

NL ARMS

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NL ARMS Netherlands Annual Review of Military Studies 2019

Educating Officers: The Thinking Soldier -
The NLDA and the Bologna Declaration



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Foreword

The Netherlands Annual Review of Military Studies appears yearly as a volume dedicated to an emerging topic in the field of military research. Traditionally it consists of chapters written by scientists from the Faculty of Military Sciences (FMS) and their co-workers who reflect on the central topic from their specific scientific expertise. This year we have taken a slightly different approach by choosing a topic that is one of the core businesses of the faculty, namely academic officers' education.

In 2019 it has been 20 years since the Bologna Declaration was signed by a majority of European ministers. The core mission of the Bologna Process and the main objective of structural reforms in higher education have been to ensure and enhance the quality and relevance of learning and teaching. A European Higher Education Area (EHEA) has been built in which goals and policies are agreed upon at the European level, and then implemented in national education systems and higher education institutions. Academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA. This was also emphasized in last year's communique of the ministerial conference in Paris within the Bologna Process.

When reading the statement above, one may wonder not only whether it is possible to implement this in a military education environment but also what such an education system would look like. Looking at our neighbours in Germany, we see a hybrid education model that has already existed for over 40 years. There the Bundeswehr universities in Hamburg and Munich are subject to legal stipulations of the respective Bundesländer Hamburg and Bavaria. The university status as well as all regulations concerning the academic programs have to be approved by the two culture ministers. In The Netherlands, issues regarding academic freedom, governance etcetera in the military context have been addressed to a large extent by the installation of the Foundation for Scientific Education and Research of the Netherlands Defence Academy. However, discussions on these issues are ongoing and can be found throughout this volume as well.

Besides issues like academic freedom and university structures, several chapters in this volume address the way education takes place at FMS with respect to educational philosophies, challenges, and solutions within the military academic setting. We think that we have succeeded in combining academic education and preparing for the military profession in good harmony. This combination is a ‘must have’ in preparing modern-day officers for their future tasks in a complex and uncertain world. Within academic degree programs we look for a balance between building knowledge on military operations, technology, organisations on the one hand and critical thinking on the other. To meet the aforementioned requirements, the FMS uses the metaphor the ‘Thinking Soldier’, which will be a returning topic of discussion throughout this year’s NL ARMS.

In this Foreword I would like to take the opportunity to thank all my colleagues that contributed to this volume, not in the last place the editors who did a great job in organising and finalising all the contributions. To the readers I can only say ‘Become part of the world of the Thinking Soldier’ and enjoy reading this book.

Breda/Den Helder, The Netherlands

Prof. Dr. Patrick Ooninx
Dean of Faculty Military Sciences
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Preface

In 1999, 29 European ministers for Education and Science signed the Bologna Declaration, thereby agreeing to coordinate higher education across Europe by the implementation of the Bachelor's and Master's (BaMa) system. As it turned out, next to civilian universities and institutes for higher education, military academies across Europe, have also introduced the BaMa system into their programs for officers' education. This marks a transition from the old days, when officers' education took place within a national military system, under military command, grounded in principles, traditions and needs, as professed by the Ministries of Defence (MoDs) and the armed forces, in particular.

For reasons of recruitment, employability, good governance and the so-called civilian effect—resulting from the recognition of awarded degrees—in 2002, the Dutch Minister of Defence decided to merge all officers' educational programs into one institute, the Netherlands Defence Academy (NLDA). In doing so, and where applicable, the BaMa system was to be adhered to. In The Netherlands, therefore, the Bologna Declaration can be seen as crucial leverage for the development of in-house academic degree programs as a fundamental part of both initial and more advanced levels of officers' education.

Obviously, the in-house degree programs at NLDA were to remain attuned and relevant to the needs of the MoD and the military professional field. Most significantly, and contrary to previous times, however, implementation of the BaMa system meant that from now on, Dutch traditional strongholds of officers' education were obliged to submit part of their officers' education (i.e., the degree programs) to independent civilian quality control. For, similarly to other institutes for higher education in The Netherlands, the military relevant degree programs were to be assessed and validated according to frameworks devised by the Ministry for Education, Culture and Science.

In this sense, the MoD decision has instigated change processes which continue to impact academic officers' education to this day, ranging from the institutional context and governance structure to educational philosophies and insights, reflective practices and didactical solutions, needed to address specific demands from a specific target population.

