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Career Education Of Military Leaders in the Area of the Lessons Learned

Kariérové vzdělávání vojenských leaderů v oblasti získávání poznatků a využívání zkušeností

Richard Saibert

Abstract: The paper is focused on the issue how to develop and strengthen the competencies of military leaders essential for management of the Lessons Learned process in the Czech Armed Forces. The analysis shows that the issue of lessons learned is sufficiently addressed in relevant military documents which provides a foundation for definition of relevant competencies. Questionnaire survey proves that most respondents apply identified competencies related primarily to analysis phase and the verification of lessons identified. The article further presents a study curriculum proposal that can be used as a comprehensive framework for study programs within career education currently provided by the Center for Security and Military Strategic Studies of the University of Defence and the Training Command - Military Academy.

Abstrakt: Článek je zaměřen na problematiku rozvoje a posilování kompetencí vojenských leaderů nezbytných pro řízení procesu Získávání poznatků a využívání zkušeností (ZPVZ) v AČR. Analýza ukazuje, že problematika ZPVZ je dostatečně řešena v příslušných vojenských dokumentech, které poskytují základ pro definici relevantních kompetencí. Dotazníkové šetření prokázalo, že většina respondentů uplatňuje identifikované kompetence související především s analytickou fází a fází ověřováním identifikovaných zkušeností. Článek dále přináší návrh studijního kurikula, které může být využito jako ucelený rámec pro studijní programy v rámci kariérového vzdělávání poskytovaného v současné době Centrem bezpečnostních a vojenskostrategických studií Univerzity obrany a Velitelstvím výcviku – Vojenskou akademií.

Key words: Lessons Learned; Competency; Curriculum.

Klíčová slova: Získávání poznatků a využívání zkušeností; kompetence; kurikulum.

INTRODUCTION

"Our lesson learning capability is an invaluable resource. We can and we must do more to make sure lessons are identified, learned and implemented so that the future leaders of our Alliance can draw upon the best advice and adequate resources should the need arise."¹

Lessons Learned process is a principal part of knowledge management and its primary goal is to transform an individual experience into organizational knowledge.

The article builds upon the results of previous research published in the journal Vojenské rozhledy no. 2/2018, which dealt with personnel development as a part of the Lessons Learned process optimization. Within that research, there were analyzed individual types of educational programs of military personnel in various educational organizations within the Ministry of Defence (MoD) focused on the learning content related to the issue of lessons learned. It was stated that for the successful implementation and exploitation of the Lessons Learned process, it is necessary to pay sufficient attention to the personnel training and education in this domain².

Presented article deals with the issue of the development and strengthening the capabilities of the Czech Armed Forces (CAF) officer in the field of management and organization of the Lessons Learned process, verification and application of the Lessons Learned process outputs, especially in the stages of force preparation and deployment in joint operations. The research is based on the current theories related to competencies identification, as well as the taxonomy used in the European Core Curriculum for Military Officers (MILOF-CORE) development.³

1 BACKGROUND

Lessons Learned process is one of the most important tools to support commanders (military leaders) in their decision-making to correct and eliminate deficiencies and sharing best practices. For successful performance of the Lessons Learned process, it is necessary to positively motivate subordinates to actively participate in collecting of the observations and identification of experience with direct impact on the activities

¹ GEOANĂ, Mircea. Speech by NATO Deputy Secretary General, Mircea Geoană, at the NATO Lessons Learned conference. *NATO: North Atlantic Treaty Organization* [online]. Brusel: NATO, 2021, 16. 3. 2021 [cit. 2021-5-22]. Available at: <https://bit.ly/2S4pPnQ>

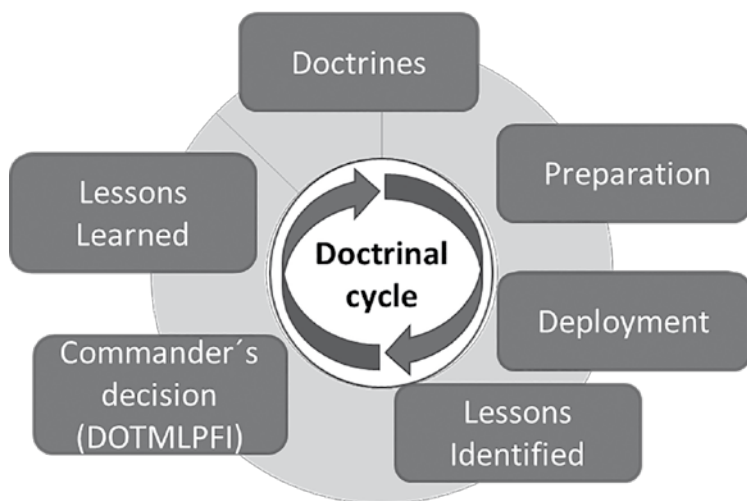
² KOLÁČNÁ KOSECOVÁ, Janka, SAIBERT, Richard. *Optimalizace procesu získávání poznatků a využívání zkušeností a význam přípravy personálu v této oblasti*. Vojenské rozhledy. (Czech Military Review.), 2018, 27(59)(2), 33-52. ISSN 1210-3292

³ SAIBERT, Richard. *European Sectoral Qualifications Framework for Military Officer Profession from the Perspective of the Czech Republic*. VOJENSKÉ ROZHLEDY-CZECH MILITARY REVIEW, 2021, 30(3), 59-74. ISSN 1210-3292

of the CAF⁴. Experience gained from real military operations and from the training as well as accessible knowledge have a significant influence on the further preparation and deployment of the units and staffs⁵.

