn, which may be accessed via the College website or remotely via the Internet. NSP participants are assigned user names and passwords to access DND Learn.

407. HIERARCHY OF LEARNING

1. The focus of learning on the NSP falls largely within the cognitive domain — that is, the comprehension of information, the organization of ideas, the analysis of data, the application of knowledge, the selection between alternatives, and the evaluation of ideas or actions. CFC uses six levels of learning, based on B.S. Bloom's *Taxonomy of Educational Objectives*, which are described below.

- a. Evaluation (Level 6). The ability to judge the value of material for a given purpose. Learning in this area is the highest in the cognitive domain hierarchy because it involves elements of all the other categories, as well as conscious value judgments based on clearly defined criteria.
- b. Synthesis (Level 5). The ability to put parts together to form new patterns or structures, such as a unique communication (a theme or speech), a plan of operation (a research proposal), or a set of abstract relations (schemes for classifying information).
- c. Analysis (Level 4). The ability to break down material into its component parts so that the organizational structure may be understood. Includes identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved.
- d. Application (Level 3). The ability to use learned material in new and concrete situations, including the application of rules, methods, concepts, principles, laws and theories.
- e. Comprehension (Level 2). Seeing relationships, concepts, and abstractions beyond the simple remembering of the material. Typically involves translating, interpreting and estimating future trends.
- f. Knowledge (Level 1). The recall of previously learned material (facts or theories) in essentially the same form.

CHAPTER 5 — PROGRAMME ORGANIZATION

501. ACTIVITY SCHEDULING

1. The NSP is a 10-month programme and an outline timetable is provided at Annex A. However, as changes will occur an up-to-date electronic version of the course schedule will be available via the College web page and on DND Learn.
2. In view of the experience gained from the past AMSPs and NSSPs, the following guidelines are followed in the development of the programme timetable and will continue to be observed, where possible, whenever rescheduling of activities is required:
 - a. Contiguous Preparation Time. Previous participants have commented that they work more efficiently if their assigned preparation time is concentrated into uninterrupted blocks. To respond to this preference, study weeks has been built into each term and scheduled between concentrated course delivery sessions.
 - b. Sequencing of Course Activities. Exercises, case studies and field research activities when scheduled should take advantage of the knowledge, experience and perspective immediately gained by the participants. However, scheduling all activities immediately within each course block may prove unworkable. In the alternative, selected course activities are spaced out throughout the schedule, and emphasis has been placed on the delivering of additional prerequisite material (just) prior to the activity.

502. RESEARCH AND PREPARATION TIME

The NSP has been designed to provide participants with sufficient time to prepare for course activities and to complete assignments. The model is based on a 3:1 ratio of preparation time to contact time.

503. SYNDICATES

The participants are organized into syndicates of balanced composition and size. Assigned to each syndicate as Senior Directing Staff (SDS) is a retired Canadian general or flag officer, who serves as a mentor to the group.

504. TERM AND WEEKLY SCHEDULING

Each of the three NSP terms is scheduled over eleven weeks. Throughout the terms, core course activities are scheduled on Tuesdays and Wednesdays, and Thursday and Friday mornings. Thursday afternoons are reserved for Commandant's keynote speakers. Electives may be scheduled on Mondays and/or Friday afternoons. One of those weeks is a term reading week. Core and in-house elective courses have activities that total 39 contact hours. Term 3 has two additional weeks for exercises associated with the core courses. The Field Research course activities are scheduled in three sessions at, or near, the end of each term. The overall programme schedule also includes an additional reading week

(immediately prior to the Christmas break), a Spring break and a break for House Hunting Trips. The outline NSP timetable is at Annex A.

505. ASSESSMENT

1. Participants will be assessed both for their learning and for their professional attributes. Academic instructors will be responsible for the academic assessment, both content and intellectual development; SDS will provide their advice. Similarly, SDS will observe participants and provide assessment of their contribution and development both as individuals and members of the student body; here academics will offer advice from their perspective.

2. Participants will receive regular feedback to facilitate their self-development. This feedback will be provided through meetings with course instructors and SDS, and in written reports in the following categories:

- a. Course Work. The course instructor will carry out written assessments for course seminars, case studies, the research paper and its associated seminar. SDS will provide comments for use by the course instructor.
- b. Professional Competencies. Professional competencies include command, leadership and management skills, and professional knowledge. Assessments on professional competencies are provided in narrative form only.
- c. Personal Competencies. Personal competencies are concerned with intellectual capacity, personal values and qualities, and communicative competence. Assessments on personal competencies are provided in narrative form only.

3. An assessment of overall achievement will be provided on the programme report, which will comprise two sections: an assessment of achievement and performance, and comments on professional and personal competencies.

506. ACCREDITATION

1. The Royal Military College (RMC) will be offering credits for completed NSP courses towards a Master of Arts in War Studies or Defence Security and Management Policy (may be renamed to Master of Public Administration (Security and Defence)). Additional credits may be offered in consideration of a participant's prior knowledge and professional experience.

2. Interested participants will be required to formally apply to and be accepted by the applicable RMC programme.

507. SUMMARY

In summary, the educational framework in use for the NSP is focused on improving the critical analytical skills and intellectual agility of the participants. The emphasis is on active learning and full participation by all students in an open and positive environment.

The role of the College is to provide the environment; the role of the participant is to take full advantage of a unique opportunity to study the profession while developing his or her intellect.

Annex:

Annex A NSP 1 — Outline Timetable

