

SUMMARIES IN ENGLISH

Mission Command – A Leadership Style or Something Else?

Aarne Ermus

The main aim of this paper is to initiate deeper discussion within the EDF about the nature and essence of mission command. Despite mission command not being a new concept for the EDF officers' corps, and although the necessity of integrating the principles of mission command into the EDF leadership doctrine has been addressed at different command levels over the last ten years, there is still too much uncertainty as to how to best approach and describe this phenomenon.

Based on the analysis of various scientific studies and examinations doctrines where mission command has been implemented, the author would argue that mission command should be understood as a command philosophy or a basic principle of a command philosophy. Shared understanding, trust, freedom of actions and decentralization are the main cornerstones of this philosophy.

The implementation of mission command in the EDF cannot be progress by simply adopting some of the already existing concepts from other armies. The concept must rather be translated, and adapted into the existing cultural environment. The implementation of the new philosophy may even require changes in the existing command and organizational structure. To effectively make such changes, there must be two-sided approach: it must be enforced not only from the top-down, but also from the bottom-up.

Moreover, an extensive analysis of the organizational culture of the EDF is also necessary. As every change creates an equal and opposite reaction to the change, a proper implementation strategy also becomes necessary.

The Implementation of Mission Command Principles in the Baltic Battalion

Argo Sibul, Kersti Kõiv, Eero Aija

The objective of this research is to make proposals for the additional implementation of mission command principles at the battalion level based on an analysis of the mission command directives implemented by the Baltic Battalion.

The survey makes use of a combined research strategy wherein the methods of data collection are a survey questionnaire and document analysis. The documents analyzed were the operational orders of the Baltic Battalion. The survey was conducted during the Baltic Battalion's three military exercises: Gungnir, and Sabre Strike, which were both carried out in the Republic of Latvia, and Trident Juncture, which was conducted in the Kingdom of Spain from April 2015 to November 2015. It was a longitudinal survey, and the principal component method was used for data analysis. In addition to the analysis of the principal components, the data from different stages of the survey was also compared using a t-test. The purpose of the t-test was to determine whether any of the changes were statistically relevant over time and to analyze the reasons for the changes as well. Document analysis of the Baltic Battalion's operational orders was used to detect the presence of the characteristic components and distinctive features of mission command orders. From the results of the research it is evident that the Baltic Battalion experienced an overall decline in team trust. This was attributable to the fact that during the interim between exercises, some new, and relatively inexperienced soldiers joined the third maneuver company (50.5% of this group had held their position for less than three months). The newly arrived group had not taken part in the larger, previous exercises with the company and were not yet fully assimilated into their new environment. Therefore mutual trust between the team members had not developed to its fullest extent.

Comparisons between the first and third exercises of the Baltic Battalion also show that leadership trust declined as well. This was ascribed to the arrival of five new section leaders during the second exercise. Three of the platoon leaders, a company sergeant major and an officer second in command, had just recently joined the third maneuver company. It can be concluded that the new leaders had not gained the team's confidence yet.

Based on the survey results it is clear that those in the second maneuver company who had been deployed together in the first exercise appreciated the commander's risk-taking and innovativeness more than those who had not been in the company during the first exercise.

The operational orders of the Baltic Battalion generally conformed to the format of mission command orders and no grave shortcomings were discernible.

Considering the results of the present study, the authors would make the following proposals.

First, when a new team is formed, or new team members are added, the leader should have more influence on the choice of the new members, and

if possible ensure that they possess the necessary training. Leadership trust increases if these new members have extensive tactical knowledge and the skills to implement it. This is further augmented if they make the right decisions and are able to cope with stress during both training and combat.

Second, there is a need to increase the mutual trust between leaders and subordinates in the second maneuver company. Trust makes possible the exchange of ideas, which is the foundation for innovativeness. In addition, the confidence gained by soldiers during peacetime extends to combat situations and does not change significantly over time.

Third, when allocating command authority to various units, subordinates should be given enough freedom of action to fulfill the mission command requirements. Mission command doctrine stipulates that the wording of the mission of the operational order must be effect based.

Improving Organizational Learning at the Estonian National Defence College

Rainek Kuura, Reelika Suviste, Svetlana Ganina

A. A. Svechin¹ has stated that strategy is the art of combining preparations for war with grouping operations in order to achieve a goal determined by the war. Therefore, organizational learning is essential for armies in today's volatile, uncertain, complex and ambiguous environment. Furthermore, it is also extremely necessary if they hope to meet the requirements of future wars or armed conflicts. Therefore, organizational learning can be seen as a critical component in preparing for the next war, rather than for the previous one. According to Peter Senge², the founder of the learning organization (LO) theory, in a LO people continually broaden their knowledge and skills in order to achieve the desired results. A LO integrates its people, processes and structures³. Thus, learning should be seen as a vital part of all army structures and processes, despite the fact that it is a personal and individual process.