Lessons Learned process is a key part of knowledge management, in which new knowledge and new lessons are gained through direct action or evaluation after the activity. This requires a transition from the traditional perception of consequences to identifying the root of causes, and above all the prediction of further developments and all possible subsequent events. From an individual perspective it is about the ability to see connections outside the scope of one's own job role. It is being talked about the ability to apply critical and abstract thinking and synthesize ideas (know-why)⁶.

Lessons Learned process can actually be seen as a subprocess that is a part of a continuous capability development of the armed forces. Picture 1 illustrates so called "doctrinal cycle" where implemented experience and knowledge captured in doctrines are those necessary for changes in the further activities of an armed forces.



Picture 1: Utilization of the Lessons Learned process output in the framework of capability development

⁴ KOSECOVÁ, Janka; KUBEŠA, Milan; GRMELA, František. Místo a role procesu získávání poznatků a využívání zkušeností v Armádě České republiky. *Vojenské rozhledy. (Czech Military Review.)*, 2015, sv. 24(56), č. 1, s. 7285. ISSN 12103292

⁵ Nařízení NGŠ AČR k realizaci a rozvoji procesu ZPVZ v AČR. 2017. Praha. Čj. MO 72925/2017-1122

⁶ SENGE, Peter M. *The Fifth Discipline: The Art & Practice of the Learning Organization*. Praha: Management Press, s.r.o, 2009. ISBN 978-80-7261-162-1

Source: KOSECOVÁ, Janka. *Proces získávání poznatků a využívání zkušeností jako součást procesního řízení v resortu Ministerstva obrany. Vojenské rozhledy. (Czech Military Review.)*, 2016, sv. 25(57), č. 3, s. 4660. ISSN 12103292, str. 113.

Sometimes the Lessons Learned process is understood as a means of internal control to verify the state of compliance with laws and internal regulations, or being associated with control activities as such. This is a completely misunderstanding of the purpose of this process and its mechanism, which naturally leads to its degradation⁷. Further identified shortcomings include low support for the use of the process by top management of the MoD and individual commanders, failure to build an appropriate organizational structure including associated service posts. Lessons learned are often used in an occasional way and the individual commanders are approaching the Lessons Learned process at their own discretion⁸.

Recent research dealing with the adequate use of knowledge gained from previous evaluations of operational preparation proven that there is not given a sufficient attention to those lesson learned. It was stated that the Lessons Learned process is still insufficiently implemented and used in the CAF conditions in that respect⁹.

1.1 Lessons Learned capabilities development

From the perspective of the armed forces as such, the term of capability can be understood as a set of necessary characteristics of an individual, organizational unit, task force or system characteristics (eg weapon) to create the desired effect¹⁰. Talking about capability of an individual it needs to be referred to the CAF commanders especially with regards to increasing their awareness about the lessons learned and its importance for improvement of the armed forces capabilities.

The way how to continuously strengthen their skills to use lessons learned in their own activities can be represented by a comprehensive and unified system of military personnel preparation. The just proposed improvement in the training of the CAF officers in the field of lessons learned was one of the recommendations presented in

⁷ KOSECOVÁ, Janka; KUBEŠA, Milan; GRMELA, František. Místo a role procesu získávání poznatků a využívání zkušeností v Armádě České republiky. *Vojenské rozhledy. (Czech Military Review.)*, 2015, sv. 24(56), č. 1, s. 7285. ISSN 12103292

⁸ KOSECOVÁ, Janka and Richard SAIBERT. *Optimalizace procesu získávání poznatků a využívání zkušeností a význam přípravy personálu v této oblasti. Vojenské rozhledy*. 2018, 27 (2), 33-52. ISSN 1210-3292 (print), 2336-2995 (on-line).

⁹ SLÍVA, Petr a Tomáš ŠPOK. Využití evaluačních nástrojů nato pro hodnocení připravenosti pozemních a vzdušných sil AČR. *Vojenské rozhledy*. 2022, 31 (2), 017-033. ISSN 1210-3292 (print), 2336-2995 (on-line). Available at: www.vojenskerozhledy.cz.

