



GENERAL JONAS ŽEMAITIS
MILITARY ACADEMY OF LITHUANIA



Erasmus+

INTERNATIONAL WINTER SEMESTER 2024

DESCRIPTIONS OF MODULES



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MODULE CATALOGUE
for the International Winter Semester 2024/2025

	Module	ECTS
1.	Lithuanian History, Culture and Language (compulsory)	5
2.	Organizational Behavior	5
3.	Modern Military Campaigns and Irregular Warfare	5
4.	Information Security	5
5.	Technology Risk Assessment and Management	5
6.	Defence Economics	5
7.	Defence Innovation Management	5
8.	International Organizations	5
9.	Energy Security	5
10.	Warehouse Logistics and Inventory Management	5
11.	European Studies	5
12.	Human Resource Management	5
13.	Military Ethics	5
14.	Research Paper. See Annex 1 for all proposed topics for the course paper.	5
Total:		70



Module for International Students
LITHUANIAN HISTORY, CULTURE
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Lithuanian History, Culture and Language	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center">Goal of the Module</p> <p>To develop students' cross-cultural competence for successful communication with people of different cultural backgrounds; to introduce the history of Lithuania, emphasizing "Lithuania in the world" and "Lithuania in Europe" (history and specifics of the whole region), as well as complex and problematic aspects of Lithuanian history and historical heritage; to introduce modern Lithuanian culture, multilingualism, to learn to communicate basic Lithuanian phrases in everyday situations.</p>
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Learning outcomes	Know-ledge	General knowledge about Lithuanian history, regional specifics, contemporary society, national values and language etiquette.
	Skills	Will be able to better understand the local population, understand the national character, modern cultural values, to adapt to the local society, maintain intercultural dialogue.
	Compe- tences	<ul style="list-style-type: none"> • Intercultural competences • Sociocultural competences • Personal competences • Strategic competences (ability to solve communication problems as they arise) • Linguistic competences • Discourse competences

Verification of learning outcomes:

- **Projects' oral presentations in the class.** Confidence and knowledge of the topic; beforehand preparation; connection with the audience; quality of the information presented, sufficient number of examples and details; clarity of presentation; brevity and sufficient elaboration; structural organisation; effectiveness of the visuals; quality and relevance of the answers to the given questions (weighting coefficient: 40%).
- **Discussion.** Throughout the seminar officer students are to discuss given topics in groups to allow for reflection and in-depth understanding (weighting coefficient: 30%).
- **Exam.** The final exam consists of a test of 6 open-ended questions, based on learning material. (weighting coefficient: 30%).

Module details

Main Topic	Recommended WH	Details
Regional Specifics of Lithuania	5	<ul style="list-style-type: none"> • Changing boundaries of cultural regions • Central and Eastern Europe • Modern Europe and modern Lithuania • Regional, national and local Identities
Old Lithuania and It's Heritage	6	<ul style="list-style-type: none"> • Historical nations and cultures of Lithuania • Religious tolerance and noble's democracy
Modern History and Problematic Legacy of the 20th Century	6	<ul style="list-style-type: none"> • Democracy, authoritarianism and totalitarianism • Occupations and struggle for independence • Contested memory of the world wars and its aftermath
Modern Lithuanian Culture	10	<ul style="list-style-type: none"> • Literature. Arts. Architecture • Food. Customs and Traditions • Celebrations • Etiquette
Lithuanian Language	5	<ul style="list-style-type: none"> • The history of Lithuanian language • Contemporary Lithuanian and other spoken languages in Lithuania • Basic conversational skills
Exam and consultation	2	<ul style="list-style-type: none"> • Consultation before exam • Examination
	2	
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Excursions	16	No less than three excursions to different Lithuanian museums and memory sites.
Self-study	75	Readings in preparation for examination and oral presentation Unsupervised group work for discussion
Total working hours	127	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

1. Rogers, Everett M.; Hart, William B.; Miike, Yoshitaka (2002) Edward T. Hall and the History of Intercultural Communication Keio Communication Review, 24: 3-26
<http://www.Mediacom.keio.ac.jp/publication/pdf2002/review24/2.pdf>
2. Thomas, Sharon (2001). The Culture Shock Phenomenon – Symptoms, Cures and Implications.



Module for International Students
ORGANIZATIONAL BEHAVIOR
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Organizational Behavior	5

Minimum Qualification of Instructors	
Language English	<ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the module
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	To provide cadets with knowledge that enable them to explain, predict, control and manage personnel behavior in an organization and empower their own professional development.

Learning outcomes	Knowledge	Know general and modern theories of individual and group behavior within an organization with the focus on the military organization; know how to apply social theories in practice and identify organizational challenges in the fields of defence and security; know that organizational behavior, especially the process of decision-making, has to be guided by professional conduct of ethics.
	Skills	Able to settle, prevent, forecast and control current problems of organizational behavior; to create and work with and within a group or team with respect to organizational culture and cultural diversity, do not discriminate, adhere to the principles of democracy, draw correct conclusions, and prepare reasonable proposals.
	Competences	Ability to apply critical and creative thinking, appropriate leadership; ability to behave professionally and ethically following organizational, national and democratic values.

Verification of learning outcomes:

- **Colloquium.** The colloquium consists of 5 open-ended questions after reading and unsupervised self-study of selected literature. The self-assessment questions presented in the Moodle are organized to help get in-depth understanding of the reading material. The tasks are based on the compulsory study resources (weighting coefficient: 30%).
- **Case analysis.** The task consists of a working group discussion about certain cases of organizational behavior. The task is designed to enable cadets to identify behavior problems in an organization and to find out all available solutions. Cadets should defend their opinion based on the literature review in order to prove their solutions are most appropriate to solve certain behavior problems. Critical thinking, creativity and application of theory in practice are appreciated (weighting coefficient: 40%).
- **Exam.** The test of 2 open-ended and 18 closed-ended questions. The self-assessment questions presented in the Moodle are organized to help cadets get ready for the exam. The tasks are based on compulsory study sources (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> Introduction and Object of Organizational Behavior, Goals, and Connection with Other Sciences 	2	<ul style="list-style-type: none"> Contemporary problems of organizational behavior, possibilities of solution and prevention Problems of organizational behavior in defence and security institutions Multidisciplinary approach to organizational behavior
<ul style="list-style-type: none"> Individual Behavior in an Organization 	8	<ul style="list-style-type: none"> Interaction between personal and organizational behavior Background of individual behavior: values, attitudes, perception, ethics, learning, emotions and personality type Motivation of oneself and others in an organization: from motivation theories to their application Individual/group decision-making, decision-making methods, critical and creative thinking and ethics Individual/group decision-making, decision-making methods, critical and creative thinking and ethics
<ul style="list-style-type: none"> Group Behavior in an Organization 	8	<ul style="list-style-type: none"> The influence of organizational structure to the behavior of personnel Groups and work teams: creation, efficiency, members/players, typology, distinctions Leadership: from theories to practical behavior Communication process: forms, obstacles, significance in organizational behavior Interaction between leadership and organizational behavior: from theory to practice Authority and organizational policy
<ul style="list-style-type: none"> Organizational Conflicts and Negotiations 	6	<ul style="list-style-type: none"> Conflict: typology, causes, diagnostic, style of resolution Improvement of conflict management (individual, group and organizational level)
<ul style="list-style-type: none"> Organizational System and Behavior 	8	<ul style="list-style-type: none"> Interaction between organizational structure and organizational behavior Technological and organizational change, resistance toward an organizational change The model of stress and coping, sources of stress, work-life balance, dealing with stress; organizational culture: concept, creation, maintenance, transformation Military organizational culture Deviated organizational culture: nepotism, mobbing, bossing, etc. Socialization process: concept, methods; mentorship in organization
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after the exam
Exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Unsupervised self-study Unsupervised group work

		<ul style="list-style-type: none"> • Readings in preparation for examination
Total working hours	125	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

1. Kinicki Angelo, Fugate Mel. (2016) *Organizational Behavior: A Practical, Problem-Solving Approach*. McGraw-Hill, NY. P. 38-70; 292-325; 366-396; 478-511.
2. Denhardt, Robert B., Denhardt J. V., Aristigueta M. P. (2013) *Managing human behavior in public and nonprofit organizations*. SAGE Publications, Inc. P. 19-88; 189-235; 271-380.
3. Tosi Henry, Pilati Masimo (2011) *Managing organizational behavior. Individuals, teams, organization and management*. Edward Elgar Publishing, Inc., UK. P. 126-154.