¹ **Свечин, А. А.** 2003. Стратегия. Москва/Санкт-Петербург: Кучково поле.

² **Senge, P. M.** 2006. The fifth discipline: the art and practice of learning organization. London: Random House Business.

³ **Marsick, V. J.; Watkins, K. E.** 2003. Demonstrating the Value of an Organization's Learning Culture: The Dimensions of the Learning Organization Questionnaire. – Advances in Developing Human Resources. 2003, Vol 5, (2), pp. 132–151.

Since little attention has been devoted to the application of LO ideas and practices in the Estonian Defense Forces (EDF), the current study seeks to provide some suggestions for the Estonian National Defense College (ENDC) about developing its organizational learning capabilities. To reach this goal, the following research questions needed to be answered:

1. What are the weaknesses of organizational learning at the ENDC?
2. What are the strengths of organizational learning at the ENDC?
3. How can organizational learning at the ENDC be improved?

After an extensive examination of the theoretical literature and multiple studies, the Army Learning Organization Questionnaire (ALOQ), was determined to be most suitable instrument for the study. The ALOQ was developed by the Australian Defense Science and Technology Organization from the highly regarded integrated learning organization model of Watkins and Marsick. It is comprised of eleven interrelated dimensions wherein learning occurs at similarly interrelated learning levels. These levels include: the individual, the team, the organizational and the global level. The questionnaire was translated and adapted from English into Estonian. On a six-point Likert scale the ratings from 245 respondents exceeded 3.0 for all of the dimensions. This shows that the ENDC follows rather robust learning organization practices and the results are similar to those of other government organizations from previous studies⁴. However, it must be kept in mind that these higher scores for LO dimensions were obtained from the first and second-year cadets and students who have less knowledge of and, less experience with the ENDC and EDF organizational culture.

Since the dimension that measures the encouragement of people towards a collaborative vision had the lowest scores, this area was identified as the main weakness towards developing a learning culture in the ENDC. In addition, the results presented differences in assessments between superiors and subordinates about the feedback to and from superiors. The dimension of strategic leadership had the highest scores and was identified as the main strength in developing learning culture at the ENDC. The results also revealed that highly educated and more experienced respondents tended to be more critical. This can actually be used as a strength to improve organizational learning. However, lack of feedback from superiors, and the opportunity to ask

⁴ **Watkins, K. E.; Dirani, K. M.** 2013. A Meta-Analysis of the Dimensions of a Learning Organization Questionnaire: Looking Across Cultures, Ranks, and Industries. – *Advances in Developing Human Resources*, 15(2), pp. 148–162 (153).

“why” questions from them, were nevertheless mentioned by subordinates, and should also be taken into consideration.

In conclusion, the results present some valuable guidance for further developing organizational learning at the ENDC. The study suggests that leaders at all levels of the ENDC and EDF are attempting to foster personal mastery and direct the development of mental models, which is, according to the EDF’s protocols, one of the main tasks of the EDF during peacetime. This is to ensure readiness for military action in order to defend Estonia.

How do Estonian Veterans Cope with the Labor Market

Andres Siplane

The transition to civilian life for military personnel has been a widely discussed topic in Estonia, and in many other countries. In 2012 the Estonian Government approved the Policy Regarding Veterans of the Defence Forces and the Defence League, and instituted vocational and employment services for Estonian veterans.

This study seeks to find answers to the question: how well are Estonian veterans able to cope with the labor market after they leave the service? Initial findings suggest that Estonian veterans actually fare worse in the labor market when compared to other similar groups in the society.

Comparisons of data both from the Unemployment Insurance Fund, the Estonian Tax Board, and from several other studies, show that Estonian veterans experience significant hardships in their search for work in the civilian labor market. Nearly 46% of the servicemen leaving the service register themselves as unemployed. It has also been found that the employment rate for veterans was in fact lower than that was for the control group.

The article notes that when veterans leave the service they have high expectations regarding their future careers. Unfortunately, for many of them, they must confront a great deal of adversity when entering the civilian labor market.

As a remedy, it is advisable that veterans leaving the service should receive better counseling about the realities of the labor market. Veterans seeking employment should also make sure that they have the necessary skills and qualifications for the jobs they want to have in the civilian labor market.

Manifestations of War Theology in the Middle East: the Case of Daesh, a Religious Movement or a Political-Military Organization?

