

THE BUGLE

BALTDEFCOL NEWSLETTER



June '10 Nr. 6

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Latvian President visited Baltic Defence College

On 15th of June 2010 visited College the President of Latvian Republic H.E. Valdis Zatlers. President Zatlers had a meeting with Commandant BG Gundars Abols after which he gave a lecture to the JCGSC course on topic "Latvian Security in the View of a Changing Security Environment". The lecture was followed by a dinner hosted by the Commandant and the day ended with gift exchange.

In brief

Here you can find a selection of brief news that did not make it's way to the College webpage.

Baltic Security and Defence Review – for those who are not expecting another issue of Baltic Security and Defence Review before autumn we have a surprise. Since last year the BSDR was changed into a bi-annual issue and from this year the first issue will be released in June. That means the new BSDR can already be found under the Publications section on Baltic Defence College webpage.

Finnish delegation visiting BALTDEF-COL Library – on June 3rd, 2010 the

Baltic Defence College library received guests from Finland. Visiting the libraries of Tartu was a part of a training seminar for the management members of Finnish special libraries.

Leaving employees – every summer brings with it also the moment where some people are leaving the college. The Bugle wishes good luck in their following life and career to the Chief of Staff LtCol Paul-Indrek Rajamäe-Volmer, LtCol Gert Rasmussen from OPD, LtCol Maris Tutins from DMO, Dr Arunas Molis from the DPS and the acting head of the HCSC LtCol Gundars Reževskis.

THE BUGLE
Est. 2009

Chief Editor:
Villu Varjas
villu.varjas@bdcol.ee
+372 717 6068

Language Editor:
Kaja Võsu

Baltic Defence College
Riia 12, Tartu
Estonia

Dear Directing and Support Staff of the BALTDEFCOL

PLEASE accept my appreciation for the inputs you have all given in successfully graduating the 51 students of the JCGSC 2009/2010 and 9 students of the CSC 2010. This success is a result of a real team work with the involvement of many people – expertise and competence within our own institution as well as invited specialists, GLs and VSMs – all with the focus to create the best possible learning environment for our students.

On behalf of the whole BALTDEFCOL community I would also like to pass special thanks to all leaving Staff members for their excellent service and valuable efforts in educating our officers. It is my privilege to wish you every success in your future careers as well as personal lives. I am more than sure

that you will remember the time you served in the BALTDEFCOL as a period in your life which will remain positive and that you will find useful and important in your future positions. Don't forget that our doors will always be opened for you!

After return from the summer vacation we will encounter a busy period with running the HCSC 2010 and the JCGSC 2010/2011. I would hereby like to highlight that according to the Policy Paper signed by the Defence Ministers of the Baltic States in May 2010 the JCGSC will be the core activity of the BALTDEFCOL. Today, we can see that the big step of launching this course in 2007, the course that is unique within the context of NATO, has totally paid off.

In addition, please note and be prepared for that that the new school year will start for the whole BALTDEFCOL staff with the faculty preparation training week on 2-6 August which will provide an excellent opportunity for the old as well as for the large number of the new staff to upgrade their knowledge and better their skills.

So please take the fullest from the summer, gather good energy and vigour to face the coming courses and last but not least I wish you all quick adaptation to the reforms that await us ahead.

Best regards,

BrigGen Gundars Abols
Commandant

Busy day at Tammistu Family Centre

ON 22nd of May the about 20 Baltic Defence College students and staff gathered again to Tammistu to continue with their charity programme started in the autumn. The team spent in Tammistu a hard day of work which resulted in another pile of logs properly heaped up and waiting to be burnt. The head of Tammistu Family Centre Tiina Stelmach told to Tartu Postimees (24.05) that "for the ranger it would have taken 3 weeks to split that amount of wood". When in the autumn the wood was cut just by axes, then this time the students dragged a wood splitter with them to increase productivity.

During the break the hungry workers were offered a lunch at the family centre.