Module for International Students
MODERN MILITARY CAMPAIGNS AND IRREGULAR WARFARE
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Modern Military Campaigns and Irregular Warfare	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. • A strong interest in military history with a keen willingness to prepare for and actively participate in classroom discussion and learning. 	<p align="center">Goal of the Module</p> <ul style="list-style-type: none"> • To provide insight into a diverse group of post-World War II military campaigns that inform future military leaders on the politics, strategies, and tactics of the selected operations. Particular emphasis is placed on understanding and analyzing both the conventional and irregular warfare / special operations aspects of the selected cases.
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Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Gain insights into the policy and execution of major military campaigns. Understand the necessity to consider irregular warfare approaches as an integral part of operational planning.
	Skills	<ul style="list-style-type: none"> • Critically analyze and assess historical campaigns to derive insights and lessons for the present and future warfighting environment.
	Compe-tences	<ul style="list-style-type: none"> • Collaborate in teams to analyse assigned campaign cases and articulately present findings to the larger class.

<p>Verification of learning outcomes:</p> <ol style="list-style-type: none"> 1. Exam: An individual, 1-hour test consisting of 4-6 short essay questions covering the entire module. 2. Campaign Analysis: Group work (3-4 cadets per group) and presentation. 3. Book Review: 800-word individual book review of an approved text relevant to the course.
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Module details		
Main Topic	Recommended WH	Details
1. First Indochina War (1946-1954)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of the French use of indigenous forces and Groupement de Commandos Mixtes Aeroportes (GCMA) operations in the campaign.
2. Rhodesian War (1964-1979)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of Rhodesian Special Forces (SAS, Selous Scouts, RLI) operations in the campaign.
3. Falklands War (1982)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of British Special Forces (SAS, SBS) operations in the campaign.
4. Hybrid War: Chechnya (1994-96 1999-2009) and Crimea (2014)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of Russian proxy operations in the campaigns.
Consultations	2	Pre-exam consultation Feedback after tests
Exam	2	Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> • Readings in preparation for class and examination • Unsupervised self-study • Unsupervised group work
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

CORE literature:

1. Fall, Bernhard. *Street Without Joy: The French Debacle in Indochina* (Mechanicsburg, PA: Stackpole Books, 2005).
2. Middlebrook, Martin. *The Falklands War*. (London: Pen and Sword, 2012).
3. Hughes, James. *Chechnya: From Nationalism to Jihad* (Philadelphia, PA: University of Pennsylvania Press, 2007).
4. Supplemental articles and pre-readings that support the core literature will be defined and provided prior to class execution.



Module for International Students
INFORMATION SECURITY
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Information Security	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	<p align="center">Goal of the Module</p> <p>To introduce cadets to the key concepts and principles of information security; to explain the system, main standards and methods of the protection of national, NATO and EU classified information; to develop the skills of analysis of threats to classified information.</p> <p>Working individually and in small groups, cadets will have an opportunity to apply relevant methods and techniques to practical exercises and case studies of espionage, illegal disclosure and loss of classified information.</p>
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Learning outcomes	Know-ledge	Able to define information security concepts and their specific features in Lithuania, NATO and EU member states and use theoretical knowledge in practice.
	Skills	Able to use the methods of protection of classified information.
	Compe-tences	Able to analyze threats to classified information, select appropriate threat prevention and security measures, make decisions, and use them quickly and efficiently.

<p>Verification of learning outcomes:</p> <ol style="list-style-type: none"> 1. Colloquium. Mid-term writing. The colloquium is prepared to the self-assessment questions presented in the Moodle (Topics 2-3). The tasks consist of a test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%). 2. Creative problem solving. Group work (4-5 cadets per group). Cadets analyze the theoretical aspect of espionage or illegal disclosure of classified information case, identify a problem, offer a solution to the problem and present it to the group (weighting coefficient: 40%). 3. Exam. Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 4-6). The tasks consist of a test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).
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Module details		
Main Topic	Recommended WH	Details
1. Introduction to the Information Security Module	4	<ul style="list-style-type: none"> The aim, content and task requirements of the module Basic concepts and principles of the information security
2. Threats to Classified Information	10	<ul style="list-style-type: none"> Internal threats to classified information External threats to classified information Activity of intelligence services. Methods of intelligence collection
3. The System of Protection of Classified Information	4	<ul style="list-style-type: none"> The system of organization and coordination of protection of classified information The main functions of the National Security Authority
4. Fields of Information Security	12	<ul style="list-style-type: none"> Personnel Security Physical Security Security of Information INFOSEC Industrial Security
5. Legal Aspects of Protection of Classified Information	4	<ul style="list-style-type: none"> The aspects of protection of the national classified information The aspects of protection of NATO classified information The aspects of protection of the EU classified information Case studies of illegal disclosure and loss of classified information
6. Exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> Readings in preparation for examination Unsupervised self-study Unsupervised group work
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Andress, J. (2011). The Basics of Information Security: Understanding the Fundamentals of InfoSec in Theory and Practice. Syngress.
- Carro, M. (2011). Classified Information: Protections and Issues. Nova Science Pub Inc.
- Landoll, D. (2011). The Security Risk Assessment Handbook: A Complete Guide for Performing Security Risk Assessments. CRC Press.
- Mahan, J. (2016). Insider Threat. A Guide to Understanding, Detecting, and Defending Against the Enemy from Within. IT Governance Publishing.
- Olson, J. (2019). To Catch a Spy. The Art of Counterintelligence. Georgetown University Press.
- Pranckun, H. (2012). Counterintelligence Theory and Practice. Rowman & Littlefield Publishers, Inc.
- Smith, M. (2017). The Anatomy of a Traitor. A History of Espionage and Betrayal. Aurum Press.
- Tipton, H., Krause, M. (2008). Information Security Management Handbook. Taylor & Francis.
- Tekorius, A. (2015). The Protection of NATO Information. Legislative Instruments Report. Volume I. General Jonas Žemaitis Military Academy of Lithuania.
- Tekorius, A. (2015). The Protection of NATO Information. Legislative Instruments Report. Volume II. General Jonas Žemaitis Military Academy of Lithuania.
- Tekorius, A. (2021). The Protection of UN and EU Information. Legislative Instruments Report. General Jonas Žemaitis Military Academy of Lithuania.



Module for International Students
TECHNOLOGY RISK ASSESSMENT AND MANAGEMENT
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Technology Risk Assessment and Management	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	<p>Goal of the Module</p> <p>To introduce and evaluate past, present and future disruptive technologies as well as technology-related social, ethical and moral dilemmas in order to help future policy makers to choose well-educated risk-related decisions preventing technology abuse.</p>
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Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Able to name the most risky technologies from the past, present and future (emerging), evaluate their impact to the society, explain the importance of the technologies and processes of opinion formation.
	Skills	<ul style="list-style-type: none"> • Able to estimate the risk of technologies in various situations and select risk mitigation means and measures.
	Compe-tences	<ul style="list-style-type: none"> • Able to work in a team searching for arguments in scientific literature and defending an opinion in a public discussion.