¹⁰ KUBEŠA, Milan a DUBEC Radek. 2013. "K teorii schopností ozbrojených sil.". *Vojenské rozhledy* 22 (3): 41-51. <https://doi.org/10.3849/2336-2995.22.2013.03.041-051>.

previous researches^{11,12}. In that respect a competency-based approach to education was recognized as a possible method for the CAF personnel development based on the defined competency requirements. The established competencies related to lessons learned should be supported within the framework of education by knowledge and skills as the learning outcomes in relevant study programs. The scope and content of identified competencies would depend on the officer's position held within the CAF, resp. according to the given military rank. An important aspect should be the continuity in terms of long-term strengthening and development of these competencies in lifelong learning.

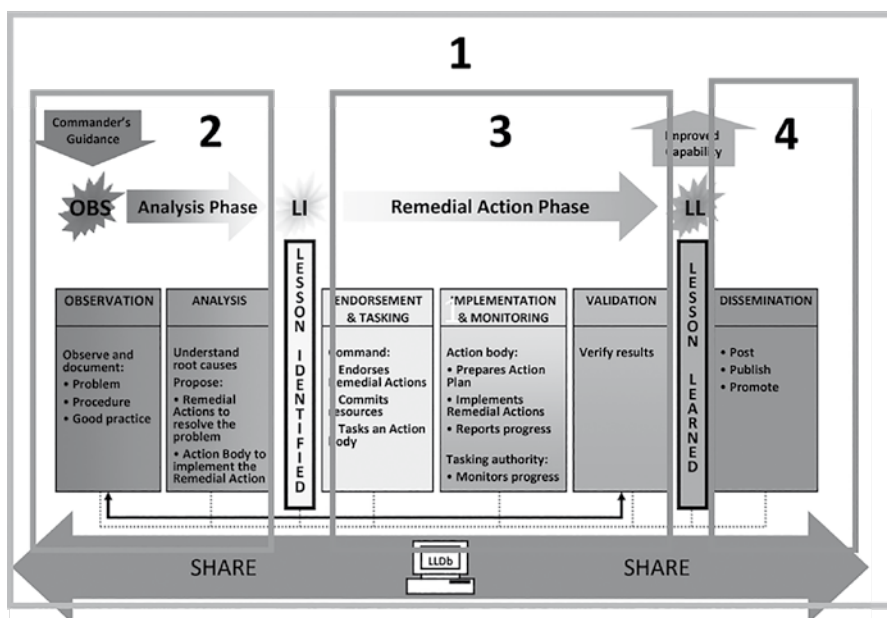
Given the fact that the Lesson Learned process implemented in the CAF is based on the NATO Lessons Learned process without any modification to national conditions, the examined areas of application of the Lesson Learned process will be identical to those in the NATO process. Assumed fact that the Lesson Learned process is one of the mechanisms for continuous improvement of the organization, it is necessary to define the overall overarching area, which is the leadership of the entire process. Thus, it necessitates to define both competencies necessary for the management of the whole process and the skills applied within the individual phases of the process. The following areas of competencies were formulated:

1. Lesson Learned Management/Leadership
2. Lesson Learned Analysis Phase
3. Lesson Learned Remedial Action Phase/ Verification
4. Lesson Learned Dissemination Phase/ Application

Overall framework of the above mentioned areas of competencies within the Lessons Learned process can be demonstrated in Figure 2.

¹¹KOŠECOVÁ, Janka. Proces získávání poznatků a využívání zkušeností jako součást procesního řízení v resortu Ministerstva obrany. *Vojenské rozhledy. (Czech Military Review.)*, 2016, sv. 25(57), č. 3, s. 4660. ISSN 12103292.

¹²KOLÁČNÁ KOŠECOVÁ, Janka, SAIBERT, Richard. *Optimalizace procesu získávání poznatků a využívání zkušeností a význam přípravy personálu v této oblasti. Vojenské rozhledy. (Czech Military Review.)*, 2018, 27(59)(2), 33-52. ISSN 1210-3292



Picture 2: Areas of competencies within the Lessons Learned process

Source: THE NATO JOINT ANALYSIS AND LESSONS LEARNED CENTRE. *The NATO Lessons Learned Handbook*. 3rd ed. Monsanto, Portugal: NATO's Joint Analysis & Lessons Learned Centre (JALLC), 2016. ISBN 978-92-845-0188-5.

1.2 Learning Competencies

The concept of competence will be explained for the needs of the article in the context of professional military education (PME). In this case, it is a so-called educational competence describing the required learning outcome within the study programs, in accordance with expected level of command and control or military career. Learning outcomes, sometimes learning objectives, are described in the following categories:

- knowledge - theoretical and factual knowledge in the field or learning area (eg student / graduate can discuss, define, describe, explain, analyze);
- skills - practical and functional skills that the student / graduate can use in practice (eg what he / she can design, create, implement, solve, improve);
- competence - (*autonomy and responsibility*) - general competencies, where the student / graduate is able to use knowledge and skills in a certain context (degree of independence, responsibility, degree of complexity of the environment).