Instead of implementing pre-formulated answers, such broad-ranging change requires comprehensive search processes into challenges, which are partly inherent to the introduction of academia within the walls of a military institute. For instance, it has been questioned whether cadets and midshipmen should take part in academic studies at all, instead of postponing this until later into their careers. The meaning—and necessity—of academic freedom, or the meaning of critical thinking and how this relates to socialization processes, also, have been topics of debate. Questions such as these point to challenges and controversies that, preferably, would be studied jointly to obtain answers. As of yet, no comfortable end state to “re-freeze” into after change can be expected.

The editorial board of NL ARMS 2019 strives to offer a platform to academics, military and civilian practitioners, as well as combinations of the three, to reflect and share their thoughts on officers’ education ‘before and after’ Bologna, both in The Netherlands and abroad. To this end, controversies and challenges, affecting various aspects and systems of officers’ education, have been grouped into five themes. Four themes are derived from insights and ongoing challenges in the development of the academic part of Dutch officers’ education, comprising institutional settings and—change, educational philosophy, educational challenges and reflective practices, and didactical solutions. The fifth theme, international perspectives, provides insights into the strategic environments, challenges and controversies, identified at sister-academies, as well as ways to further officers’ education across Europe, e.g., by making use of Erasmus programs.

Institutional Settings and Change Processes

In The Netherlands, before the implementation of the BaMa system, officers’ education for Army and Air Force cadets was provided at the Royal Military Academy, in Breda, whereas, the Navy educated its midshipmen at the Royal Netherlands Navy College, in Den Helder. Next to being approximately 200 kilometers apart, geographically, both institutes could avail of their own governance structure, including their own faculties, and were placed either under Army/Air Force or Navy military command. Communication and cooperation between the institutes remained limited. In 2005, academic and administrative staff from both institutes merged into the newly established Faculty of Military Sciences (FMS) under the umbrella of the—also newly established—NLDA, and this implied more than merely ‘changing umbrellas’.

Although both institutes for officers’ education in Breda and Den Helder have remained intact, from 2005 onwards, Navy, Army, Air Force cadets and midshipmen, added onto by *Marechaussee* cadets, are enrolled jointly in one of three FMS Bachelor degree programs. Currently, all cadets and midshipmen studying military systems and technology are educated in Den Helder, regardless of which branch of the armed forces they belong to. Along the same line, cadets and

midshipmen enrolled in war studies or military management studies are pursuing their degree program in Breda.

From 2006, the (preparation of) accreditation processes instigated further institutional change. In order to be allowed to award appropriate academic degrees, the Accreditation Organization of the Netherlands and Flanders (NVAO) demanded a change in the FMS NLDA governance structure. More particularly, to gain NVAO accreditation, all management influence, including state influence, as in exerting military command, was to be strictly excluded from the process of awarding academic degrees. For this reason, in 2011, the independent Foundation for Academic Education and Research at NLDA (SWOON) has been established.

The first two chapters in this volume pay attention to the change processes, which, although they have resulted in a firmer position of academia within a military institution, have not yet led to commonly shared views on governance. Also, the bottom-up approach that has resulted in actual educational reform is highlighted. In Chap. 1, Rijdsijk and Oonincx hold that, whereas, the need for academic officers' education to meet present day professional requirements is generally acknowledged, questions on how to best govern academic education and research within a military organisation remain under debate. The principle of academic freedom as a pre-condition for academic education and research is crucial to this debate, as it implies a level of autonomy of academics and students that is not self-evident in a military structure. Situating the institutional development at FMS in the context of university reform, the authors discuss similarities and differences that may help to reposition the FMS as a small scale academic community in both a military and broader social context.

Rothman, in Chap. 2, seeks to explain the successful reform of initial military education in The Netherlands between 1989 and 2011. The author argues, that, whereas, from a strategic perspective, it made good sense to adopt civilian education standards, the initiative to do so did not come from the Ministry of Defence, which was distracted by multiple missions overseas and budget cuts at home. Instead, reform was the outcome of processes within the institutes for military education themselves, in response to changes in education policy as well as in the strategic context.