Verification of learning outcomes:

- **Argumentative essay.** Write a short essay (2-3 pages) on a selected topic preparing for a discussion. Choose one of two sides so that later you can argue against your opponents. Criteria: fact-based, concise and to the point (weighting coefficient: 30%).
- **Group discussion.** Group work (4 students per team). A discussion of ~30 min. on a selected topic (the same as the essay), 2 versus 2. Criteria: proper introduction, in depth, factual correctness, fluency of the speech, strength of arguments, communication culture (weighting coefficient: 40%).
- **Exam.** A test of 50 closed questions (3-4 answer choices). Criteria: factual correctness (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
Historical Perspective	4	<ul style="list-style-type: none"> Why do new technologies disrupt? Colonization, world wars – examples from the perspective of new technologies
Introduction to Science and Technology Studies	4	<ul style="list-style-type: none"> Multidisciplinary science, philosophical and social aspects of science Social understanding of science (paradigm)
Problems of Electromagnetic (EMF) Spectrum	2	<ul style="list-style-type: none"> EMF risks, common sources, risk groups, classification Future EMF challenges
Artificial Intelligence (AI), Robots, Drones, Cyber Warfare	8	<ul style="list-style-type: none"> Classification of AI, risks of AI, drones, and robots Public perception of robot-related risks Singularity issue Examples of computer hacking methods
Bio-, Nano-, Technological, GMO, and Nuclear Risks	8	<ul style="list-style-type: none"> Risks of the new technologies to the society and environment Social adaptation
Ethical Issues	2	<ul style="list-style-type: none"> Privacy and security, ethical and legal issues
Discussions	6	<ul style="list-style-type: none"> Group competition based on the essays
Exam	2	<ul style="list-style-type: none"> Test
Total contact hours:	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work
Total working hours:	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

1. Felt, U., Fouché, R., Miller, C. A., & Smith-Doerr, L. (Eds.). (2016). *The Handbook of Science and Technology Studies*. The MIT Press. Retrieved from <https://mitpress.mit.edu/books/handbook-science-and-technology-studies-fourth-edition>.
2. Jared Diamond, "Guns, germs, and steel", 1997, Chapter 3, 4.
3. SCENIHR. (2015). *Potential health effects of exposure to electromagnetic fields (EMF)*. Retrieved from: https://ec.europa.eu/health/sites/health/files/scientific_committees/emerging/docs/scenihr_o_041.pdf
4. Sismondo, S. (2011). *An Introduction to Science and Technology Studies*. Wiley-Blackwell.
5. Martin Blank, „Overpowered: The Dangers of Electromagnetic Radiation (EMF) and What You Can Do about It”, 2014.
6. Chemical Weapons Convention (CWC) Article II. Definitions and Criteria by Organisation for the prohibition of chemical weapons (OPCW). <http://opcw.org/>.



Module for International Students
DEFENCE ECONOMICS
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Defence Economics	ECTS 5
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Language English	<p style="text-align: center;">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	<p style="text-align: center;">Goal of the Module</p> <p>To provide the knowledge of defence economics by introducing the peculiarities of the defence sector, characteristics of defence markets and factors influencing defence expenditures; to develop the ability to apply this knowledge in practice by analyzing the defence sector.</p>
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Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Know the basic concepts of defence economics and their interrelationships. • Able to solve problems and make decisions in the field of defence.
	Skills	<ul style="list-style-type: none"> • Able to identify the defence problems in national and international context. • Able to analyze the defence sector in the context of economic development.
	Compe-tences	<ul style="list-style-type: none"> • Able to work in groups and take responsibility for performing assigned tasks and presenting results in a reasoned manner. • Able to select, systematize and summarize appropriate information required to perform tasks.

Verification of learning outcomes:
<ul style="list-style-type: none"> • Case analysis. The case will focus on the comparative analysis of defence expenditure structures of the selected NATO countries estimating interrelationships among economic variables under consideration and calculating indicators of structural changes and economic interpretation of the obtained results. The task is evaluated according to the following criteria: compliance with pre-submitted requirements, clarity and consistency, correct use of economic concepts, and answers to questions (weighting coefficient: 30%). • Group project. A group project will focus on the defence – economic development nexus in the selected European countries. Cadets/students will present their insights and point out the main problems anticipating actions related to defence financing trends in the context of economic development. Group project will be based on design thinking method. Cadets/students will use basic methods of scientific work for the assessment of relationship between defence and economic development indicators and design of defence problem solutions (weighting coefficient: 40%). • Exam. Writing exam. The exam task will consist of test questions, open-ended questions and practical tasks (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
• Introduction to Defence Economics Module	1	<ul style="list-style-type: none"> The aim, content and task requirements of the module Assessment of tasks
• Origins and Development of Defence Economics	4	<ul style="list-style-type: none"> Scope of Defence Economics Defence output Place and role of Defence Economics in the context of contemporary scientific research
• How Do Economists Analyse Defence?	2	<ul style="list-style-type: none"> Choices and defence budget Economics as the study of choices
• Defence Spending as the Main Source of Defence Requirements and Financing Needs	7	<ul style="list-style-type: none"> Public and military expenditures Defence expenditure classification by the main categories Structural changes of defence expenditure
• Defence Expenditure and Economic Development	8	<ul style="list-style-type: none"> Multiplicative effects of defence expenditure Relationship between defence expenditure and economic indicators Determinants of defence expenditure
• Distinctive Features of Defence Markets and Industries	6	<ul style="list-style-type: none"> Characteristics of defence markets Market types and forms of competition Characteristics of defence industries Structure-Conduct-Performance Model
• Military Cost-Benefit Approach	4	<ul style="list-style-type: none"> Introduction to military cost-benefit analysis Measuring defence output Cost analysis
Consultation	1	<ul style="list-style-type: none"> Pre-exam consultation
Exam	2	<ul style="list-style-type: none"> Examination
Consultation	1	<ul style="list-style-type: none"> Feedback after exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Hartley, K. (2011). The economics of defence policy: a new perspective. London: Routledge (p. 1-13; 48-62; 63-77; 132-146; 216-218).
- Hartley, K., Sandler, T. (2011). The economics of defence spending. Routledge (p. 1-40).
- Melese, F., Richter, A., Solomon, B. (2015). Military cost-benefit analysis: theory and practice. London: Routledge (p. 36-44; 50-53; 113-130).
- Defence and Peace Economics (2010-2021). <https://www.tandfonline.com/loi/gdpe20>
- Dudzevičiūtė, G. (2020). Structural Trends of Defence Expenditure in the Baltic Countries // Challenges to national defence in contemporary geopolitical situation CNDCGS'2020: proceedings of the 2nd international scientific conference, 14-16 October 2020, Vilnius. <https://www.journals.lka.lt/journal/cndcgs/article/433/info>.

- Dudzevičiūtė, G. (2019). The interrelationship between defence expenditure and economic development in the United States and the United Kingdom. Proceedings of ISERD International Conference, 14-15 October 2019, Tallinn, Estonia.
- Dudzevičiūtė, G., Peleckis, K., Peleckienė, V. (2016). Tendencies and relations of defense spending and economic growth in the EU countries, *Inžinerinė Ekonomika - Engineering Economics* 27 (3): 246-252. [file:///C:/Users/Gita/Downloads/15395-Article%20Text-45757-1-10-20160628%20\(4\).pdf](file:///C:/Users/Gita/Downloads/15395-Article%20Text-45757-1-10-20160628%20(4).pdf).
- Dudzevičiūtė, G., Tamošiūnienė, R. (2015). Tendencies of Defence Expenditure and Its Structural Changes in the European Union Countries, *KSI Transactions on Knowledge Society: a Publication of the Knowledge Society Institute* 8 (1): 53-59. <http://www.tksi.org/JOURNAL-KSI/PAPER-PDF-2015/2015-1-08.pdf>.
- Meidutė-Kavaliauskienė, I., Dudzevičiūtė, G., Šimelytė, A., Maknickienė, N. (2021). Sustainability and regional security in the context of Lithuania, *Entrepreneurship and Sustainability Issues* 8 (3): 248-266. [https://doi.org/10.9770/jesi.2021.8.3\(14\)](https://doi.org/10.9770/jesi.2021.8.3(14)).
Meidutė-Kavaliauskienė, I., Dudzevičiūtė, G., Maknickienė, N. (2020). Military and demographic interlinkages in the context of the Lithuanian sustainability, *Journal of Business Economics and Management* 21 (4): 1508-1524. <https://journals.vgtu.lt/index.php/JBEM/article/view/13444/10111>.



