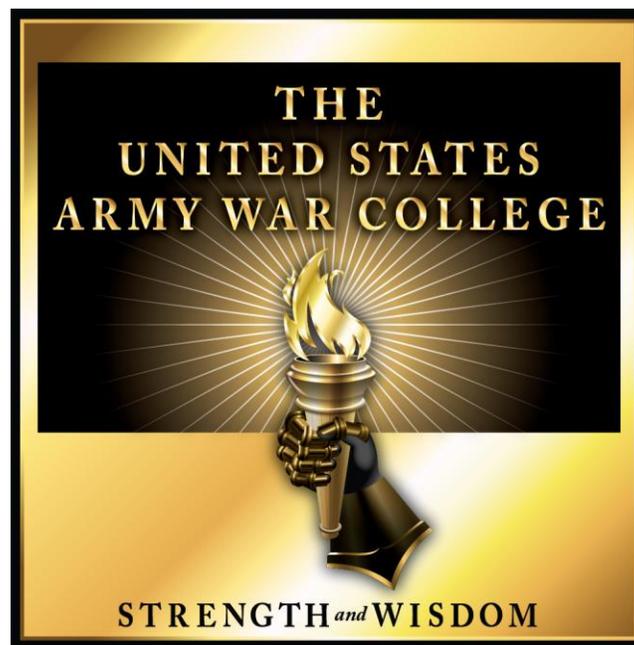


**U.S. ARMY WAR COLLEGE
ACADEMIC YEAR 2018**

CORE CURRICULUM

**STRATEGIC LEADERSHIP
COURSE**

DIRECTIVE



**U.S. Army War College, Carlisle, PA 17013-5050
21 September – 19 October 2017**

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ACADEMIC YEAR 2018

STRATEGIC LEADERSHIP

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SECTION I

COURSE OVERVIEW

1. General. The Strategic Leadership course of the U.S. Army War College (USAWC) resident core curriculum is designed to introduce you to concepts to effectively lead within the national security environment through an examination of responsible command, leadership, and management practices. Although generally applicable to the broader national security environment, it focuses on the integration of the military instrument of national power with emphasis on challenges faced in the development, sustainment, and application of Landpower.

a. For most of you, the Strategic Leadership course continues your development of Army leadership at the last of three levels: Direct (taught at the basic and captain's level courses), Organizational (taught at the intermediate level education course), and Strategic (taught at the USAWC). For others, it complements the training, education, and experience you have had thus far in your careers and introduces you to the realm of leadership unique at the strategic level. Clearly, in this complex and ambiguous world, the levels of leadership have become more blurred. However, there are still unique knowledge, skills, and abilities that are much more prevalent at the strategic level than in the other two levels of leadership. Building on your experiences, this course provides the foundation for your application of strategic-level skills and competencies throughout the academic year and into the future.

b. In an environment in which you will exercise leadership in a Joint, Interagency, Intergovernmental, and Multinational context, integrating and synchronizing the military with the other instruments of power (Diplomatic, Information, and Economic), this course introduces you to: 1) how strategic leaders should think differently to consider various aspects of the difficult problems and issues they face in the complex, strategic environment; and 2) a deeper understanding of strategic leaders' roles as change agents for their organizations. In today's complex and fast-paced environment, strategic leaders need to: scan their environment; anticipate change proactively; develop visions that guide where their organization should be in 10-20 years; align the organization's culture and climate with their vision and current work force; and then create and maintain an ethics and values-based direction that reinforces their organization's vision. Within the national security context, students should also develop an appreciation that strategic leadership often involves decisionmaking in consensus environments requiring negotiation with near equals who have comparable levels of power and influence and thus require a different skill set than was typically used at the direct and organizational levels of leadership.

c. The Strategic Leadership course elaborates on the concepts introduced in the Introduction to Strategic Studies course and is designed to present material in ways that encourage personal and professional reflection, critical assessment, and consideration of relevant national security issues. Our intent is to encourage habits of lifelong learning

through increased self-awareness, organizational awareness, and environmental awareness. Our long-term goal for this course is to enable you to build toward becoming expert and sophisticated stewards of your professions, primarily, but not exclusively military. In that regard, we want you to be able to challenge personal and organizational assumptions, beliefs, and values to determine their relevancy for the future. A goal of this course is to provide an environment for critically-reflective learning as you examine issues and processes and explore alternate possibilities and opportunities. We expect that during this process you will participate vigorously in seminar dialogue, classroom practical exercises, mini-case studies, and question-and-answer periods with guest lecturers.