This was the second time the BALTDEFCOL working team visited Tammistu. Already in autumn a team went there to help the Family Centre with maintenance



Working hard doesn't mean it can't be fun (photo: Agrenska Foundation)

works in the park. As by today the flight of students who initiated the charity programme have recently graduated and have already left the

college, their work is just waiting to be overtaken.

Joint Command and General Staff Course 2009-2010: Just not another Course punching out at the Baltic Defence College

By William Ronald LaGrone
Course Director

ONE may find it altogether too easy to be captured by the clock and the calendar in an academic environment, and this might go double for professional military education institutions like the Baltic Defence College (BALTDEFCOL). The officers of the Joint Command and General Staff Course (JCGSC) will join the line of graduates of the BALTDEFCOL that is now over 700 strong right on schedule.

Our officers graduate, they go on to their summer holidays, new assignments and soon enough most of their memories of the College settle down to that pleasant and humorous material of which post graduate stories are made. The staff undergoes the process of getting ready for the next course, the next seminar and the next mission. The focus is ahead in time with some occasional looks at the past. Our teaching faculty is rather dynamic being composed largely of active duty officers and others who may move on to other assignments and positions and leave the College behind. Already, you can see people disconnecting and looking towards to their next challenges.

In this context, we must remind ourselves that the JCGSC 2009-2010 as a Class has stood out from other officers who have passed the Courses of the College. They have distinguished themselves by their leadership and officership, by their partnership on the implementation of most radical change of the assessment system that has ever been implemented at the College, and by their generous support to those in the community less fortunate than themselves.

The efficiency and effectiveness

of the Class Leader and the Syndicate Leaders was so high and their cooperation with their Syndicate Guiding Officers (SGOs) so smooth that it was easy to take it for granted. The constant communication required for the effective delivery of the Course was very effective. Nothing worthwhile is easy and friction between officers is inevitable in settings such as these. What was remarkable with this group of officers was a totally professional attitude and actions in almost all occasions. This is the sort of environment that makes it easy to be a Course Director, and I am very grateful to everyone and especially those officers on the Course that willingly took up this additional responsibility and to the SGOs who supported them.

A rigorous application of an initial exam led to several examples of officership at its best. We saw officers under extreme pressure who displayed the highest qualities of poise and character. Discipline matters are never easy when difficult decisions must be made, but even in these circumstances, we saw national representatives step in to demonstrate the highest qualities of leadership.

This academic year represented the College's first attempt to conduct military education in a greatly changed assessment procedure. This Class and the Directing Staff have endured an initial implementation in which the subjective nature of the final grades of students have been transformed into a more objective and honest look at the performance of the officers on the Course. This procedural change led to friction, disappointment, and in the end to the most significant improvement in our assessment system ever. Because of these efforts, the JCGSC diploma has even

more value, and the graduates of the College represent their nation's most valuable leadership and working assets when it comes to upholding national security.

At very little urging from the Directing Staff, this Class of officers organized and conducted both fund raising and physical work events in support of local charities with the donation of a bed-side monitor for the Tartu Children's Clinic in cooperation with the *Lastefond* and two major work parties in support of the Tammistu Family Centre Manor House. These and other generous efforts made by the officers of this Class represent the highest level of commitment to the local community than any previous Course that has graduated from the Baltic Defence College.

So, yes, the JCGSC 2009-2010 is just another class, and this is just another graduation. But still these talented officers have made a lasting impression on us. They all have been the focus of our best professional efforts and as a result have enriched our lives. As they leave the College to the journey back to the "real" world, that rewarding yet demanding world being of endless staff work, unit leadership, and even the hazards of combat, we will remember them in the happy moment when they traveled across the room with their peers, took hold of their dearly earned credentials, and stepped into the future.