In Chap. 3, de Bruijn and Doense, respectively, commanders of the Royal Netherlands Navy College and the Royal Military Academy put forward that, due to increasing global instability, novel warfare areas and the dominant role of technology, the Netherlands armed forces are to increase their agility and adaptiveness. Not only will this objective affect the composition of the armed forces, but, also, future officers are expected to be able to function in complex, highly technological environments, and to lead their mixed and changing teams of specialists into achieving relevant results. To prepare aspiring officers sufficiently for these novel challenges, within NLDA, improved cooperation between institutes that contribute to officers' education, is adamant. The authors are convinced that, as character building has always been at the heart of officer education, again, it will be key in providing solutions for the

future. To this end, the presented framework of military virtues serves to connect all elements of officers' education offered at NLDA institutes.

Timmermans and Bertrand, in Chap. 4, open up yet another ethical discourse by taking a closer look at how oaths function in the education and training of military officers. On the one hand, officers take part in oaths and pledges as part of their own training and induction, and, on the other hand, in their future role as officers, they administer oaths themselves. Drawing on business ethics, the authors hold that understanding the performative functioning of oaths, as a means to entrench integrity within organizations and its individual members, may offer new insight into the steering of organizations towards integrity both theoretically and in practice.

Educational Philosophy

The multifaceted strategic and operational contexts, in which military professionals perform their jobs, necessitates them to think creatively when 'designing' solutions for problems in the military field as well as to reflect on—and take responsibility for the outcomes of their actions and ideas. Moreover, officers educated today will help to develop the military of the future. These considerations traditionally have had a significant effect on educational philosophies at military academies. Many contemporary Western institutes for officers' education espouse to cultivate the formation of cadets according to the *Bildung*-ideal. In terms of educational philosophy *Bildung* relates to educating broad-minded generalists and it is still being debated whether and how the intrinsic nature of the *Bildung*-ideal can be reconciled with the practice of socialization in initial officers' education. Questions that need to be studied in-depth are e.g., at what point does education turn into socialization, and, at what point does socialization, that takes place according to a tightly delineated idea, conflict with the essential nature of education as professed in the *Bildung*-ideal.

In Chap. 5, Jansen and Verweij examine the philosophical underpinnings of character education and show inherent difficulties, faced by military academies, when aiming to develop leaders of character. For, to train outstanding leaders, able to deal with the complexities of warfare in the best possible way, appears far from straightforward. The authors argue that to understand what it takes to implement military character education, one first needs to understand its preconditions. By formulating these preconditions and discussing their implications, Chap. 5 evaluates a dominant traditional paradigm in military officers' education.

In Chap. 6, van Baarle and Verweij explore the relevance of Foucault's ideas on the 'art-of-living' concept for ethics education in military organizations. Given Foucault's intellectual indebtedness to Nietzsche, the authors, first, present a theoretical analysis of *Bildung* as a concept and subsequently proceed to focus on the 'art-of-living' concept. It is proposed that, as, art-of-living fosters awareness of power dynamics in case of military moral dilemmas, Foucault's concept may

support military personnel with alternative ways to deal with moral dilemmas responsibly.

In Chap. 7, Kramer and Moorkamp, argue that organizational characteristics of military taskforces confront military professionals with specific challenges. Following Schön, the authors put forward such challenges highlight the necessity of reflective practice, that is geared simultaneously towards ‘self-designing’ an organizational system and enacting the mission environment. In other words, while operating under dangerous and turbulent conditions, military professionals invest major effort to refine and reshape their organizations. Based on research findings over the past 20 years, the authors aim to contribute to novel ways to incorporate the reflective practice concept in military education and research.

Educational Challenges and Reflective Practices

Implementing and maintaining a viable BaMa system in officers’ education has spurred re-thinking the educational philosophy and explication of objectives that military relevant academic degree programs aim to achieve. To act on the need for knowledge and strategic thinking in the military field, as well as on the need to keep attuned to the Erasmus and Bologna Processes regarding academic education, both practice based—and science based knowledge are to be integrated to achieve deeper understanding. When academic knowledge is considered relevant to practice based knowledge, cognitive understanding as well as the skills to use what is learned will improve, and, moreover, reflection and critical thinking will be enhanced. To do so, to a certain extent, the challenge is to find ways to combine, or even merge, professional military education and academic reflection and critical thinking.