2. Purpose. The purpose of this course is to develop in students an appreciation of the uniqueness of the strategic leadership setting and the accompanying knowledge, skills, and abilities necessary to lead national security organizations in a national and global strategic environment.

3. Outcomes.

a. Apply the unique aspects of leadership at the strategic level.

b. Analyze the role of the strategic leader in recognizing the need for change, developing and articulating a vision for change, and in designing and implementing effective, sustained change.

c. Synthesize the strategic leadership competencies necessary to ethically and effectively succeed in a joint, interagency, intergovernmental, and multinational environment.

d. Comprehend the role of strategic leaders as stewards of their profession.

4. Themes and Joint Learning Areas (JLAs) for Joint Professional Military Education (JPME). Your USAWC curriculum includes numerous themes of enduring value and/or special emphasis throughout the year. The Strategic Leadership course touches on all the themes, but is the standard bearer for three: Strategic Leadership and the exercise of discretionary judgment, Professional ethics, and Civil-military relations. In addition, the curriculum is designed to address joint learning areas and outcomes as noted in each of the individual lesson directives. This course will build a firm foundation for an in-depth study of these outcomes throughout the academic year.

5. Curriculum Relationships.

a. This course, on the heels of the Introduction to Strategic Studies and Theory of War and Strategy courses, establishes a foundation for the year. It provides the perspective necessary to deal with the complexities of later course work. The course also assists in understanding the dimensions and dynamics of individuals, small groups, and organizations as applied to the profession of arms and the strategic leader's role in

a national and global strategic environment. Seminar sessions provide the basis from which you can begin to develop the competencies required for strategic leadership. The Strategic Leadership course should have a significant impact on your long-term professional development and the continuing educational process necessary to achieve that development.

b. The model for the Strategic Leadership course at Figure 1 depicts the sequential and progressive movement through areas of concentration marked by increasing complexity and responsibility. Each building block represents the continuing growth occurring within each of us. This growth is spurred by the increased knowledge and insight gained from expanded experience in new situations and the challenges posed by increasing levels of difficulty. Progression up the pyramid correlates generally with three broad levels of leadership--direct, organizational, and strategic. This progression up the pyramid also moves us into an environment characterized by complex systems and interfaces within our national government--the legislative and executive branches. It is in the national security environment that we identify requirements to provide the military capabilities, with emphasis on Landpower, necessary to implement the strategy with minimum risk.

4. Army Leader Day.

Annually, we have the good fortune of hosting key members of the Army Staff, to share concerns and insights regarding leadership of the institution from their respective positions in one day called Army Leader Day (ALD). This year the event has moved to a position immediately following the Strategic Leadership Course.

As an entity, the Army Staff, working in conjunction with the Army Secretariat, the other Services, and Defense Agencies, continues to influence and make difficult decisions in meeting the ongoing and growing requirements placed on the military by our Nation. The USAWC Foundation generously supports this annual event as a critical lesson in our study of strategic leadership.

Army Leader Day provides students the opportunity to benefit from the experience and expertise of staff principals from Headquarters, Department of the Army, through dialogue and discussion in order to reflect on the material covered in the Strategic Leadership Course. The lesson begins in Bliss Hall with a presentation by the Army Vice Chief of Staff followed by a question and answer period. Then students participate in smaller, more intimate conversations (in 24 seminar rooms) with a variety of guests from the Army Staff and the Secretariat. After the session and the Army Staff's departure, students reconvene in seminar to share and discuss the major issues discovered in the assigned sessions for the seminar's mutual benefit. More information about this event is covered in this directive after lesson 18.

SECTION II - UPDATED

STUDENT REQUIREMENTS

1. General. The Strategic Leadership course contains a variety of individual and group requirements. These requirements are described in the individual lesson directives in Section IV. At the end of this course, your Faculty Instructor (FI) will complete an evaluation of your seminar contribution (assessed by oral communication) and written communication requirement to develop an overall course evaluation. More specifically, the FI will identify the overall requirements for students during the first lesson. At the end of this course, the FI will complete an evaluation of student performance; specifically: Oral Communication; 55% (consists of contribution to seminar dialogue (30% of total grade), and exercise leads, oral presentations, or other FI-directed assignments (25% of total grade)), Written Communication; 45%, Strategic Thinking, and Overall. The written communication, oral presentation, and contribution assessments include a strategic thinking (content) component that informs the assessment of the student's mastery of the course learning outcomes and captured in the strategic thinking grade. Strategic Thinking represents the majority of the assessment in each category and represents the quality of the communications and contributions made throughout the course. These evaluations, incorporated into the Course Evaluation Report (CER) in the student tracking system (COMPASS), will be included in individual academic electronic files from which the final Academic Efficiency Report (AER) is written.