CDT training event held at Baltic Defence College

ON June 1st 35 people sat down behind the tables to participate in a 3-day Concept Training Team (CDT) training event on Advanced Distributed Learning (ADL). The training event was carried out in cooperation of Allied Command Transformation (ACT), US JFCOM and International Relations and Security Network with Baltic Defence College as the host. Among the participants were representatives from a wide variety of institutions dealing with military educa-

tion and training or security studies. In their hands the materials for a course with a task to prepare them, build up the lesson, upload it to the LMS (Learning Management System) and then present it to the others for evaluation.

Considering that the time was limited and many participants had not had such experience before, the teams were facing a real challenge to finish the tasks on time. In this light the end results were encouraging as almost every team managed to come out with their

own unique solution. It was shown that using different programmes and techniques, such as flash, in creating the courses, there are almost no technical limits in the development of ADL. On the other hand this puts even more emphasis on the importance of constant training, sharing the experiences and learning from the experiences of others. The event in Tartu was considered to be a success by the organizers, but it was a just a small step on the long road.



tion and training or security studies.

Training itself kept a good balance between lectures and practical work. In the lectures the participants were briefed on the developments in online learning and the philosophy behind it.

In these 3 days every team had to absorb the new knowledge and apply it in practice. The aim was to compose groups of three, preferably from the same institution, who could already get an experience of working together as a team. Each team member had a role either as a Manager, Instructional Designer or a Multimedia Designer. After task-specific briefings on important aspects of each role and the cooperation in the team, the teams got

ADL in Baltic Defence College

BALTDEFCOL's mission to implement ADL in the curriculum started in 2008 with planning the development of ADL capabilities. Soon after a joint team of external experts briefed BALTDEFCOL of the status of the most important aspects of NATO/ACT distance learning. One of the results of the visit was drafting a concept paper for ADL as guideline for the College. Among the main points of the paper was the decision to choose from the existing ADL courses and insert the suitable ones into the College's curriculum.

College's highlight in building up a course from scratch is the design

and creation of an ADL "pre-reading" package in 2009, entitled "Welcome to BALTDEFCOL".

Currently Baltic Defence College is moving in the direction to increasingly implement ADL in the curriculum and constantly develop it's capabilities in the College. Much confidence has been gotten thanks to several acknowledgments for what the college has already achieved.

Next important moment will be the meeting of the ADL Working Group (WG) in the first weekend of November, held again at the Baltic Defence College.



Challenge on wheels

By Aare Tuvike

In the beginning of June a new event for the OPD Challenge Cup was held. The Holder of the Cup the Support Staff team challenged the other teams in go-kart racing. The race took place near Põltsamaa, where participants got to measure their racing skills on an 800-metre go-kart circuit. Overwhelmingly the best lap times were shown by Olavi Jänes from the united team of Department of Political and Strategic Studies (DPS) and Department of Defence Management and Officership (DMO). However his superiority did not reflect from the final results – thanks to Jänes' penalty seconds for false start in the final run the individual victory went to Villu Varjas from Support Staff II.

But the individual win had small importance because the Cup is given to the winner in team classification. After adding the individual times together the first place and the OPD Challenge Cup again went to the Support Staff I team (Valentin Abramov, Paavo Reidla, Urmas Rootsi and Oliver Toots). They were followed by Operations Department Team One and the DPS and DMO united team. According to the Statute of the Cup the winners have to propose the next challenge. If anybody has interesting ideas or suggestions for

the next event, it would be very welcomed if they could be sent to either Valentin Abramov in the IT

office or to the author of the current article.



Carol-Teodor Peterfi was the only one driving a go-kart with his name on it (photo: Bdccl)

Statute of the challenge Cup (fragments)

- The winning team will be called as the Holder of the Cup
- The Holders of the Cup must organize next competition within two months since winning the Cup.
- The event for the competition must follow the following principles:
 - the competition must be feasible to all members of the Directing Staff and Support Staff;
 - the event must not give any advantages to the Holders of the Cup;
 - and the event must be attractive and encourage participation in the competition.
- The size of the teams should be 2-4 members per team

Officers and Scholars

By Eric A. Sibul

It is perhaps no great secret that professional military education (PME) institutions in the Baltic countries have a shortage of qualified instructors. This includes the Baltic Defence College, where filling directing staff billets in recent years has proven quite difficult.