In The Netherlands, at the level of exit qualifications, to all its Bachelor’s graduates FMS applies the metaphor of the ‘Thinking Soldier’. This metaphor locates officers in technologically sophisticated, knowledge-intensive organizations within uncertain, dangerous, and ethically challenging environments, in which they execute the state’s monopoly on violence. Grounded in Schön’s concept of ‘reflective practitioner’, the Thinking Soldier suggests that such conditions create strong intellectual as well as pragmatic challenges, requiring officers to keep a broad focus and an open mind and, most importantly, to take responsibility for their actions, as these do not only affect their own lives, but the lives and livelihoods of others as well. According to Schön, problem solving by practitioners does not—and principally cannot—resemble ‘technical rationality’. Quoting Schön: “Technical rationality holds that practitioners are instrumental problem solvers who select technical means best suited to particular purposes”. The problems practitioners need to solve escape the reach of technical rationality because of their indeterminateness. Characteristically, practical problems are uncertain, unique and value-laden. This does not mean that practical problem solving is beyond the reach of theory and involves an unjustifiable ‘muddling through’. Instead, based on the concept of the reflective practitioner, it is argued that reflection-in-action (thinking what they are

doing while they are doing it) can be used to form hypotheses on actions or interventions. According to Schön, “An overarching theory does not give a rule that can be applied to predict or control a particular event, but it supplies a language from which to construct particular descriptions and themes from which to develop particular interpretation”. In this way, the concept of the reflective practitioner not only offers an alternative to technical rationality, but, also helps to demystify practice as if it were an art based on a kind of intuitive knowing that escapes conceptualization.

In the context of officers’ education, the concept of reflective practitioner refers to the need for critical thinking, reflection and responsibility and accountability for one’s own actions. Reflection may start by feelings of bewilderment and doubt as to the situation one finds oneself confronted with, to be followed by an urge to study, interpret and confer meaning to what is happening, and to analyze and clarify problems in order to deal with them. Reflection is not only about skills, but also about attitudes, such as open mindedness, openness, a real interest in other people and the world around you as well as a need for critical thinking. These things matter, because, as mentioned above, by their actions, military officers do not only affect their own lives, but the lives of others as well. As such, the concept of “the reflective practitioner” can be regarded as the basis for a particular view on *Bildung*.

In Chap. 8, Bijlsma elaborates on the meaning of reflectivity for operational servicemen and—women. To this end, the author introduces two concepts of reflective learning: experiential learning theory and problem based learning. With this framework, the actual situation on officers’ education is explored. The author pleads for more attention to reflectivity in the curricula and in the classroom.

Van Doorn, in Chap. 9, links the need for flexibility and adaptiveness, also put forward in Chap. 3 by de Bruijn and Doense, to ‘learning while working’. The latter is often referred to as reflective practice, and, in this light, coaching—as in facilitating learning—can be viewed as ‘the new leadership’. To this end, the author examines how the theoretical perspective on Critical Success Factors (CSFs) in coaching may offer a practical framework for organisational learning and the education of reflective practitioners. Specific attention is paid to its appropriateness to the education of future military leaders.

Van Tilborg, Bijlsma and Muis, in Chap. 10, discuss how military, often exposed to extremely stressful situations, may benefit from the preventive effects of mindfulness training, whilst, simultaneously facilitating and deepening reflectivity. The authors have used an individual, low-dose, self-training mindfulness intervention (i.e., a 10-day mind-fitness training), conducted amongst 173 Dutch military, to explore the effects on mindfulness, stress, wellbeing, working memory capacity, and situational awareness. It was found that the intervention sorted a negative effect on stress and positive effects on mindfulness, wellbeing and (self-rated) situational awareness. In Chap. 11, Annink and van Mook ask how teachers contribute to the development of cadets from novices to experts, based on five predetermined characteristics, comprising (1) individual and collective learning, (2) military and academic education, (3) the role of teachers, (4) professional identity and (5) learning strategies. Not only do the authors find that all five

characteristics are related to the development of cadets into experts, but, moreover, teachers influence this development process by stimulating the cadets' reflective ability, by granting sufficient time to practice knowledge and skills and by differentiating between individual and collective learning needs. Beeres and Bollen, in Chap. 12, look for factors, identified in literature, that influence the academic performance of undergraduate students in military management studies at FMS. To this end, over the last six years, surveys have been conducted amongst 184 cadets and midshipmen, representing all services within the Dutch armed forces. Based on statistical results, amongst others, the authors find that neither service, nor gender, nor age can be associated with academic performance.