2. Contribution. Faculty Instructors evaluate your contributions based on an assessment of your daily preparation, seminar participation, and oral presentations. Thorough preparation for each seminar discussion is essential to the learning process. As a minimum, you will be expected to study the required readings specified in the lesson directives found in Section IV of this course directive. When you read, look at the "*Points to Consider*" for each lesson and be prepared to participate in answering some or all of them in seminar. In addition, you can expect to be designated as a subgroup/discussion leader for various lessons. As a subgroup leader, you may have additional organizing, planning, or directing responsibilities, as well as the requirement to coordinate or conduct broader research into the suggested reading material and reserve references in the library. Keep in mind that seminar participation is much more about quality than quantity. The quality of your participation, in terms of synthesis and integration of material, contributes to overall seminar learning and will weigh more heavily than the number of times you speak up in seminar.

3. Presentations. Time permitting, each student will be assigned an oral presentation of a faculty-specified topic or other FI-directed assignment (i.e. strategic leader of the day) sometime during the course. Student oral presentations provide valuable enrichment to seminar learning as they present a different perspective or provide additional content other students in the seminar may not have read. The FI will match

lessons to oral assignments during the first lesson. The FI will evaluate the quality of student presentations based on the demonstrated knowledge of the required course material. Oral presentation evaluations contribute to the overall course evaluation (contribution). During your oral presentation, you should: summarize the key elements of the article or topic assigned; be prepared to answer questions; and be prepared to facilitate discussion based on your presentation. One of the key questions you should address is: What value did this reading add to my/our knowledge about the lesson's focus.

4. Written Requirement.

a. General. Successful strategic leaders are effective communicators. One of the opportunities provided this year at the Army War College is an ability to develop your writing skills through a feedback process with your FI. The writing assignment for the Strategic Leadership course allows students to pursue relevant, significant areas of interest, while at the same time provides a mechanism to integrate or accentuate the knowledge gained throughout the course.

b. Specific. Submit a 6 to 8-page double-spaced paper (not including endnotes, Arial 12 font) that addresses one of the three issues your FI has assigned you. **Your paper is due the final day of the course to your DCLM FI (NLT 0830 on Wednesday, 18 October 2017).** Its purpose is to explore the issue you were assigned in greater detail. Write the paper to persuade a senior decision maker to adopt your recommendations. Persuasive writing clearly defines and scopes the issue, uses theory and/or research to support the analysis, and generates actions consistent with theory that increase the probability that the actions recommended can or will have the desired effect on the issue identified.

c. Evaluation Standards. **Written assignments will be evaluated based on content, organization, and style. The criteria for evaluating papers will be the student's demonstrated understanding of and ability to apply course concepts (specifically one or more of the course learning outcomes found on page 2), to organize material logically and to compose and express thoughts clearly and coherently through effective writing. Descriptions of the criteria for "Distinguished," "Superior," "Performed to Standards," and "Does Not Meet Standards" are found in the Communicative Arts Directive and are depicted in the Rubrics in Appendices VI – VIII in this directive. A paper evaluated as "Does Not Meet Standards" will be returned to the student for rework and resubmission.**

d. Writing with Integrity.

(1) Avoid plagiarism. Hugo Bedau wrote in *Thinking and Writing about Philosophy*, p. 141: "Writers plagiarize when they use another's words or ideas without suitable acknowledgement. Plagiarism amounts to theft--of language and thought. Plagiarism also involves deception...[Plagiarism] wrongs the person from whom the words or thoughts were taken and to whom no credit was given; and it wrongs the reader by fraudulently misrepresenting the words or thoughts as though they are the writer's own." Although it sounds like a cliché, when you plagiarize you cheat yourself:

first, by not developing the discipline and diligence to research, write, and edit well; second, because taking credit for other people's ideas will induce outrage and resentment against you; and third, because the habit of plagiarism can end your career and destroy your reputation.