Defined learning outcomes (educational competencies) should be generally based on the competency profile of the organization and support development of the required competencies for the service position as well.

One of the approaches to formulate the learning outcomes in the field of utilization of lessons learned in the CAF provides a methodology applied in the MILOF-CORE development as an integral part of the European Sectoral Qualifications Framework for Military Officer Profession (SQF-MILOF). *“The SQF-MILOF captures the whole range of operational engagement required of officers. It covers all levels and categories of personnel across all services. The main value of the SQF-MILOF from our perspective lies in providing a comprehensive taxonomy of descriptors in the areas of knowledge, skills and competences”*¹³.

2 METHODOLOGY

The aim of the research was to develop a proposal of study curriculum for military leaders supporting the development and strengthening key competencies in the area of utilization of the Lessons Learned process. To identify the relevant competencies a combination of various approaches was employed.

Firstly, the borrowed-and-tailored approach was used where the SQF-MILOF model was applied in with regard to the formation of competencies covering different levels of command and control valid across all military services. Secondly, the process-driven approach was utilized within the process of investigating the work duties, task, responsibilities, roles, etc¹⁴. The description of those obligations laid down in the Czech military regulations and doctrines. For the identification of the requirements for commanders in the area of lessons learned the content analysis of relevant documents was used. To verify the relevance of verbalized competencies a questionnaire survey was conducted among participants of the Senior Officer Course (SOC).

Hereafter, the follow-up process of the development of the learning outcomes descriptors is based on the revised Bloom's taxonomy of educational objectives¹⁵. Development of a proposal of study curriculum was built upon a comprehensive classification in the areas of knowledge, skills and autonomy & responsibility (competence) used for the MILOF-CORE. Those learning outcomes reflect complexity and difficulty according to the European Qualification Framework (EQF)¹⁶.

¹³European External Action Service: *Sectoral qualifications framework for the military officer profession : SQF-MILOF. Volume 2*, Publications Office, 2021, Available at: <https://data.europa.eu/doi/10.2871/989318>

¹⁴ROTHWELL, William. *Career planning and succession management: developing your organization's talent for today and tomorrow*. Westport, Ct.: Praeger Publishers, 2005. ISBN 02-759-8359-5

¹⁵ANDERSON, Lorin a David KRATHWOHL. *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. Complete ed. New York: Longman, 2001. ISBN 0-321-08405-5.

¹⁶SAIBERT, Richard. European Sectoral Qualifications Framework for Military Officer Profession from the Perspective of the Czech Republic. *VOJENSKÉ ROZHLEDY-CZECH MILITARY REVIEW*, 2021, 30(3), 59-74. ISSN 1210-3292

3 ANALYSIS

The main goal of the content analysis was to extract wording principally related to the application of the Lessons Learned process in terms of the process settings and its management. Second principle was focused on the real application of lessons learned within preparation, training and deployment of the CAF. Language was drawn from relevant military regulations, procedures and doctrines.

Relevant activities and responsibilities quoted from the examined documents were categorized according to the criteria regarding the management/leadership of the whole process as a 1st criterion, furtherly according to the individual phases of the Lessons Learned process as the criteria 2nd to 4th. The Lessons Learned process applied in the CAF is fully in line with NATO Lessons Learned process, therefore there is mentioned no NATO norm nor regulation. In some cases, wording overlap between criteria because they dealt with the same or very similar issues. The table 1 indicates where chosen duties and obligations of those military authorities responsible for the application of the Lessons Learned process come from.

Table 1: Document analysis

Name of the regulations or procedures	Type of the regulations or procedures	criteria			
		1. Lesson Learned Management/Leadership	2. Lesson Learned Analysis Phase	3. Lesson Learned Remedial Action Phase/ Verification	4. Lesson Learned Dissemination Phase/ Application
Vševojsk-1-1 Mission and tasks of military authorities of the CAF departments and units, 2021	Regulation	X			
Pub-54-01-01 Lessons Learned in the CAF, 2015	Doctrine	X	X	X	X
Pub-54-01-02 Principles and method of organization of the Lessons Learned in the CAF, 2016	Publication	X	X	X	X
Directive of the Chief of the General Staff of the CAF on the implementation and development of the process of Lessons Learned in the CAF, 2017	Directive	X			X
Directive of the Chief of the General Staff of the CAF on the implementation of measures to reduce the administrative burden at the company level, 2019	Directive	X			
Oper-1-5 Deployment of forces and resources of the MoD in foreign operations, 2014	Regulation	X			X

Vševosjk-20-1 Preparation and approval of military publications	Regulation				X
Preparatory study of the lifelong learning program, Senior Officer Course, CSMSS University of Defence, Brno 2021	Curriculum				X
Pub-70-02-01 Military Doctrine. Operational preparation of the CAF	Doctrine		X		X

Content analysis results of the language with regards to the duties and obligations according to established criteria are described in the following text.