Didactical Solutions

As a theme, 'didactical solutions' is embedded in the previous two themes. For, once an educational philosophy has been established and educational challenges and reflective practices can be addressed, it comes down to actually 'doing' education. How does one give *hands and feet* to the ideals of a 'reflective practitioner'? Inherent tensions between practice—and scientific-based knowledge, relevant to the military, continue to challenge both the providers and the receivers of military education. Academic staff in higher education need to enable their students to engage in dialogues to explore complex issues from different points of view and gain insights that cannot be achieved individually. The intention is to create an effective, productive balance of adaptive—and creative learning, where students can apply what they have learned to their relevant professional context, and where they can also use creative learning, critical thinking and reflection to generate new professional knowledge. The ability to apply professional knowledge, gained through adaptive learning, in a professional context, and to generate new professional knowledge by reflection on one's own actions and creative learning, lies at the heart of the concept of the reflective practitioner. From the perspective of the reflective practitioner, academic officers' education cannot merely be about providing the raw academic materials, and, subsequently, letting practitioners sort it out for themselves. Additionally, officers' education takes place in a very specific environment: the military organization and the boarding school, which both demand/compel certain forms of student behavior and mirror certain ideas, reflecting the 'ideal officer'. This environment is brought into the classroom and academic staff are to relate to it.

In Chap. 13, de Jong and Baudet put forward, that, as military professionals operate in complex environments characterized by confusing and contradictory visual (dis)information, academically trained officers, at least, should possess some awareness of the consequences of 'manoeuvring' in this equally allusive and persuasive domain of visual rhetoric. 'Iconic images' can transfer important (political) messages and therefore may be used to influence all those involved in conflicts. The authors argue that studying relationships between form, content and function in

iconic images of war positively enhance understanding of the complex nature of conflict, war and warfare and the responsibilities of the officer therein. Therefore, ‘thinking soldiers’ also need critical tools from the toolbox of the (art) historian.

Klinkert, based on the metaphor of the ‘thinking soldier’ and rooted in the history of military education, in Chap. 14, elaborates on how battlefield tours (BFTs) support both the development of critical thinking as well as understanding the realities of war. Analyses and discussions at the location of historical military confrontations are thought to further understanding on the realities of war and improve future decision making. In many ways, BFTs constitute a very practice-orientated method of educating military professionals, increasingly being underpinned by reflection and critical thinking. The author examines efforts to create BFTs that meet academic standards, whilst still providing cadets and midshipmen with professional insights in the realities of war, and, thus remaining relevant to their future work as subaltern officers.

In Chap. 15, Brinkel, Murphy and Noll apply the concept of the reflective practitioner to staff rides. Both in Ireland and in The Netherlands, staff rides are believed to establish a learning environment that allows for maximum student involvement, a non-hierarchical exchange of views and experiences and the positioning of the teacher as coach and enabler. As noted by Klinkert in Chap. 14 regarding battlefield tours, staff rides, also, are rooted in the idea that professional military artistry cannot be learned solely through technical training and learning regulations by heart, but, instead needs to be experienced in a reflective practicum. To this end, staff rides are set up as a function of the aim to encourage reflection, ethical aspects, questions behind the questions and the confrontation of practice with values and personal convictions.

When developing didactic concepts in officers’ education, one has to keep in mind that, for the most part, cadets and midshipmen will not pursue an academic career. Unique didactical solutions are required to integrate practice-based and scientific-based knowledge, some of which are presented in this volume. In officers’ education, science based knowledge and creative learning serve to support the further development of the professional field, i.e., practice based knowledge, behavior and actions. This means that theories are to be relevant to the professional working field. As to practice-based knowledge, this must be underpinned by (empirical) research, instead of proven experience only. In doing so, research on military practices, challenges and controversies as a scientific base, will continue to contribute to improve education, professional competencies and the development of a common body of knowledge. Partaking in academic officers’ education that is geared towards delivering reflective practitioners means that students, whether they are cadets, midshipmen, officers or civilians will be involved in research themselves and, therefore, will have to learn to reflect on military practices. Their contributions to (action) research will support the military to solve problems and will add to the development of a body of knowledge for the armed forces to draw on. This body of knowledge is based on a variety of academic disciplines, ranging from technical sciences to law, humanities and a wide range of social sciences. The authors of Chaps. 16, 17 and 18 pay attention to specific parts of

curricula, that are characteristic to officers' education, either fitting in with the demands of a specific branch or service within the armed forces, or being of a more generic and even '*education permanente*' nature.