Vladimir Sazonov, Holger Mölder

The 21st century provides multiple examples of violence and intolerance in the Middle East, wherein religious extremists use “God’s will” to justify cynical and cruel actions. Extremist politicians often manipulate faith and exploit human passions and desires in the name of God in order to pursue their purely secular goals. The Arab Spring was the outcome of large-scale social processes in many Arab countries, and has led to an unexpected ideological shift. We are now facing a phenomenon that can be best described as politicized Islam; as a result religion and politics have been merged into a populist worldview. The elections after the Arab Spring did not replace the ruling secular authoritarian regimes with Western-type democracies as expected, but rather brought to power Islamist forces in Tunisia, Egypt and Libya. Only Tunisia has managed to achieve sustainable democracy. There are currently civil wars underway in Syria, Iraq, Libya and Yemen. The phenomenon of Daesh, which declared a worldwide Islamic Caliphate in 2014, grew out of the civil wars in Syria and Iraq, and then later extended its activities to other regions of the Middle East, Central Asia and North Africa. Daesh has proclaimed itself the successor of the Caliphate that was created by the Prophet Muhammad in 632.

The powerful image of the Islamic warrior that often appeared in the media discourses in connection with the phenomenon of al Qaeda and its former iconified leader Osama bin Laden has recently been replaced by Daesh, which can be considered to be one of the most conspicuous manifestations of contemporary theology in war. This has its roots in the earliest of human civilizations. Already the Ancient world contemplated just and unjust wars, and frequently drew upon theological concepts to depict war as a means of satisfying the will of God(s). Early texts from 2500–2400 BC dealing with the theological motifs of war, were derived from the ancient Sumerian. Later, the kings of Assyria repeatedly mentioned and highlighted the will of God in connection with their military campaigns, conquests and violence. A tradition of holy and religious wars in the Middle East developed rapidly after the triumph of Islam. After the Caliphate was established and there was a period of Arab conquest and Islamization. This was, when the concept of Jihad first began appearing in war theology. Most Islamic scholars agree that the Islamic Jihad is a collective obligation and is a necessary concept to disseminate the Islamic faith and expand the universal Islamic state.

The Turkish sultan Selim I justified the war against his main opponent, the Shah of Iran, by proclaiming the slogan “True Islam against Shiite heretics”. Five centuries later, at the beginning of the 21st century, Daesh has revived similar slogans in their attempt to spread religious radicalism throughout the region. The ideological base of Daesh is undoubtedly a Jihadist one and as such is built on the violent exploitation of Salafist tenets and the strict interpretation of Islamic law, which is manifest in Sharia. The ideologues of the Islamic State seek to govern every aspect of their follower’s life and base their actions on dogmas of the Koran and hadiths that are shaped according to their understanding. What do they seek to gain? Basically the same that is sought by all Islamist fundamentalists – a way of life based on the Koran and the Sharia law, which are skilfully used to advance violent and radical interpretations of Islamic holy texts.

Memories from the Annals of an Estonian National Defence Education Institution (1992–1994)

Endel Hirvlaane

The year 2017 will witness the 25th anniversary of the Estonian Academy of Security Sciences. Along with other specialties, the doors of the Academy were re-opened for young men and women to give them an opportunity to study in the field of military sciences. The possibility of commencing military higher education studies in the newly independent Estonian Republic was a profound experience. Many of the young people who began their studies during that time have become senior officers in the top leadership echelons of the Estonian Defence Forces. The founder and the first commanding officer of the Defence College at the Estonian Academy of Security Sciences Dr. Endel Hirvlaane has written down his memories of the early years of the school, including its challenges, joys and sorrows. Owing to his remarkable management and teaching experiences, the military researcher Hirvlaane was assigned the task of initiating the administrative and practical work for the Defence College, and entrusted with finding the first academic teaching staff, preparing the curricula, translating and composing the teaching materials, ensuring the organization of study and practice, resolving the everyday problems of the cadets and much more. His memories are an authentic glimpse into the everyday life of a military educational institution in 1992–1994, and help the reader to better understand how and in what

manner the Estonian Defence Forces have developed in over a quarter of a century. The article also provides a thorough and a nuanced insight into the trends of our national defence at that time, including the military education system and the cooperative defence partnerships with foreign countries. The detailed and fact-based, but also general description of the college's early years is brought to life through the author's personal reminiscences and experiences during one of the most exciting and ground-breaking periods in Estonian history as the newly independent country sought to re-establish its own officer corps. These memories are undoubtedly a significant contribution to a more in-depth history to be written in the future.