1. Lesson Learned Management/Leadership

The main focus in the first criterion was put on the role of responsible commander to manage, lead, organize and conduct the Lessons Learned process. The core responsibilities were aimed at the implementation the Lessons Learned process within own unit/organization, particularly the way how to apply this process including the development of the standard operating procedures as well. The emphasis was placed on the utilization of lessons learned during the deployment in operations and the setting of the analysis and remedial phases. It includes among the others the system of the observations collection, analysis as well as establishing the lessons identified verification procedure. Commanders are also required to appoint an authorized officer as a specialist responsible for the Lessons learned matters.

2. Lesson Learned Analysis Phase

Second area was concentrated on the analysis phase. Generally, it supposed that the most of the captain/major rank officers should have an experience with this stage as those who are the lessons learned specialist or staff member of operational, planning or similar group providing analytical support in this process as such. Selected competencies will be principally related to the organization of collection of observations in identified areas, usage of the analytical and other supporting tools or methodology within the solving problem cycle. Officers should be able to identify gaps and areas for improvement with own unit as well as to provide commanders with solid recommendations regarding the importance of gained observations and their impact on the unit performance.

3. Lesson Learned Remedial Action Phase/ Verification

Third criterion was correlated to the remedial phase. Despite the fact, that this stage is more about the validation of lessons identified, it needs to be understood that this phase can be considered to the large extent as crucial for the implementation of best practices, experiences and analyzed knowledge. Therefore, there was identified an overlap with the phase of the Lessons Learned management. Above that, those lessons identified should be verified during activities of own unit particularly in all functional areas (DOTMLPFI).

4. Lesson Learned Dissemination Phase/ Application

Last area was associated with the dissemination of lessons learned. The main attention was paid to the mid to long term horizon where competencies were sought in terms

of development and revision military doctrines and publications. Those documents provide a fundamental source of information, knowledge, experience and recommendations for the use of forces, military branches and services in joint operations (so called "JOITNESS").

Results of the content analysis of relating regulations, doctrines and other relevant documents create a foundation for an identification of competencies.

3.1 Building the Competencies

Within the chosen methodology, a formulation of key competencies for military leaders regarding the utilization of lessons learned is founded on the process-driven approach where identified duties, task, responsibilities, roles to be exploited.

To formulate the competencies the following criteria were set down¹⁷:

- to have a definition of competency in line with circumscribed theories, approaches and terminology;
- competency must relate to the management, organization and conducting the Lessons Learned process;
- competency must relate especially to the use of lessons learned, best practice during preparation, training and deployment of the CAF;
- competency must be generic in relation to whatever military service;
- competency to be formulated according to the conformity of key terms referring to the Lessons Learned process.

Within the overall approach to the creation of competencies, following criteria based on the recommendations of authors dealing with the issue of competencies in education were set ¹⁸:

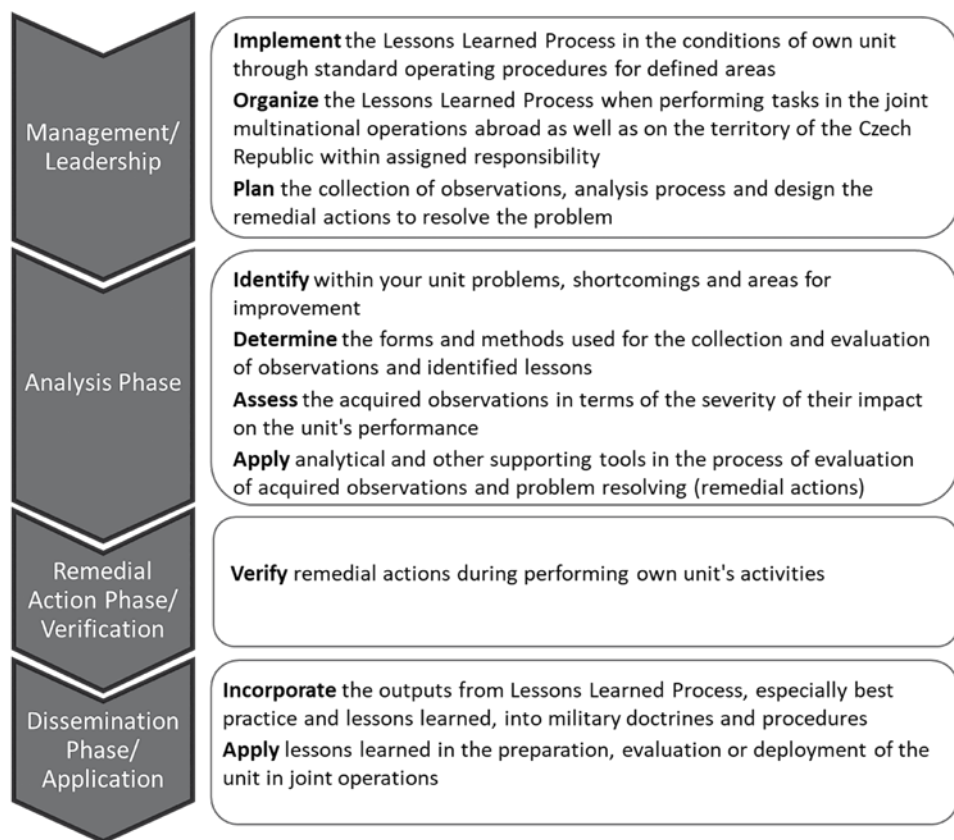
- **Contextualization** - competence is set in a certain environment (uncertain, dynamically changing, stable) or a specific situation.
- **Multidimensionality** - competence contains various resources (information, knowledge, skills, attitudes, etc.); which are linked to the basic dimensions of human behavior.
- **Assessment standard** - the level of competence mastery is determined by a set of performance criteria (criteria or standards) so that its mastery is measurable and evaluable. In this case, the evaluation criterion can be determined only for the area of described learning outcomes.
- **Development potential** - competence is acquired and gradually developed in the process of lifelong learning. For this reason, it must initially be based on input (source)