Module for International Students
DEFENCE INNOVATION MANAGEMENT
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Defence Innovation Management	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center">Goal of the Module</p> <p>To introduce students to the innovation process management in the defence sector; to explain innovation development challenges; to develop skills of innovative decision-making and creation of innovation-friendly organizational environment.</p>
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Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Able to define innovation management theories and their specific features in Lithuania and other countries, and to use theoretical knowledge in identifying and solving problems of innovation implementation in defence institutions.
	Skills	<ul style="list-style-type: none"> • Able to use innovation in selecting appropriate measures to prevent threats and ensure national security, to analyse problematic situations and to make necessary innovation management decisions using material and non-material resources of defence institutions.
	Compe-tences	<ul style="list-style-type: none"> • Able to work in teams by initiating and implementing innovative solutions, to take responsibility for defence innovation management decisions and innovation process results and to critically evaluate the acquired knowledge and experience of innovation management.

<p>Verification of learning outcomes:</p> <ul style="list-style-type: none"> • Colloquium. Midterm writing. The colloquium is prepared according to the self-assessment questions presented in the Moodle (Topics 2-4). The tasks consist of test (10 questions), 1 open-ended theoretical question and 1 practical question. The tasks are based on compulsory study sources (weighting coefficient: 30%). • Creative problem solving. Group work (4-5 cadets each). Using the method of creative problem solving, cadets identify a problem with the defence sector, offer an innovative solution to the problem and assess the conditions for implementing the proposed innovation (weighting coefficient: 40%). • Exam. Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 5-7). The tasks consist of test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
1. Introduction to the Defence Innovation Management Module	1	<ul style="list-style-type: none"> The aim, content and task requirements of the module
2. The Concept and Significance of Innovation and Innovation Management in the Field of Defence	2	<ul style="list-style-type: none"> Innovation concept, innovation management definition Innovation in the context of the new elements of public governance, innovation in the field of defence Methodological aspects of public sector innovation management
3. Peculiarities of Public Sector Innovation Process	3	<ul style="list-style-type: none"> Concept and models of public sector innovation process Peculiarities of public and private sector innovation process management Peculiarities of defence innovation process management
4. Innovation Process Barriers	4	<ul style="list-style-type: none"> Internal and external barriers and their preconditions Barriers in the context of innovation process stages Specifics of defence innovation barriers
5. Internal Environment and Management Tools	6	<ul style="list-style-type: none"> Financing, strategy, risk and performance management Organizational structure, innovation culture Motivation, leadership, intangible resources Knowledge and information
6. External Environment and Management Tools	8	<ul style="list-style-type: none"> Political and legal environment Cooperation and co-creation
7. Good Practice	8	<ul style="list-style-type: none"> Examples of good practice in Lithuania and other countries Opportunities to apply good practice Creative problem solving
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Badiru, A. B.; Barlow, C. B. (2018) Defense Innovation Handbook: Guidelines, Strategies, and Techniques. Boca Raton: CRC Press, Taylor & Francis Group. P. 1-39.
- Bason, Ch. (2018). Leading Public Sector Innovation. 2 edition. Chicago: Policy Press. P. 1-30.
- Horowitz, M. (2010). The Diffusion of Military Power: Causes and Consequences for International Politics. Princeton, NJ: Princeton University Press (P. 1-18; 22-66).
- OECD (2017). Fostering Innovation in the Public Sector, OECD Publishing, Paris. (P. 16-21; 31-43; 59-67; 142-159; 171-175; 205-211. Access: <http://dx.doi.org/10.1787/9789264270879-en>
- OECD (2019). Embracing Innovation in Government: Global Trends 2019, OECD Publishing, Paris. Access: <https://trends.oecd-opsi.org/embracing-innovation-in-government-global-trends-2019.pdf>



Module for International Students
INTERNATIONAL ORGANIZATIONS
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module International Organizations	ECTS 5
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Language English	<p style="text-align: center;">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p style="text-align: center;">Goal of the Module</p> <p>To develop cadets' capabilities to interpret the activities and results of international organizations by referring to various theories and classification of organizations (according to their geographical coverage, types (governmental and nongovernmental), and spheres of activity, etc.) by paying particular attention to the UN (United Nations), the EU (European Union), NATO (North Atlantic Treaty Organization), OECD (Organization for Economic Co-operation and Development), IMF (International Monetary Fund) as well as to the key non-governmental organizations in various sectors.</p>
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Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Know the essential concepts and theories of political science, political philosophy, international relations, security policy, international political economy, conflictology and geopolitics.
	Skills	<ul style="list-style-type: none"> • Able to apply the concepts, theories and research methods of political science, international relations and security studies in the analysis of international relations, domestic politics and individual, national and international security processes substantiating the relevance of the chosen research topic, using and critically evaluating primary and secondary sources and research results, and using the latest information technology and academic databases.
	Compe-tences	<ul style="list-style-type: none"> • Able to work in teams, plan and implement joint projects, take responsibility for their own and colleagues' results, and transfer knowledge following professional ethics.

Verification of learning outcomes:

- A presentation includes the analysis of the assigned international/regional nongovernmental institution and its role in resolving international conflicts or security crisis (app. 30 min.). Weighting coefficient: 50%.
- The final exam consists of a critical essay on the topic suggested by the lecturer. Weighting coefficient: 50%.

Module details		
Main Topic	Recom- mended WH	Details
<ul style="list-style-type: none"> • Introduction to the International Governance 	2	<ul style="list-style-type: none"> • Theoretical and empirical definition of the international governance • Description of the main actors and elements of the international governance • History of the international governance • Comparison of the international rules, norms, law, and regimes
<ul style="list-style-type: none"> • Introduction to the Analysis of International Organizations 	2	<ul style="list-style-type: none"> • Theoretical definition of international organizations • Types and classification of international organizations
<ul style="list-style-type: none"> • The Role of International Organizations in International Relations 	4	<ul style="list-style-type: none"> • Introduction to the international relations theories and their application to the analysis of international organizations • Theoretical perspectives on international multilateral cooperation • Assessment of the efficiency and importance of IOs in contemporary global/regional politics
<ul style="list-style-type: none"> • Global International Governance and UN 	8	<ul style="list-style-type: none"> • Introduction of the UN system and history • Analysis of the UN structure and functions • Analysis of the UN role in the international security system • Analysis of the UN specialized agencies
<ul style="list-style-type: none"> • Global Financial International Governance 	4	<ul style="list-style-type: none"> • Analysis of the Bretton Woods system • Analysis of the World Trade Organization • Analysis of the International Monetary Fund and World Bank
<ul style="list-style-type: none"> • Regional Governance 	8	<ul style="list-style-type: none"> • IOs in Europe: NATO, EU, OSCE, etc. • IOs in Asia: CENTO, ASIAN, etc. • IOs in Americas • IOs in Africa: African Union
<ul style="list-style-type: none"> • Nongovernmental International Organizations 	8	<ul style="list-style-type: none"> • Nongovernmental institutions in the world politics • Nongovernmental institutions and international security • Analysis of the Red Cross, Danish Refugee Council, Defence for Children International, Amnesty International, etc.
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> • Preparation for the presentation • Readings in preparation for examination • Unsupervised self-study • Unsupervised group work
Total working hours	125	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Adeola, O. (2020) Empowering African Women for Sustainable Development: Toward Achieving the United Nations' 2030 Goals. Palgrave Macmillan.
- Cavalcante, F. (2019) Peacebuilding in the United Nations: Coming into Life. Palgrave Macmillan.
- de Coning, C., Peter, M. (2019) United Nations Peace Operations in a Changing Global Order. Palgrave Macmillan.
- Grigoryev, L., Pabst, A. (2020) Global Governance in Transformation: Challenges for International Cooperation. Springer International Publishing.
- Gutner, Tamar L. (2017) International organizations in world politics. Los Angeles: SAGE/ CQ Press.
- Hurd, I. (2018) International organizations: politics, law, practice. New York, NY: Cambridge University Press.
- Karns, M. P., Mingst, K. A. (2015) International organizations. The Politics and Processes of Global Governance. 3rd edition, Lynne Rienner Publishers.
- Lopez-Claros, A., Dahl, A., & Groff, M. (2020) Global Governance and the Emergence of Global Institutions for the 21st Century. Cambridge University Press.
- Megret, F., Alston, P. (2020) The United Nations and Human Rights: A Critical Appraisal. 2nd edition, Oxford University Press.
- Mingst, K. A., Karns, M. P. (2017) The United Nations in the 21st Century, 5th edition, Westview Press.