Initially the Baltic Defence College operated with instructors who were officers in larger supporting nations' armed forces. They came from France, Germany, United Kingdom, Sweden, USA, etc. and their tenure at the college was financed by the sending nations. However, this was meant to be a temporary solution to the manning situation, while in the long term qualified Baltic officers would take over the instructional posts. However, this has proved difficult for a number of reasons, foremost, the Baltic armed forces are small and highly qualified officers are needed for defence staffs and operational commands. Furthermore, it must be remembered that the Baltic armed forces are essentially "adolescents" as they were reestablished after 1991 and lack a well developed senior officer corps. Senior leadership has ranged from ethnic brethren who had served in western armed forces to rigid thinking old Soviet trained officers. To alleviate the shortage of instructors, the Baltic Defence College has hired retired officers from various western countries and number of purely civilian academics. This has proved an expensive and difficult process for the Baltic Defence College.

The problem with civilian academics is the most have advanced degrees in theoretical social science topics and have had no experience with the military or are even familiar with the functions of a general staff college. The learning curve for these civilian academics is often a long and painful one. Too often the result has been time

wasted in curriculum discussing topics irrelevant or only marginally relevant to PME. The retired officers from western countries are expensive to hire as their salaries must be internationally competitive with positions in Western Europe and North America. There is also the danger of receiving persons having previous experience in other PME institutions in NATO or partnership for peace countries, but were dismissed because of poor teaching performance or human relations problems.

The problems are largely the same at the national military academies and defence colleges in all the Baltic countries. The employment pool is even more limited as instruction is generally in the national language, rather than English as it is at the Baltic Defence College. In actuality, PMEs in the larger NATO partners, like the United States, have suffered similar problems. Until recently for many officers in the US armed forces have viewed assignments as instructors as "career killers." Those keen for promotion had avoided these assignments.¹ As a result by 2009, nearly four out of five members of the US Army Command and General Staff College's instructional faculty at Fort Leavenworth Kansas consisted of retired military officers hired on contract. Many of these instructors retired before the current conflicts in Iraq and Afghanistan and cannot reinforce the classroom lessons with current operational experience or shape curricula to meet present demands. Some consider themselves stalwart guardians of a conventional mindset, resisting change to address low-intensity threats and maintaining an unimaginative "hey diddle, diddle, diddle, straight up the middle" approach to teaching military planning.²

However, this has started to change with the rise of General David Petraeus as a key leader in the US led counterinsurgency ef-

forts in Iraq and Afghanistan. General Petraeus obtained advanced degrees from civilian universities and embraced teaching assignments. General Petraeus has been joined by a remarkably successful cadre of leaders, with nearly identical backgrounds, who have demonstrated exceptional talent in the chaotic environments of Iraq and Afghanistan. These officers have shared a lifelong obsession with reading history and studying the art of war and at some time in their careers they ignored the caution of personnel officers about spending too much time studying or teaching.³ What has developed from this is the "Petraeus Model of strategic preparation for higher command."⁴

The "Petraeus Model" includes attendance at a top-tier civilian graduate school to study history or social and behavioural science followed by a teaching assignment at a service academy or staff college. In the "Petraeus Model," once young officers have proved their ability to command at the tactical level, they are offered a "soldier's sabbatical," a fully funded hiatus to study at a top-rank civilian graduate school. Officers are encouraged to study all the way through to a doctoral degree, waving some purely military PME requirements along the way.⁵ It is perhaps high time that the each of the Baltic Countries adopts a version of the "Petraeus Model," sending talented officers to masters and doctorate programs at expense of the armed forces. This is perhaps the only practical and long term solution to the shortage of qualified instructors in Baltic PME institutions.