¹⁷ŠTĚPÁNEK, Přemysl and Richard SAIBERT. Officer's Competencies. Vojenské rozhledy. 2020, 29 (1), 051-070. ISSN 1210-3292 (print), 2336-2995 (online).

¹⁸VETEŠKA, Jaroslav a Michaela TURECKIOVÁ. *Kompetence ve vzdělávání*. Vyd. 1. Praha: Grada, 2008. Pedagogika (Grada). ISBN 978-80-247-1770-8.

factors in terms of acquiring and developing competencies. The development of a given competence within a military career (lifelong learning) will be set by individual categories of learning objectives.

According to above mentioned criteria, 10 key competencies related to the Lessons learned process were formulated according to the given areas. Picture 3 demonstrates the division of these competencies.



Picture 3: List of key lessons learned competencies

The verb apply was used in two competencies. Although these are competencies in different areas of the Lessons learned process, in terms of Bloom's taxonomy of educational objectives they represent an intermediate level of complexity. Therefore, the learning outcomes described by verb apply will be directed in the study curriculum proposal as the responsibility and autonomy within Young/Lessons Learned Specialist and Senior Officer courses.

3.2 Questionnaire survey

The questionnaire survey was conducted in order to verify the formulated competencies and their relevance in terms of their application at the given level of command and control corresponding to the rank of captain and partly major. Another aspect was to find out to what extent the participants apply these competencies in their daily activities.

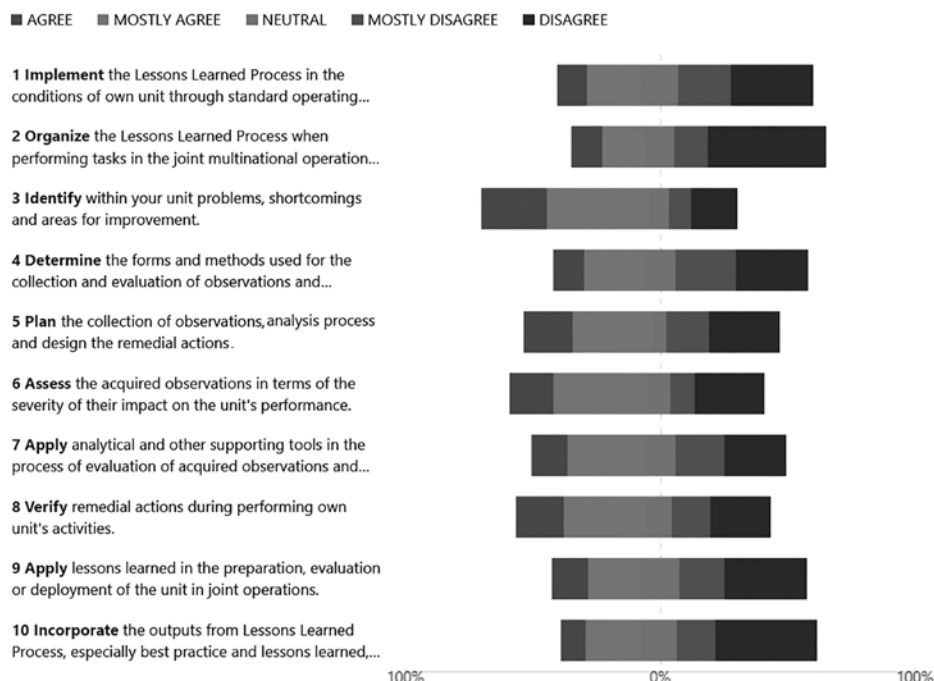
The research sample of respondents was selected by the method of random selection using the quota selection technique¹⁹. Interviewed group was recruited from participants of senior officer's career courses (SOC) provided by the Centre for Security and Military Strategic Studies (CSMSS), University of Defence. The main defined criterium for the survey was the level of respondents' military carrier. Most of the course's participants were in the rank of captain corresponding to the tactical level of command and control.