(2) To avoid plagiarism, you must cite your sources everywhere in your paper where you use the ideas of others. You must cite them when you quote them directly, and also where you paraphrase their points in your own words. In general, you should only use direct quotes when you find the author's wording to be especially effective. Your paraphrasing or summarizing other authors' points should be thorough. It is not fair to an author to change only a couple of words in a paragraph and then imply (by not using direct quotes) that the paragraph is entirely your own prose. It might help to imagine the author reading over your shoulder. Finally, using other's thoughts in academic writing is beneficial especially when you are not an expert in the field. Their research, their expertise, their conclusions, or analysis can strengthen your paper's argument. Therefore, their work should be used to good effect to make your paper more persuasive.

SECTION III

AY18 Strategic Leadership Course Calendar 21 September - 19 October 2017

SEPTEMBER				
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<u>18</u> TWS Ends	<u>19</u> NSSR #1 / SRP	<u>20</u> NSSR #1 / SRP	<u>21</u> SL-1-S Intro to Strategic Leadership (0830-1130)	<u>22</u> SL-2-S Self-Awareness and Creative Thinking (0830-1130)
<u>25</u> SL-3-S Critical Thinking (0830-1130) NTL	<u>26</u> SL-4-L/S Systems Thinking (0830-1130) Delete - NTL	<u>27</u> SL-5-S Ethical Reasoning (0830-1130) NTL SL-6-S The Profession (1300-1500) SAFP	<u>28</u> SL-7-S Professional Ethics (0830-1130) NTL (not a SL lecture)	<u>29</u> RWR
OCTOBER				
<u>2</u> SL-8-S Understanding the Competitive Environment (0830-1130) NTL	<u>3</u> SL-9-S Leading Organizational Change & Vision (0830-1130) NTL SAFP	<u>4</u> SL-10-S Organizational Culture & Leadership (0830-1130) Add - NTL	<u>5</u> SL-11-S Leading Innovative Organizations (0830-1130) Delete- NTL	<u>6</u> RWR
<u>9</u> Columbus Day Holiday	<u>10</u> SL-12-L/S Negotiations (0830-1130) SL-13-EX Negotiations Exercise (1300-1600) SAFP	<u>11</u> SL-14-S Command Climate and Team Building (0830-1130) NTL	<u>12</u> SL-15-S Leading Multicultural Environment (0830-1130) Add- NTL	<u>13</u> SL-16-S Strategic Decisionmaking (0830-1130)
<u>16</u> SL-17-S Senior Leader Communication (0830-1130)	<u>17</u> RWR	<u>18</u> SL-18-EX Capstone Exercise (0830-1600) SAFP	<u>19</u> Post SL-L/S Army Leader Day (0830-1600)	<u>20</u> SRP SLD Brief/Visit

SECTION IV

LESSON INDEX

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Post-SL-L/S	Army Leader Day	62

INTRODUCTION TO STRATEGIC LEADERSHIP

Mode: Seminar

SL-1-S

1. Introduction.

a. This lesson introduces you to the course that will set the foundation for your study of strategic leadership throughout the academic year. It begins with first understanding a bit about who you are and how cognitive requirements expand at the strategic level. Our intent is not that you discard the leadership lessons you have learned in your career; instead think of those lessons as necessary but not sufficient for effective leadership at the strategic level. The course introduces skills and competencies unique to or more often required at the strategic level. In the transition to strategic leadership, you will experience the complex interplay of the leader with internal and external organizational conditions and their distinctive opportunities and challenges. Understanding the strategic context will help you comprehend the role of strategic leaders and their advisors in coordinating national strategy, plans, and operations. Crucially, strategic leaders work with forces from other countries, as well as with other federal agencies and nongovernmental organizations. To provide a range of concepts from different sectors of society and multiple perspectives on leadership, the readings assigned throughout the course come from military, academic, and business resources.

b. The course is structured around two main themes. The first centers on the individual skills needed to effectively discharge strategic leader responsibilities. It also focuses on strategic thinking—knowing something about yourself and the cognitive skills required to render appropriate advice and apply effective leadership skills at the strategic level. Although there are competing definitions for Strategic Thinking, we define it as: *“the ability to make a creative and holistic synthesis of key factors affecting an organization and its environment in order to obtain sustainable competitive advantage and long-term success.”*

c. The second theme focuses on understanding the role leaders play in effectively leading large organizations and institutions, and some of the aspects unique to this effort. Effective strategic leaders must understand the complexity of the strategic environment, balance the competing requirements of internal and external constituencies, and provide guidance (decisions) to move the organization forward. Further, they must understand the interrelatedness of various subsystems that together compete and complement each other in achieving alignment with the current, and more importantly, the future environment.