1. Neil Smith, "Educating the Army in its Own COIN," United States Naval Institute Proceedings (February 2010), 42

2. Ibid.

3. Robert H. Scales, "Too Busy to Learn," United States Naval Institute Proceedings (February 2010), 30

4. Ibid.

5. Ibid.

Rene Toomse—Class Leader who is standing tall

He was showing initiative in the students' charity project. He was seeking for justice for his fellow students and himself if needed. He was always visible. In the Baltic Defence College there are probably few people who have never had to deal with or had a word with the Class Leader of the JCGSC course.

Captain Rene Toomse changed the understanding of the word Class Leader for many whom it did not concern before. The Bugle decided to have a closer peek in his head to understand how he himself sees the role of Class Leader.

The role of Class Leader is most clearly explained in course plan – how does your vision of this role coincide with the one stated in the course plan?

In course plan, as it was mentioned to the Course Director, the role is described too generally. It states the main functions and tasks, but it doesn't say what rights does the class leader have. That is not clearly explained. What also came out from the feedback that men were doing in the syndicates, is that some saw that the Course Director used me as his assistant in some sense. They found that the class leader should be more like a spokesman as such, that the class leader is the representative of the class, not a tool for College's leadership. Although I don't believe I ever was that, for some reason that is the impression some men had. Of course, what is the other thing that is not written there, is that some have thought, that the class leader could participate at some meetings with the Directing Staff, to see more the backstage. Like in normal schools are the student councils. Definitely it would be useful because it decrease all sorts of tensions and possible conflict situations let's say between

instructors and students. Many things could be brought forward. Also it would give a chance to forward students' visions and why not immediate feedback. Everything can not be written down, but could be brought out, like general impressions, feelings and so on. This kind of entrance to the backstage would help a lot in improving the environment. Although, it's not written anywhere that I should communicate very often with the course director and other DS members I did it quite a lot on my own initiative with the purpose of being informed of what is going on in their floor, in their heads and also let them know immediately what the class thinks and what is going on in the class. Actually, I think it worked out pretty well.

What should a successful class leader be like?

S/He should have initiative. The class leader must hear and see what is going and should be dedicated to this action. It is not like an honorary position or something, it is actually a serious additional work that really has to be done.

Linked to that is also the next question. Have you had to make sacrifices for carrying out the role of the class leader?

(is a bit confused) There are obligations. You are not responsible only for yourself, but for the class', I

wouldn't say well-being, but something more complicated. I am not interested in going out at nights to drink beer or do whatever. It did not take a big part away for me, but it was a challenge for me, really! Once I also had to miss a family event for the Tammistu working day which didn't make the family happy.

You filled the role also outside of school?

Sure.

How was it expressed?

For example, when we went on tours then officially the project officer was responsible. So I always assisted them and kept myself informed that the syndicate leaders would have all the men in the bus, so that no-one would be left anywhere. We were keeping the situation directly under control. For a sergeant major or subordinate-officer it is hard to demand from a colonel-lieutenant or major if they have all their men present. In that sense my function as a class leader worked without any problems.

At the same time your rank is captain and there were guys with higher ranks in the class – did it ever become an obstacle?

Not a single time during this course. It has very much to do with persons. I must say that our course was fantastic in getting

Course Director William Ronald LaGrone about Rene Toomse as a Class Leader

"Rene has proven to be a perfect match for duties as the Class Leader for JCGSC 2009-2010. His resolute and questioning style of leadership, yet absolute fidelity to the mission made him an invaluable resource for the Directing Staff. His continuous engagement with the staff and the officers on the course has been a major factor in

bringing this course successfully to graduation. A man not afraid to stand up and take responsibility for his people, he has driven significant improvements to the Joint Course. The Directing Staff, his classmates, and the officers who will attend future courses at the College owe him a debt of gratitude."

along with each other. I really never saw that someone would have drawn the rank out. I didn't see it, at least related to me not. I was concrete, down-to-earth – we made everybody's functions clear immediately. And in military, it's all so, that when there is a chain of command then the ranks really don't matter and in that sense there was no problem. Of course human approach and attitude is also important. I will never go tell anyone that now I am the boss and I tell what to do. It doesn't work like that. I always count that we reach to a reasonable understanding or deal among guys, that we are out for one purpose and trying to do everything better. And it worked, worked very well!