In the online questionnaire survey, 150 respondents were addressed, 106 respondents (71%) responded. The questionnaire contained 10 question focused on surveying the respondents' opinion whether they have been applied in their current duty assignment formulated key competencies. The answers were evaluated on a fivepoint rating scale (Agree; Mostly agree; Neutral; Mostly disagree; Disagree).

The evaluation of the respondents' answers in the questionnaire survey was carried out by statistical evaluation of the frequency of occurrence of individual answers, including the indication of the relative frequency in percent. The answers "Agree" and "Mostly agree" were considered as a consent and "Disagree" and "Mostly disagree" were disapproving. The answer "Neutral" was not assigned to either option. The respondent's final answer to the question was determined based on the relative frequency of consent or disagreement. Picture 4 shows a graphical representation of the evaluation of the questionnaire survey.

¹⁹Quota selection is an unlikely selection in which we do not select at random, but try to meet predetermined quotas (eg age, gender, completed education or place of residence). A prerequisite for quota selection is knowledge of the distribution of these traits in the population, resp. in the given career courses.

Within my current duty assignment, I apply the following competencies in the area of Lessons Learned:



Picture 4: Questionnaire survey results

Questions were asked according to the importance of their application in the process of preparation and deployment of the unit in the operation. The evaluation of the questionnaire survey clearly shows that respondents identify to some extent themselves with the chosen competencies in all surveyed areas. The consent rate for individual questions oscillates between 29 -66 %.

The highest level of agreement with applying listed competencies was achieved in questions nr. 3 (66 %), 5 (51 %), 6 (55 %) and 8 (52 %). The highest rate of disagreement was recorded in questions 1 (53 %), 2 (59 %), 4 (52 %) 9 (50 %) and 10 (55 %). Number in brackets indicate percentage of respondents answered positively, respectively negatively. The extent of neutral answer ranges from 4.7 to 15.1 %.

4 DISCUSSION

The content analysis of relevant military documents showed that the issue of lessons learned is sufficiently embedded in the assessed military regulation, publications and

doctrines. It provides a solid basis for a clear and precise definition of the responsibilities and duties of the officers in the Lessons Learned process. In particular, the doctrine related to lessons learned supplemented by military publication provide detailed guidance and recommendations for the organization and performance of the Lessons Learned process.

Results from questionnaire needs to be discussed from the perspective of current career of the survey's respondents as the participants of the SOC. Career course as a lifelong learning program offers professional educational platform for the members of the CAF supposed to be promoted to the rank of major. These officers are eligible for command positions at the level of battalion, division and squadron, staff position within force components, agencies, general staff and managerial position as a head of the department at the levels of brigade, regiment, wing, force components, agency and general staff.

Questionnaire outcomes predominantly demonstrate, that the questions focused on management, leadership, organization and application of the Lessons Learned process are these with the highest rate of disagreement. Only one third of respondents agreed with question 1, 2, 4 a 9. The core argument can be found in two aspects.

Firstly, nearly half of the respondents are assigned to a position, typically as a senior officer/specialist within subordinated departments and sections of MoD. These occupations mostly deal with the issues regarding logistic support, communication and information, human resources management, information security, etc. Despite the fact, that the use of forms and methods of the Lessons Learned process, particularly recording and sharing relevant procedures should be the responsibility of all commanders, military authorities and staff members at all levels of command and control, no directive nor regulation provide responsibilities for above mentioned position regarding management or leadership of the Lessons Learned process. Accordingly, survey respondents largely have no experience with these activities related to the Lessons Learned management and leadership.

Second aspects should be seen from the perspective of the CAF deployment to joint military operations. Particularly, the rest of the survey participants were assigned to ground and air forces units, headquarters and military police. Particularly question 2 was formulated to examine to what extent participants organize the Lessons Learned process in multinational operations abroad as well as on the territory of the Czech Republic. Specifically, it is assumed with a high probability that positively answer only those who were in the lead of Task Forces in foreign operations or those responsible for training and preparation of units for the deployment to the operations. Due to the fact that SOC graduates are prepared for positions in the rank of major, later lieutenant colonel, for which are established responsibilities with regard to the management of the Lessons Learned process, this issue is highly relevant for the career education.

On the contrary, the answers to the questions 3, 5, 6 and 8 indicate that many respondents are involved in the Lessons Learned process in a practical way. It can be quantified that the survey showed that many participants act either as the lessons learned specialists or members of analytical teams or they are involved in other activities related to the Lessons Learned process. This confirmed the original assumption that most respondents have practical experience, especially with the analysis or verification phases.

Surprisingly, one third of research participants agreed with question 10 referring to the utilization of lessons learned into military documents. It can be supported by the fact that some of them are to some extent involved in the doctrinal process. By the same token, question 3 shows that respondents are striving to improve organization by at least identifying areas to be enhanced.