Module for International Students
ENERGY SECURITY
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Energy Security (IR)	5

Minimum Qualification of Instructors	
Language English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p> <p>Completed an introductory course on political science or international relations</p>	<p>To introduce energy security within the broader study field of international relations; to explain links between energy, national security, internal politics, foreign policy, environment and social attitudes; to overview energy security challenges in the Euroatlantic space, with a specific emphasis on the Baltic Sea Region.</p>

Learning outcomes	Knowledge	<ul style="list-style-type: none"> Able to define energy security, to understand the complex links between energy, national security, internal politics, foreign policy, environment and social attitudes, to explain the main energy security challenges in the Euroatlantic space, especially – the Baltic Sea Region.
	Skills	<ul style="list-style-type: none"> Able to analyse the complex issues of energy security policy in the Euroatlantic space and their political, economic, technological, societal and environmental linkages at national and international levels.
	Competences	<ul style="list-style-type: none"> Able to individually define energy security issues in the Euroatlantic space and to draft policy papers, presenting solutions to the issues.

Verification of learning outcomes:

- **Colloquium.** Midterm writing. The colloquium is prepared according to the self-assessment questions presented in the Moodle (Topics 2-6). The tasks consist of a mixture of open-ended and test questions. The tasks are based on compulsory study sources (weighting coefficient: 20 %).
- **Paper.** Cadets identify a problem with energy security issues in the Euroatlantic space (issues to an individual country, region or an organization) and propose policy options to solve them (weighting coefficient: 30%).
- **Exam.** Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 7-13). The tasks consist of a mixture of open-ended and test questions. The tasks are based on compulsory study sources (weighting coefficient: 50%).

Module details		
Main Topic	Recommended WH	Details
8. Introduction to the Energy Security (IR) Module	1	<ul style="list-style-type: none"> Introducing the aim, content and requirements of the module
9. Energy Security in International Relations: a Historical and Theoretical Outlook	4	<ul style="list-style-type: none"> Explaining when, how and why energy becomes relevant in international relations Discussing historical examples; Introducing major theoretical assumptions regarding energy security
10. Five Elements of Energy Security Policy and their Linkages	2	<ul style="list-style-type: none"> Introducing political, economic, technological, societal and environmental levels of energy security policy Exploring their linkages
11. Energy Archetypes, Exporters, Suppliers and Transit States	2	<ul style="list-style-type: none"> Introducing energy archetypes (primary and secondary energy); Defining the role of exporters, suppliers and the transit states in the global energy system;
12. Energy Security Considerations in Foreign Policy and National Security Strategies	2	<ul style="list-style-type: none"> Introducing the role of energy security in foreign policy and national security strategies; Studying U.S., Germany, Russia and Lithuania as examples;
13. Energy Security in Euroatlantic Space: the Role of the European Union and NATO	2	<ul style="list-style-type: none"> Introducing Common Energy Policy of the European Union; Introducing NATO's role in energy security;
14. Environmental Agreements	2	<ul style="list-style-type: none"> Introducing major environmental agreements;
15. Energy Security of the Baltic States: from Victims of Pipeline Diplomacy to European Success Stories	2	<ul style="list-style-type: none"> Chronological overview of the energy security in Baltic States from 1990 to 2020 ;
16. Nuclear Energy and Nuclear Safety in International Treaties and Institutions	2	<ul style="list-style-type: none"> Historic overview of nuclear energy ; Introducing the most important treaties, regulating the environmental protection and safety of nuclear power; Describing the role of International Atomic Energy Agency;
17. Nuclear Geopolitics in the Baltic Sea Region (I)	2	<ul style="list-style-type: none"> Providing historic outlook on the regional Visaginas NPP and its competitors:
18. Nuclear Geopolitics in the Baltic Sea Region (II)	4	<ul style="list-style-type: none"> Introducing Lithuanian attempts to stop the construction of Ostrovets NPP; Highlighting the response from the neighbouring countries and the EU; Discussing the impact on Lithuanian – Belarusian relations;
19. Cable Geopolitics: Baltic States Synchronization to CEN	2	<ul style="list-style-type: none"> Introducing the concept of synchronization; Discussing the geopolitical aspects of the synchronization of Baltic States with CEN; Examining Russian response;
20. 'The Geopolitics of Nord Streams'	2	<ul style="list-style-type: none"> Providing a historic overview and rationale behind Nord Stream projects; Introducing the strategic implications of Nord Stream Projects; Presenting the development of Nord Stream 2 and opposition against it; Evaluating the effectiveness of the opposition;
21. Final Discussion	3	<ul style="list-style-type: none"> Questions and Answers; Summarizing discussion; Extensive feedback on the policy papers;
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Exam	2	<ul style="list-style-type: none"> Exam

Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> • Readings • Unsupervised self-study • Writing a paper
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

1. Cesnakas, G., 2012. Energy security in the Baltic-Black Sea Region: energy insecurity sources and their impact upon states. *Lithuanian Annual Strategic Review* 10, 155-198.
2. Cesnakas, G., 2018. Baltic states. In: Butler, E., Ostrowski, W. (Eds.), *Understanding Energy Security in Central and Eastern Europe: Russia, Transition and National Interests*. Routledge, London and New York.
3. Cesnakas, G., Juozaitis, J., 2017. *Nuclear Geopolitics in the Baltic Sea Region. Exposing Russian Strategic Interests behind Ostrovets NPP*. Atlantic Council, Washington, D.C.
4. Hussein, J.H., Kardas, S., Kłysinski, K., 2018. *Troublesome Investment. The Belarusian Nuclear Power Plant in Astravyets*. Centre for Eastern Studies, Warsaw.
5. Novikau, A., 2017. Nuclear power debate and public opinion in Belarus: from Chernobyl to Ostrovets. *Public Understanding of Science* 26 (3), 275-288.
6. Novikau, A., 2017. What is "Chernobyl Syndrome?" the use of radiophobia in nuclear communications. *Environmental Communication* 11 (6), 800-809.
7. Riley, A., 2018. A pipeline too far? EU law obstacles to Nordstream 2. *International Energy Law Review* 1-25.
8. Riley, A., 2018. *Nord Stream 2: Understanding the Potential Consequences*. Atlantic Council, Washington, D.C.
9. Sovacool, A. B. 2013. *The Routledge Handbook of Energy Security*. Routledge, London and New York.