What were the main problems and concerns that the students had when they turned to you?

A big deal was all kinds of information gaps. An important source of tensions is all kinds of graded assignments and their results. Sometimes rumours start to spread. Studying here is intense for the people and lots of thoughts arise. Sometimes there is just a need to go and clarify these issues and get the information back to the people to show that the things are not the way you think, but totally differently. So it is very much about releasing tensions – the internal and external ones.

Sometimes there are also some hot situations grounded on different cultures, but in these situations I took immediate initiative. My duty to come in front and make a deal with the guys that this way the things don't go or we are not going to do like that anymore, it worked. Especially in the beginning we had such cases, because there are lots of people from different cultural spaces and here the class leader has to step up and simply and reasonably look at them and tell that let's leave these things behind. We have to go together towards the goal, we need to work together



Working hard in Tammistu Family Centre (photo: Agrenska Foundation)

and we don't have any other options. We have to deal with it that some of us are so or so – we need to count with the each other. Someone had to tell out these things and they were the class leader's task. and it worked like that very well.

From the other part, how was the cooperation between you and the Directing Staff working out?

(giggles) Officially no-one told that they didn't like me, but definitely I was a headache for some of them. The most I found that I was in a position where I don't have to please them but I am representing the concerns of the students. It created me some personal problems, but altogether it is not relevant, because it just comes with this job. It's an ungrateful job, you can't do nothing about it. I tried to keep things in balance and some might say that sometimes I might have overreacted. But this also depends from under which angle you look at it. Even if I sometimes created controversial emotions in some DS member, then I think it was carried by a good cause. I always thought things through in a way that at this moment it was just necessary and it wasn't possible to

solve the issue in any other way. I think that actually it changed, even taught them, how and what to do with students. I think it was a big help.

So you gave an important contribution of how the class leader function will be seen in the future?

Well, here you should specify it with course director, how he saw it. At least yesterday (16.06 – edit.) in front of the class he told that I have done a good job and didn't give a single comment that he wouldn't have liked anything. But I don't know (giggles again).

What were the biggest obstacles that you met?

I wouldn't say that there were any. Of course there were easier moments and more difficult moments, but obstacles are there to overcome them. I don't see a showstopper in any obstacle. For everything there is a solution, that's my philosophy. If you can't do it one way, you have to approach from the other side and I believe that all the important problems were solved, which is the most important. Nothing goes perfectly in life.

If you look back then how are

you satisfied yourself with playing this role?

It's always most difficult to evaluate oneself. I think I did what was needed. Yes, I maybe should have kept a better balance between the class interests and my own. Some people among the instructor had an impression of me, that maybe is not quite right, but I don't regret it. I found that these things were important at this moment and I believe I did the right thing. Could I have done something more for the class?! I think it was enough. I told the men in the early beginning that I will not hold anyone's hand – I am not here for that. We all are big boys. In that sense everything functioned. When people had problems they got to come to talk with me. I got their concerns mediated I got many issues solved before they emerged as real problems. This is like my biggest accomplishment. I believe I did it. I managed to capture the serious problems and nothing happened.

Acting as a class leader is an experience that few can live through. What did you gain the most out of it yourself?

Very hard to tell. It is definitely a very good managing experience. After all the environment is very complex – 17 nations, 50 individuals, everybody is different. Plus the multinational staff. How to keep all this machine working, how to extinguish the sparks to avoid the fire – the experience was very good in that sense that you could see very complex problems, that would not be problems in national environment. You know there were problems not only between individuals, but between nations and cultures. Exactly those are the ones that need to be found and then should be started finding a solution to them. Small things that actually count very much can grow into big things. From that aspect the experience was very good.