Frerks, in Chap. 16, elaborates on how, at the end of the Bachelor's degree program in war studies and the initial military training, Dutch cadets and midshipmen have to understand the political and policy environment they will operate in during their future professional life. This competence is part of the 'Thinking Soldier' concept that guides their education at FMS. The course on Netherlands Security and Defence Policy aims to achieve this. The author highlights the goals and main contents of this course and clarifies how the complicated substance of this topic is being taught at bachelor's level using a variety of educational tools. Visser-Schönbeck, in Chap. 17, discusses how to approach military law, a subject taught in various programs for officers' education. Military law covers several branches of law officers use, for instance, administrative law or disciplinary law to apply in the case of subordinates, or humanitarian law or operational law to apply in the field. Consequently, courses on military law take place throughout military careers; not only during initial education, but also at later stages. From a didactical point of view, legal education needs a very practical approach, applying the law to cases to clarify theoretical aspects, whilst, at the same time, maintaining an academic basis. The author discusses the implications for the ways such courses can be set up.

In Chap. 18, Dado, Schmets, Krosenbrink and Krabbenborg explain how the Engineers Regiment, in order to adjust to the changing military operational and organizational context, adopts new methods and techniques in the areas of military strategy, management, organization and technology. Amongst others, this requires rethinking the desired and required competences of the Regiment's—current and future—personnel and the academic education of future officers. Educational and research institutes within—or associated with the Dutch defence organization anticipate interactions between military practice, education and research, i.e., an intensified collaboration within the Golden Triangle. Within the scope of the FMS educational and research programs, the authors address both current developments and the required interaction between military practice, education and research.

International Perspectives

NLARMS 2019's fifth and last theme is dedicated to international perspectives, which provide insights into challenges and controversies, identified at sister-academies, as well as ways to further officers' education across Europe. It will appear that, due to differing security situations, demographics, national governance strategies and other impacting factors, the contexts in which military academies across Europe educate officers and, in doing so, are able to contribute to the development of military capabilities, vary considerably.

In Chap. 19, Mengelberg and Scalas discuss how, from the end of the Cold War, officers' training and education across Europe has both broadened and become strengthened by additional institutional structures due to multilateral, organizational and inter-organizational initiatives. Notably, to this effect, the authors view EU's entrance in the security and defence domain under the umbrella of the European security architecture as a milestone. Although strengthening these initiatives is met by challenges due to diversified national interests, persevering to do so is expected to offer opportunities also. The authors elaborate on developments in training, education and research in the European security and defence domain and address current challenges and opportunities.

In Chap. 20, Bileišis and Ungurytė-Ragauskienė, from an historical-institutional angle, focus on Lithuania's security situation. Resulting from both economic growth as well as demographic decline, the Lithuanian military are faced with an unfavorable recruitment environment, severely impeding the staffing of military units. Due to perceived external threats, the country feels necessitated to expand its professional officer corps, beyond the number of officers graduating from the military academy. The authors explore why security services, either resorting under the Military Statute or the Interior Service Statute, fail to coordinate the development of professional military competencies. They find three possible reasons. First, security services fit into a broader Lithuanian governance model, characterized by multi-level fragmentation and resistant to integration policies, even in instances of political salience. Furthermore, some institutions have their civilian functions 'militarized', whilst others have their military functions 'demilitarized', hampering the development of military competences. Third, and seemingly paradoxically, increased defence spending seems to drive the military and support services in the armed forces apart.

In Chap. 21, Jansen, Brænder and Moelker compare notes on educational reforms in The Netherlands and Denmark over the last decade. Regarding recruitment and educational models, the authors conclude that change in Denmark has been more radical than in The Netherlands. Denmark switched to recruiting academics and shortening the educational trajectory whilst the Dutch kept both long (Bachelor's degree program) and short (applied vocational training and skills and drills) models and mixed their recruiting strategy. Both countries also offer career possibilities for NCOs entering the officer corps. In both countries, however, tensions between the soldier's habitus and the scholar's habitus have not been resolved. The strengths and weaknesses of both countries' educational reforms in terms of "what sets the officer apart?" are discussed. The authors recommend possible escapes from the dilemma of a training that on the one hand is too scholarly and academic, or, on the other hand, emphasises too much military skills and drills. Developing the habitus of the Thinking Soldier may prove the new way ahead.