Module for International Students
WAREHOUSE LOGISTICS AND INVENTORY MANAGEMENT
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Warehouse Logistics and Inventory Management	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	<p align="center">Goal of the Module</p> <p>To provide basic knowledge about inventory management, warehousing processes and necessary resources to ensure a proper warehousing process, as well as to develop skills to apply warehousing and inventory management tools in practice.</p>
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Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Knows modern technologies and systems of defence, information and logistic support of military forces, the principle of their development and peculiarities of application. • Knows the effective management methods of warehouses and inventory use and the features of their application
	Skills	<ul style="list-style-type: none"> • Able to plan, organize, implement and evaluate the technologies necessary for the defence of the country and the measures necessary for the logistical support of the military forces taking into account the financial, informational, human, material and time resources available to the organization, state and allied countries. • Able to efficiently and creatively manage inventory and warehouse operations.
	Compe-tences	<ul style="list-style-type: none"> • Able to constantly update knowledge and skills and independently collect and analyse data necessary for successful performance of professional tasks, with proper citation and respect for copyright and other intellectual property rights. • Able to properly collect, analyse and apply inventory and warehouse activity information

<p>Verification of learning outcomes:</p> <ul style="list-style-type: none"> • Written assignments (closed-ended and open-ended questions). First: cadets answer 10 closed-ended and 4 open-ended questions. Second: cadets answer 10 closed-ended and 1 open-ended question. Responses are evaluated according to the following criteria: factually correct; completeness; logical consistency (weighting coefficient: 40%). • Independent work (solving 3 related tasks and discussing the results: 1 - ABC analysis of the selected goods; 2 - Calculate the optimal order quantity and present the calculated optimal cyclical stock replenishment graphically; 3 – counting loading efficiency). Cadets prepare a report on the solution of each individual task (weighting coefficient: 30%). • Exam. Writing exam. The exam task will consist of test questions, open-ended questions and practical tasks (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
• Inventory Management	2	<ul style="list-style-type: none"> Inventory (Stocks) in the supply chain Purpose, types of inventory Inventory analysis
	1	<ul style="list-style-type: none"> Inventory management models (by quantities and by periods) ABC and XYZ inventory analysis
	2	<ul style="list-style-type: none"> Inventory management problems (demand fluctuations, supply disruptions)
	1	<ul style="list-style-type: none"> Inventory, audit (inventory storage costs)
• Storage Purpose(s)	1	<ul style="list-style-type: none"> Who needs warehouses, what benefits Warehouse location in the company's logistics system (supply chain and warehouse location)
• Types of Warehouses	1	<ul style="list-style-type: none"> Under supply schemes According to purpose
• Strategic Warehousing Solutions	4	<ul style="list-style-type: none"> Warehouse ownership Location: how to select a location for the warehouse in supply / distribution processes Warehouse location selection
• Warehouse Size and Layout	2	<ul style="list-style-type: none"> Calculation of warehouse areas Layout of warehouse areas
• Warehousing Processes. The Flows of Goods in the Warehouse	2	<ul style="list-style-type: none"> The flows of good in the warehouse (acceptance, storage, selection, packaging)
• Warehouse Equipment	3	<ul style="list-style-type: none"> Types of racks and shelves, their advantages and disadvantages
• Handling Equipment and Efficiency	4	<ul style="list-style-type: none"> Loading works equipment Calculation of productivity of different cargo handling works
• Warehouse Information Provision	1	<ul style="list-style-type: none"> Warehouse management systems
• Warehouse Planning and Management	2	<ul style="list-style-type: none"> Warehouse operations planning and possibilities and types of management
• Reducing the Environmental Impact of Storage	2	<ul style="list-style-type: none"> Pollution and reduction of warehouse operations
• Typical Storage Problems	4	<ul style="list-style-type: none"> Employees, quantities of goods - inequality of demand for their supply, IT, security
Consultation	1	<ul style="list-style-type: none"> Pre-exam consultation
Exam	2	<ul style="list-style-type: none"> Examination
Consultation	1	<ul style="list-style-type: none"> Feedback after exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised independent task solving Unsupervised self-study
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Richards G. (2018). Warehouse Management: A Complete Guide to Improving Efficiency and Minimizing Costs in the Modern Warehouse CPI group (UK) LTD, Croidon CRO, 4YY.
- Bozarth, Cecil C. (2016). Introduction to operations and supply chain management / Cecil C. Bozarth, Robert B. Handfield. 4th ed., global ed. Boston [Mass.] : Pearson, 2016. 503 p. : iliustr. ISBN 9781292093420;. (#000169171)

- Gwynne R. (2014). Warehouse management : a complete guide to improving efficiency and minimizing costs in the modern warehouse. London : Kogan Page, xvi, 427 p. : illustr.
- Logistics and retail management : emerging issues and new challenges in the retail supply chain / [edited by] John Fernie & Leigh Sparks. 5th ed. London : KoganPage, 2019. xxvii, 314 p. : illustr., diagr., lent. ISBN 9780749481605;. (#000169152)
- Alan C. McKinnon, Michael Browne, Anthony Whiteing, Maja Piecyk (2015) Kogan Page, - Business & Economics - 426 pages
- Armengol G. (2021) Warehouse Inventory Management: Top Warehouse Management Software: Types Of Warehouse Management Systems. Publisher Independently Published, 2021. ISBN 9798727662052, Length 50 pages
- Grant, David B., (2017). Sustainable logistics and supply chain management : principles and practices for sustainable operations and management / David B. Grant, Alexander Trautrimis and Chee Yew Wong. 2nd ed. London : Kogan Page, 2017. xiv, 286 p. : illustr. ISBN 9780749478278;. (#000143947)



Module for International Students
EUROPEAN STUDIES
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	European Studies	5

Minimum Qualification of Instructors	
Language English	<ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Learning Outcomes
<ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. • Introduction to International Relations 	<ul style="list-style-type: none"> • Upon successful completion of the module, cadets will be able to explain the strategic, political and economic importance of the European region and the European Union, as well as the characteristics and evolution of the political, social systems and the main aspects of domestic and foreign policy of the major countries in the region (France, Germany, the United Kingdom, and Poland).

Learning outcomes	Knowledge	<ul style="list-style-type: none"> • Able to identify the key geopolitical, strategic, political, economic and other factors that determine the importance of the European region in the global context, and to participate in debates about the relations between major European powers in the light of these factors.
	Skills	<ul style="list-style-type: none"> • Able to analyse and explain the context and development of the political systems, domestic, security and foreign policies of the major European powers.
	Competences	<ul style="list-style-type: none"> • Able to work in teams, plan and implement joint projects, take responsibility for their own and colleagues' results, transfer knowledge, and follow professional ethics.

Verification of learning outcomes:
4. Written assessment 1 - cadets answer 10 open and/or closed questions on the case of France. Weighting coefficient: 20%.
5. Written assessment 2 - cadets answer 10 open and/or closed questions on the case of Germany. Weighting coefficient: 20%.
6. Written assessment 3 - cadets answer 10 open and/or closed questions on the case of the United Kingdom. Weighting coefficient: 20%.
7. Written assessment 4 - cadets answer 10 open and/or closed questions on the case of Poland. Weighting coefficient: 20%.
8. Exam - cadets answer 10 open and/or closed questions on the case of the European Union. Weighting coefficient: 20%.

Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> Introduction to European Studies 	2	<ul style="list-style-type: none"> Definition of European region Main characteristics of European region Introduction of the European Union
<ul style="list-style-type: none"> France: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> Germany: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> United Kingdom: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> Poland: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> The European Union: origins, structure, activities 	6	<ul style="list-style-type: none"> Origins of The European Union Development of the structure and institutions Main policy areas Common Foreign and Security Policy
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Final exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> Readings in preparation for seminars Readings in preparation for tests Readings in preparation for examination Unsupervised self-study
Total working hours	125	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Bunde, T. ir Eisentraut, S. (2020) The Enabling Power. Germany's European Imperative. Munich: Munich Security Conference.
- Borchardt, K. D. (2016) The ABC of EU law. Directorate-General for Communication (European Commission). <https://op.europa.eu/en/publication-detail/-/publication/5d4f8cde-de25-11e7-a506-01aa75ed71a1>
- Pannier, A., and Schmitt, O. (2019) To Fight Another Fay: France between the Fight against Terrorism and Future Warfare. International Affairs, 95(4), pp.897-916.
- Policy statement by Olaf Scholz, Chancellor of the Federal Republic of Germany and Member of the German Bundestag, 27 February 2022 in Berlin. <https://www.bundesregierung.de/breg-en/news/policy-statement-by-olaf-scholz-chancellor-of-the-federal-republic-of-germany-and-member-of-the-german-bundestag-27-february-2022-in-berlin-2008378>
- Rose, Richard (2015) Politics in Britain // G. Bingham Powell, Russell J. Dalton, Kaare Strom (eds.) Comparative Politics Today: A World View. 11th ed. Boston: Pearson.