When you are leaving what is the accomplishment that you

feel the most proud for?

The first thing that comes to my mind is maybe the feedback to the instructors and staff in general done yesterday (16.06 – edit.). As some have said it to me in this form no-one has done it before. Actually we were very honest. No songs of praise, but also no unprofessional whining. Rather a united expression of how we saw the course and their work. And you could see that for some it came as a surprise. They maybe cannot see the things from this angle and I believe it was of much use for them. Yesterday I was in the stands and the class sitting behind their back and we were all supporting each other and giving a united viewpoint. When there were any questions, we clarified the issues and initiated a debate. In that sense

ego and your time. These things need to be done with heart, one really needs to care about the whole course. You have to be very neutral, impartial towards individuals, however they behave. Even when you don't like a certain person you cannot show it. If many think that some guy is doing something wrong the you have to be the one who in private discussion has to tell what he did wrong and you can't be afraid to do it. But doing it in a way that you don't create animosity. You really have to be able to explain comprehensibly, in a substantiate way why one or other thing is wrong. I had to do it a couple of times. And things changed. This position gives you authority to do it. If you do it politely and honestly and with right arguments then people understand it. There are



Class Leader's speech at the graduation (photo: Oliver Toots)

they were like in the role of students and I believe they got lots of honest and useful information that should help to conduct this course better in the future.

In addition of course also the working days in Tammistu were a great success. Lots of spare time and sweat for a good cause – that makes me especially happy.

Have you got anything yourself you would like to add about the role of the class leader?

It's not an ambitious job. I doesn't give much credits for the career. In some sense it can be even harmful. Depends how to do things. Definitely it demands sacrificing your

certain risks. If you say a wrong word or do something wrong you can lose the trust in the eyes of the men. It's like walking on the rope. You have a ravine, where one side are the DS members waiting below like alligators and on the other side some students who might not like you. It's constant balancing. I've heard – I haven't been in previous courses – that some earlier class leaders have not been particularly respected after the end of the course, they are just occupying their position. I don't know. Things can be done like this or that. It's a matter of my personality how I wanted to do things. After all, there are no exact instructions how to do it.

Tactical Decision Game—nr. 2

By Rene Toomse

The case H2 (Actually more of an ethical decision game)

Briefing of the situation

You are a human intelligence (HUMINT) team leader of a small country of Baltland who supports the ISAF in Kandahar, Afghanistan and your team is subordinated tactical control to ISAF J2 (intelligence staff) directly. One day a local man (you have met him few times but don't trust him yet) tells you that he has urgent information. An Al Qaeda operative is about to conduct suicide attack against the compound of US private company - Smedley & Butler (S&B) Services in Kandahar. The attacker lives in the village of Hali Haba and source provides the description of the man and his vehicle that is going to be used as the Suicide Vehicle-

Borne Improvised Explosive Device (SVBIED or otherwise known as a suicide car bomb). The attack is to take place within next forty - eight hours.

You know that S&B Services is official contractor of the USAID. You have seen them in the base without escort so you assume that they are trusted and possess proper clearances.

You return to base and fill in the HUMINT report, go straight to J2 and hand it over. You mention to desk officer that this is urgent and S&B Services needs to be warned immediately. Desk officer says that he does not have the contact and he does not seem to be concerned at all. You have experienced that J2 Officer is not very active and you have not received any feedback of your effort so far what so ever. You are convinced that this warning is not going to S&B Services via

this channel. Remember that this is NATO SECRET HUMINT information and must go through correct channels. You have no secure line but non - secure telephone and internet connections.

However, there is an e-mail address in the Internet of the company's office back in the US.

The task

What you do? Violate security procedures - put out a warning as lives are at risk? Or hope that the warning is heeded and relayed in time?

The solutions

If anybody thinks he knows a solution to this situation, please send the answers with explanations to Eric Sibul at eric.sibul@bdcol.ee. The answers will be weighed and evaluated and the best answer will be published in the next Bugle.



Photo: Internet