d. To frame your understanding of these roles, this introductory lesson offers one way to organize your thinking about organizations. We use an open systems model (input, transformation, output, and feedback) in general, and the socio-technical theory of organizations specifically, to appreciate the collection of subsystems that make up the whole. Further, it may add to your appreciation of some of the complexities of aligning large organizations to maintain a sustainable competitive advantage vis-à-vis the organization's external environment. Finally, the organizations you will lead are professions—organizations that possess unique characteristics and that warrant special obligations of its professional corps. Aspects of professions and obligations of professionals will be explored later in the course.

2. Learning Outcomes.

a. Comprehend the requirements for successful completion of the Strategic Leadership course.

b. Appreciate the complexities of issues dealt with at senior levels and the application of Strategic Thinking in advising leaders and practicing leadership at the strategic level.

c. Comprehend the socio-technical model of organizations as a framework to inform the practice of leadership at the strategic level and appreciate the complexities of achieving alignment with the external environment

d. Comprehend the roles and actions of leaders and advisors at the strategic level.

3. Student Requirements.

a. Tasks. Review the Strategic Leadership Primer from Introduction to Strategic Studies Course Lesson 1.

b. Required Readings.

(1) DCLM, *Academic Year 2018 Strategic Leadership Course Directive* (Carlisle Barracks, PA: U.S. Army War College, July 2017). **[Student Issue / Blackboard]**
Read Sections I, II, and III.

(2) Douglas Waters, *A Framework and Approach for Understanding Strategic Thinking and Developing Strategic Thinkers*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, May 2017). **[Blackboard]**

(3) W. Richard Scott, "The Subject is Organizations," in *Organizations: Rational, Natural, and Open Systems*, 5th ed. (Upper Saddle River, NJ: Prentice-Hall, 2003), 3-30. **[Blackboard]**

(4) James T. Ziegenfuss, Jr., "Organizational Systems Thinking and Problem Solving," in *Organization and Management Problems Solving: A Systems and Consulting Approach* (Thousand Oaks, CA: Sage Publications, 2002), 9-25.

[Blackboard]

(5) Jonathan Trevor and Barry Varcoe, "How Aligned Is Your Organization?" *Harvard Business Review*, February 7, 2017. **[Instructor Handout]**

(6) Craig Bullis, Andrew Hill, and Lou Yuengert, *The Roles of a Strategic Leader: Mintzberg's Framework*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, July 2012). **[Blackboard]**

(7) Robert M. Gates, "The Agent of Change: 'Mirror, Mirror on the Wall,'" in *A Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public Service* (New York: Alfred A. Knopf, 2016), 157-185. **[Student Issue]**

c. Focused Reading.

Horst W. J. Rittel and Melvin M. Webber, "Planning Problems are Wicked Problems," in *Developments in Design Methodology*, ed. Nigel Cross (Chichester, NY: John Wiley & Sons, 1984). 135-144. **[Blackboard]**

4. Points to Consider.

a. What initial thoughts do you have that differentiates leading at the strategic level from the leadership in other contexts? What is NOT different?

b. To what extent does the Strategic Thinking Framework aid you in thinking about what lies ahead for you as an advisor and/or leader at the strategic level? To what level do you think it assists you in identifying strengths or potential gaps that informs your study in this course and throughout the academic year?

c. What is organizational alignment, and how does the socio-technical systems model of organizations help you appreciate the complexities of the organizations you will lead and the challenges it presents in achieving a holistic and synchronized effort in aligning organizations with their environments?

d. How do former Secretary Gates' reflections in leading large organizations provide evidence of the challenges in aligning large organizations? What evidence do you see of strategic thinking in his reflections? What new qualities does he add to your appreciation for the qualities required for effective leadership at the strategic level?