6. Terlikowski, M. (2022) Defence Innovation: New Models and Procurement Implications. The Polish Case. Ares Group Policy paper No. 73. <https://www.iris-france.org/wp-content/uploads/2022/03/Ares-73-Policy-Paper-DefInnov-Poland-March-2022.pdf>



Module for International Students
HUMAN RESOURCE MANAGEMENT
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Human Resource Management	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center">Goal of the Module</p> <p>To provide theoretical knowledge and develop skills of human resource policy and strategy development to apply personnel planning, attraction, selection, training and appraisal methods which ensure the effectiveness of human resource management in security and defence organizations, maintain and increase their capacity to carry out their tasks.</p>
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Learning outcomes	Knowledge	Able to define human resource management theories and their specific aspects and to use theoretical knowledge in identifying and solving the problems of human resource management in defence organizations.
	Skills	Able to apply the methods of human resource management, to identify talents and to use them effectively, to implement a team project as a leader or team member.
	Competences	Able to develop a team project that combines the results of teamwork.

Verification of learning outcomes:

- **Colloquium.** Midterm writing. Cadets answer theoretical and case-based open and multiple-choice questions which are compiled according to the compulsory sources of the study course (weighting coefficient: 20%).
- **Case study.** The cases are presented and analyzed. The cadets present groups' decisions based on the theoretical knowledge. The presentation of the case study is evaluated according to the following criteria: clarity and consistency, completeness and the validity of statements (weighting coefficient: 15%).
- **Presentation of the topic.** The cadets analyze selected topic and prepare case discussion based on the theoretical knowledge of human resource management. The presentation is evaluated according to the following criteria: clarity and consistency, appropriateness of the case, compliance with the time, completeness, application of theoretical knowledge in presentation of the case, response to the questions (weighting coefficient: 10%).
- **Team project.** In groups, cadets develop human resource management strategy for the security or defence institution (written part 30,000 characters). The projects are evaluated according to the following criteria: presentation of intermediate results and discussion, completeness of the analysis, validity of the presented strategy, compliance with the methodological requirements of the written works, consistency of the text, relevance of the scientific sources, degree of implementation of the set goal and objectives, relevance of topic and content (weighting coefficient: 20%).
- **Simulation.** The teams analyze presented case and make decisions related to human resource management within a set time frame. The simulation is evaluated according to the following criteria: integration of creativity and knowledge (weighting coefficient: 5%).
- **Exam.** Writing exam. The cadets answer theoretical and case-based open and multiple-choice questions which are compiled according to the compulsory sources of the study course (weighting coefficient: 30%).

Module details

Main Topic	Recommended WH	Details
Human Resource Management Concept, System and Models	2	<ul style="list-style-type: none"> • Human resource management definition • Human resource management system in organizations • Traditional and modern human resource management models
Strategic Human Resource Management. Human Resource Policy and Strategies of the National Security Systems in Lithuania, other Western and Neighbouring Countries	4	<ul style="list-style-type: none"> • The relationship between human resource management and an organization's strategy • Human resource management policies and their types • Human resource strategies of the national security systems
Human Resource Planning Traditional and Modern Planning Models. Planning Stages and Methods	4	<ul style="list-style-type: none"> • The process of human resource planning • Traditional and modern human resource planning models • The methods and approaches to human resource planning
Attraction, Selection, Adaptation of Human Resources	4	<ul style="list-style-type: none"> • Attraction and selection process of human resources • Methods of attraction and selection • Adaptation process of human resources • Adaptation programme
Personnel Motivation and Appraisal. Compensation. Social Guarantees. Discrimination	4	<ul style="list-style-type: none"> • Motivation system in organizations • Performance appraisal process • Compensation policy • Social guarantees • Discrimination issues and anti-discrimination policies
Career Management	4	<ul style="list-style-type: none"> • Career management definition • Career management process
Human Resource Training and Development. Team	4	<ul style="list-style-type: none"> • Human resource training and development process • Team management in organizations

Management. Talent Management		<ul style="list-style-type: none"> Talent identification, development and retention in organizations
Decision-making Based on Available Human Resources in Organizations, State, and International Partners	4	<ul style="list-style-type: none"> Decision-making process in human resource management Decision-making process based on available human resources in the state and international partners
The Changing Environment of Human Resource Management. Labour Market	2	<ul style="list-style-type: none"> The factors impacting labour market Challenges of human resource management
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Additional hours (WH) to increase the learning outcomes 		
Self-Studies	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work.
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

22. Martocchio J. J. (2019) Human Resource Management, 15 Ed. Pearson education. P. 1-464.
 23. Dertouzos, J. N., & Garber, S. (2006). Human resource management and Army recruiting: Analyses of policy options. Rand Corporation. P. 1-198.
 24. Kimball, D. (2016). Cases in Human Resource Management. SAGE Publications.
- Bohlander, G. W. and Snell, S.A. (2015), Principles of Human Resource management. 17th ed. International edition. South-Western, Cengage Learning. P. 736.



Module for International Students
MILITARY ETHICS
Module Description

Country Lithuania	Institution General Jonas Žemaitis Military Academy of Lithuania	Module Military Ethics	ECTS 5
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Language English	<p align="center">Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	<p align="center">Goal of the Module</p> <ul style="list-style-type: none"> • Identify and explain the relationship between different theoretical approaches employed in the ethics of war and the use of force. • Explore the viability of the 'just war' framework for justifying actual wars and for regulating the conduct of hostilities. • Discuss ethical dilemmas present in different forms of war (the threats of conflict between states, conflict within states, and terrorism)
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Learning outcomes	Know- ledge	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of basic forms of moral reasoning and of diverse ethical conceptions of war. • Engage with and analyse the major traditions of thought pertaining to justice and warfare, i.e., just war. • Discuss the continuing utility (or lack thereof) of the just war tradition in the context of the War on Terror and contemporary conflict
	Skills	<ul style="list-style-type: none"> • Analyse and evaluate moral problems arising from the conduct of hostilities. • Think cogently, critically and rigorously with particular reference to issues of war, terrorism, and peace • Work independently and unsupervised on complex tasks displaying effective time management.
	Compe- Tences	<p>Think, decide, and plan for operational/tactical action in an ethical and legal manner.</p> <p>Promote the respect of Law of Armed Conflict, International Humanitarian Law and the Rules of Engagement.</p>

<p>Verification of learning outcomes:</p> <ul style="list-style-type: none"> • Exam: Written assignment consisting of 1500 words delivered at the end of the module (weighting coefficient 30 %) • Seminar: Active participation in the seminar (weighting coefficient 30 %)

- **Presentation** of prepared case analysis done by the group of a few persons (weighting coefficient 40 %)