5 STUDY CURRICULUM PROPOSAL

As was stated in the background chapter, a competency-based approach to education was recognized as a possible method for the CAF personnel development in the area of lessons learned. The development and strengthening of formulated competencies related to lessons learned should be supported in study curricula by knowledge and skills as the learning outcomes in relevant study programs.

In the process of defining learning outcomes, it is necessary to differentiate learning objectives in terms of difficulty. In this case, the level of qualification is decisive, with the higher the grade, the more complex the learning objectives are set. A number of approaches can be used to define and especially distinguish learning outcomes. One of them is based on the so-called revised Bloom's taxonomy of educational goals²⁰, ie a taxonomy for learning, teaching and evaluation of educational goals.

When defining learning goals, it is possible to recommend the use of Bloom's taxonomy of educational goals with the following assumption²¹:

- define learning objectives by means of descriptors, which will make it possible to set the assessment criteria necessary for the measurability of a given knowledge or skill;
- the described learning outcomes must support the established competence in the set of competence requirements within the defined educational level.

Table 2 illustrates a proposal of study curriculum within learning area dedicated to utilization of lessons learned.

²⁰ANDERSON, Lorin a David KRATHWOHL. *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. Complete ed. New York: Longman, 2001. ISBN 0-321-08405-5.

²¹SAIBERT, Richard. *Strategické přístupy k přípravě vojenských profesionálů pro budoucí operace*. [dissertation]. Brno: Univerzita obrany v Brně, 2019, 151 s.

Table 2: Curriculum proposal

Learning descriptors	Young Officer Course/ Lessons Learned Specialist Course	Senior Officer Course	General Staff Course
Learning Area: Utilization of Lessons Learned in the CAF			
Knowledge	Discuss the organization of the Lessons Learned Process in the Czech Armed Forces Explain the key terms used within the Lessons Learned Process Distinguish between individual phases of the Lessons Learned Process	Investigate the dimension and discuss context and scope of main principles and methods of the Lessons Learned Process and its impact on the preparation and deployment in joint operations Define and interpret the range and nature of possible finding during deployment in joint operations in terms of the collection of observation planning	Critically evaluate the correlation between military regulations, publication and doctrines
Skills	Recognise and exercise different tools and specific method for observations' analysis Structure and provide written report on evaluation of an observation, including a proposal to commander Demonstrate capacity to organize the process of analysis including corrective measures proposals Promote and demonstrate ability to transfer personal knowledge based on the experience from deployment in joint operation	Develop a design of the standard operating procedure (SOP) for the Lessons Learned Process based on relevant regulations Take the initiative to execute the Lessons Learned Process under own responsibility and those deriving from the higher commander's intent under conditions of deployment in joint operation Develop and implement logical, fluent, accurate and convincing written report on the lessons learned and critically assess the impact of these lessons learned on the preparation and evaluation of armed force's branches Apply a broad range of principles and method (techniques) for verification of the observations and lessons identified according to functional areas (DOTMLPFI)	Innovatively adapt the Lessons Learned Process to relevant conditions of the Czech Armed Forces/ Ministry of Defence Appraise circumstances that require changes and new provisions in order to best facilitate the lessons learned in doctrine architecture Conceptualise new knowledge, processes and methodologies for developing the Czech Armed Forces' doctrinal framework
Responsibility and autonomy ²²	Identify within your unit problems, shortcomings and areas for improvement Apply analytical and other supporting tools in the process of evaluation of acquired observations and problem resolving (remedial actions) Determine the forms and methods used for the collection and evaluation of observations and identified lessons	Implement the Lessons Learned Process in the conditions of own unit through standard operating procedures for defined areas Organize the Lessons Learned Process when performing tasks in the joint multinational operations abroad as well as on the territory of the Czech Republic within assigned responsibility Plan the collection of observations, analysis process and design the remedial actions to resolve the problem Assess the acquired observations in terms of the severity of their impact on the unit's performance Apply lessons learned in the preparation, evaluation or deployment of the unit in joint operations Verify remedial actions during performing own unit's activities	Incorporate the outputs from Lessons Learned Process, especially best practice and lessons learned, into military doctrines and procedures

²²Learning descriptors related to responsibility and autonomy are those formulated competencies verified in survey.

This study curriculum proposal can be used as a comprehensive framework for study programs within career education currently provided by the Center for Security and Military Strategic Studies of the University of Defence and the Training Command - Military Academy.

CONCLUSION

Paper conveys many arguments why learning area focused on the Lessons Learned application is relevant for career education. Building a comprehensive and interconnected study programs within the PME necessitates further development of proposed curriculum into individual learning topics respecting interconnectedness between individual career courses.

Questionnaire survey primary purpose was not to examine the use of a specific competence in a given position, but rather to obtain an overall picture of the use of the Lessons Learned process within the CAF. It proves that most participants apply competencies related primarily to analysis phase and the verification of lessons identified. Thus, it can be quantified that these knowledge and skills represent a solid base for further development of competencies related to the organization and management of the Lessons Learned process.

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