The epilogue offers a perspective on the complex position occupied by any in-house academic faculty within a military organization. It is argued that within this specific context, an academic faculty can only remain valuable when it is able to retain a certain critical distance from the environment for which it educates. This

means that it should be able to resist certain pressures from within the military organization. Particularly in times of budget cuts such pressures can be experienced as quite significant. At the same time, compared to other academic institutes, a faculty within a military organization is located in an altogether different biotope. Therefore, a faculty such as FMS also needs to be able to resist trends that occur within the ‘civilian’ academic world that would alienate it from its biotope.

At this point, the editors would like express their deep gratitude to all contributing authors. We sincerely hope, all those interested in officers’ education will enjoy many instances of critical thought, reflection and creativity while reading this volume.

Breda, The Netherlands

Wim Klinkert
Myriame Bollen
Marenne Jansen
Henk de Jong
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Contents

Part I Institutional Settings and Change Processes

1	Governing Academic Education and Research in the Military in the Context of University Reforms	3
	Erna Rijdsijk and Patrick Ooninx	
2	Making the Academic Turn: How Bottom-up Initiatives Drove Education Reform at the Netherlands Defence Academy	17
	Maarten Rothman	
3	Character Is (the) Key! The Application of Virtue Ethics to Improve Officers' Education	27
	Joost Doense and Jaco de Bruijn	
4	A Performative Account of the Use of Oaths to Enhance Integrity Within the Military	43
	Job Timmermans and Robert Bertrand	

Part II Educational Philosophy

5	Officer <i>Bildung</i>: A Philosophical Investigation of Preconditions for Military Character Education	59
	Marenne Jansen and Desiree Verweij	
6	A Critical Appraisal of the <i>Bildung</i> Ideal in Military Ethics Education	77
	Eva van Baarle and Desiree Verweij	
7	Reflective Practice in Synthetic Expeditionary Task Forces	97
	Eric-Hans Kramer and Matthijs Moorkamp	
8	From Thinking Soldiers to Reflecting Officers—Facts and Reflections on Officers' Education	115
	Tom Bijlsma	

9	Five Critical Success Factors for Coaching: A Perspective on Educating Reflective Practitioners	133
	Ger van Doorn	
10	Mindfulness in the Dutch Military – Train Your Brain	155
	Anouk van Tilborg, Tom Bijlsma and Susanne Muis	
11	The Impact of Educational Characteristics on the Development of Cadets from Novices to Experts	181
	Charlotte Annink and Nicole van Mook	
12	Determinants of Academic Performance in Bachelor Theses: Evidence from the Faculty of Military Sciences at the Netherlands Defence Academy	195
	Robert Beeres and Myriame Bollen	

Part III Didactical Solutions

13	Iconic Images and Military Education: A Delicate Relationship	211
	Henk de Jong and Floribert Baudet	
14	Bologna Meets the Battlefield – Using Historical Battlefields in Modern Academic Military Education	231
	Wim Klinkert	
15	The Staff Ride as Reflective Practicum – Impressions and Experiences of the Faculty of Military Sciences and Maynooth University	247
	Theo Brinkel, David Murphy and Jörg Noll	
16	Policy for Cadets and Midshipmen – Teaching Dutch Security and Defence Policy at the Netherlands Defence Academy	261
	Georg E. Frerks	
17	Legal Education: A Matter of Motivation? An Overview of Aspects of Legal Education for Officers	273
	Kirsten Visser-Schönbeck	
18	Military Engineering – Practice, Education and Research in The Netherlands; the Golden Triangle	285
	Edwin Dado, Alexander Schmets, Rick Krosenbrink and Dennis Krabbenborg	

Part IV International Perspectives

19	A European Army of Thinking Soldiers – European Academic Officers' Education: Challenges and Opportunities	305
	Sabine Mengelberg and Riccardo Scalas	

**20 Lilliputians Divided: How Service Statutes Fragment
Lithuanian Security Services** 321
Mantas Bileišis and Svajūnė Ungurytė-Ragauskienė

**21 What Sets the Officer Apart? Dutch and Danish Educational
Reforms Leading to the Habitus of the Thinking Soldier** 337
Marenne Jansen, Morten Brænder and René Moelker

Epilogue 355

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