Module details		
Main Topic	Recom- mended WH	Details
• Introduction to Military Ethics	1	<ul style="list-style-type: none"> • The aim, content and task of Military Ethics • Is Ethics in War oxymoron? How killing of people and destruction can be the topics of Military Ethics?
• The Moral Foundations of the Military Profession	4	<ul style="list-style-type: none"> • Contemporary Military virtues • Courage as a Military Virtue • Responsibility, prudence and justice
• Military Ethics and International Law	4	<ul style="list-style-type: none"> • The Hague (1907) and Geneva (1864, 1949) Conventions • Is it necessary to win the war by any means? • The target during the combat
• Military Ethics and the Just War Tradition	7	<ul style="list-style-type: none"> • Theory. Jus ad bellum; Jus in bello; Jus post bellum. • Non-combatants and Combatants • Intervention and Law
• Military Ethos and Ethics throughout History	8	<ul style="list-style-type: none"> • The core values and guiding principles in the military organizations throughout history, and around the world. •
• Military Ethics: Don't Kill	2	<ul style="list-style-type: none"> • Killing as the main problem of Military Ethics • Snipers and Unmanned Systems
• The Other at the War. Dialog: 'I and Thou'	6	<ul style="list-style-type: none"> • Military Ethics and M .Buber's philosophy • E. Levinas: Ethics as the First Philosophy
Consultation	1	<ul style="list-style-type: none"> • Pre-exam consultation
Exam	2	<ul style="list-style-type: none"> • Examination
Consultation	1	<ul style="list-style-type: none"> • Feedback after exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> • Readings • Unsupervised self-study • Unsupervised group work
Total working hours	125	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

Recommended literature:

- Allenby, B. R. (ed.) (2015). *The Applied Ethics of Emerging Military and Security Technologies*. London and New York: Routledge.
- Buber, M. (1963). "I and Thou". *In The Writings of Martin Buber*. Ohio: An Original Meridian Book, pp. 41-88.
- Carric, D., Connelly, J, Robinson, J. (ed.) (2009). *Ethics Education for Irregular Warfare*. ASHGATE.
- Galliot, J. (2015). *Military Robots. Mapping the Moral Landscape*. The University of New South Wales.
- Lucas, G. (ed.) (2015). *Routledge Handbook of Military Ethics*. London and New York: Routledge.
- Miller, S. (2016). *Shooting to Kill. The Ethics of Police and Military Use of Lethal Force*. Oxford University Press, pp. 158-184.
- Olsthoorn, P. (2011). *Military Ethics and Virtues. An Interdisciplinary Approach for the 21st century*. London and New York: Routledge.
- Levinas, E. (1985). *Ethics and Infinity: Conversations with Philippe Nemo*.
- Rhodes, B. (2009). *An Introduction to Military Ethics. A Reference Handbook*. Greenwood Publishing Group.
- Strawser, B. J. (2013). *Killing by Remote Control. The Ethics of an Unmanned Military*. Oxford University Press.



Module for International Students
RESEARCH PAPER
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Research Paper	5

Minimum Qualification of Instructors	
Language English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. Completed course on research methods at home institution 	To develop essential skills of academic writing and application of scientific methodology and analysis.

Learning outcomes	Know-ledge	<ul style="list-style-type: none"> Have in-depth knowledge of all relevant aspects of the topic of the research paper.
	Skills	<ul style="list-style-type: none"> Able to conduct literature analysis, apply relevant research methods, and write complex academic texts.
	Compe-tences	<ul style="list-style-type: none"> Able to commit to robust, ethical, evidence and research based discussion in the implementation of duties.

Verification of learning outcomes:
<ul style="list-style-type: none"> Presentation and defence of the paper. Students have to submit their papers on due date and present them to the teacher panel. Teachers assess the papers by taking into account the results of the presentation and Q&A session. Criteria for assessment: <ul style="list-style-type: none"> Scope: 7,000-8,000 words, 40,000-45,000 characters Development of a research proposal Technical formatting (incl. citations and bibliography) Academic style Structure and consistency Selection, relevant and appropriate application of the research and/or analysis methods

Module details		
Main Topic	Recommended WH	Details
1. Introduction to the standards and requirements for the research paper	2	<ul style="list-style-type: none"> Presented and discussed with the coordinating teacher
2. Selection and discussion on the topic and aim of the research paper	1	<ul style="list-style-type: none"> Face-to-face discussion with the supervisor (see Annex 1)
3. Structure and organization of the research paper. Types of literature sources. Databases and sources search strategies. Sources evaluation. Guidelines for APA citation style. Paraphrasing. Quotation. Academic integrity. Plagiarism.	2	<ul style="list-style-type: none"> Presented and discussed with the coordinating teacher
4. Individual consultations	1	<ul style="list-style-type: none"> Face-to-face consultations with the supervisor based on agreed points
5. Oral or poster presentation of the paper	1	<ul style="list-style-type: none"> Presented and discussed with the coordinating teacher
6. Defence of the paper	1	<ul style="list-style-type: none"> Presentation and defence of the paper to the teacher panel and Q&A
Total lecture working hours	8	
Additional hours (WH) to increase the learning outcomes		
Self-study	117	<ul style="list-style-type: none"> Readings and another unsupervised self-study Data collection and analysis Writing
Total working hours	125	

Recommended literature:

- Bailey, S. (2017). *Academic writing: A handbook for international students*. Routledge.
 - Bryman, A. (2016). *Social research methods*. Oxford University Press.
 - Deschaux-Dutard, D. (Ed.). (2020). *Research Methods in Defence Studies: A Multidisciplinary Overview*. Routledge.
 - Ruane, J. M. (2005). *Essentials of research methods: a guide to social science research*. Oxford: Blackwell Publishing.
 - Soeters, J., Shields, P. M., & Rietjens, S. (Eds.). (2014). *Routledge handbook of research methods in military studies*. Routledge.
- Sowton, C. (2012). *50 steps to improving your academic writing*. Reading: Garnet Education.



ANNEX 1

Proposed Topics for the Research Paper

Teacher	Topic
Dr. Lina VIDAUSKYTĖ	<ul style="list-style-type: none"> - Moral Values in Military Ethics.
Prof. Dr. Aidas Vasilis VASILIAUSKAS	<ul style="list-style-type: none"> - Application of Lean and Agile Principles to Maximize Efficiency of Supply Chains; - Means Assuring Development of Sustainable Supply Chains; - Means Assuring Supply Chains Resilience.
Prof. Dr. Aušrius JUOZAPAVIČIUS	<ul style="list-style-type: none"> - Cyber Threat Hunting Using Dark Web; - Generative AIs and Their Possible Impact on Cyber Security - User Password-related Habits and Their Security Considerations; Ransomware Business Model and How to Disrupt It.
Assoc. Prof. Dr. Gitana DUDZEVIČIŪTĖ	<ul style="list-style-type: none"> - Association between military expenditure and economic factors - Relationship between military expenditure by category (personnel, equipment, infrastructure, and others) and economic growth - Is military expenditure productive? Evaluation of military expenditure in the context of civilian spendings.
Dr. Vidmantė GIEDRAITYTĖ	<ul style="list-style-type: none"> - Artificial intelligence in warfare: opportunities and threats - Cross-sectoral cooperation in crisis management.
Lect. Aušra KAMINSKAITĖ	<ul style="list-style-type: none"> - Human trafficking as a challenge to security.
Dr. Mantas BILEIŠIS	<ul style="list-style-type: none"> - Comparative Analysis of the Comprehensive Approach to Defence.
Prof. Dr. Alvydas ŠAKOČIUS	<ul style="list-style-type: none"> - Features of the jurisdiction of the International Criminal Law in non-statutory countries. - Peculiarities of public service under foreign occupation.
Lect. Andrius TEKORIUS	<ul style="list-style-type: none"> - Personnel Security in the System of Protection of Classified Information.

	<ul style="list-style-type: none">- Espionage as a Threat to National Security.
Prof. Giedrius ČESNAKAS	<ul style="list-style-type: none">- EU Member State's "X" national position towards European Strategic Autonomy.
Lect. Justinas JUOZAITIS	<ul style="list-style-type: none">- Energy security in the Baltic Sea Region- German foreign and security policy- National security and foreign policy strategies of small European states.