SELF-AWARENESS & CREATIVE THINKING

Mode: Seminar

SL-2-S

1. Introduction.

a. Effective strategic leaders must be adept at understanding the complexity of the strategic environment, balancing the competing requirements of internal and external constituencies, and providing guidance (decisions) to move the organization forward. Success in these challenging roles requires: an understanding of one's own perspectives and how they were developed; the willingness to consider the validity of another's viewpoint; and the openness to consider new and different approaches to problem solving. Consequently, this lesson introduces concepts of self-awareness and creative thinking to inform and enhance your success as a senior leader.

b. Successes that senior leaders have experienced in previous assignments often create limitations for their creativity in new and unfamiliar circumstances. The issue is not that earlier lessons learned were wrong, but they were incomplete in preparing individuals for the expanded challenges of strategic leadership. Therefore, organizational research has identified self-understanding and a clear awareness of one's impact on others as two important qualities that successful leaders possess. Many define self-awareness as knowing how you tend to think and act in different circumstances. We will expand the definition, however, by including the personal knowledge of how others anticipate and interpret your behavior. This lesson focuses on enhancing self-awareness to facilitate your developmental efforts during your attendance at the USAWC.

c. One critical aspect of self-awareness is how you deal with change. The strategic environment in which senior leaders operate is constantly changing. Therefore, solutions to tough problems require creativity and innovation from members of an organization if it is to adapt and thrive in such a competitive landscape. Thus, creativity is required of individuals, groups, and leaders within organizations. The contemporary operational environment requires that our senior leadership be skilled in developing and applying creative strategies to new problems. This lesson will present and ask you to apply various tools and techniques that you can use to develop your skills to generate new perspectives and novel solutions to problems. You will also learn the various roles involved to take an idea from creativity to implementation.

d. The USAWC's Strategic Leadership Feedback Program (SLFP) provides you with a unique opportunity to further enhance your self-awareness, resulting in a fuller understanding of your leadership style and thinking skills as they relate to managing

strategic-level problems and opportunities. We contend that SLFP will accelerate the development of your strategic leadership abilities by increasing your understanding of the cognitive, behavioral, and dispositional characteristics required to lead effectively at the strategic level. While the SLFP was introduced during zero-week activities, your FI can provide you with more information about this valuable program.

2. Learning Outcomes.

- a. Comprehend the importance of self-awareness for effective strategic leadership.
- b. Describe the concepts of creativity and what helps or hinders creativity at the individual level.
- c. Explain the roles and challenges with taking an idea from creative thought to implementation.

3. Student Requirements.

a. Tasks.

(1) Complete the Self-Awareness Scale-II (SAS-II). (See the instructions provided by your DCLM FI). While survey completion is voluntary, we strongly encourage your participation. One of the distinguishing characteristics of effective strategic leaders is the ability to be open to new experiences and different perspectives. Your results can communicate how easy (or hard) such an expanded perspective might be for you, thereby helping to focus your personal developmental activities. If you chose not to complete the survey during in- processing but now wish to participate, see your FI as soon as possible.

(2) Complete the on-line Team Roles/Adaptability Portfolio. Similar to the SAS-II measure discussed above, survey completion is voluntary. We encourage your participation, however, as the results enhance your awareness of preferred roles within a creative group. In the short term, this knowledge can help the seminar to better understand internal group processes during the academic year.

(3) Read your personal Adaptability Portfolio and SAS-II results and bring the reports to class.

b. Required Readings.

(1) Daniel Goleman, "The Neuroanatomy of Leadership," and "Self-Directed Learning," in *Primal Leadership: Learning to Lead with Emotional Intelligence* (Boston: Harvard Business School Press, 2004), 33-52 and 109-112. **[Student Issue]**

(2) Stephen J. Gerras, *The Big 5 Personality Traits: A Primer for Senior Leaders*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, December 2014). **[Blackboard]**

(3) Charles D. Allen, *Creative Thinking for Senior Leaders*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, June 2017). **[Blackboard]**

(4) Diane F. Halpern and Heidi R. Riggio, "Review of Skills for Creative Thinking," in *Thinking Critically About Critical Thinking*, 4th ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2003), 214. **[Blackboard]**

(5) Jeffery H. Dyer, Hal B. Gregersen, and Clayton M. Christensen, "The Innovators' DNA," *Harvard Business Review*, December 2009, 61-67. **[Instructor Handout]**

(6) Stephen J. Gerras and Leonard Wong, *Changing Minds in the Army: Why It is so Difficult and What to Do About It* (Carlisle Barracks, PA: U.S. Army War College Press, October 28, 2013). **[Blackboard]** Read the Executive Summary and **Scan** the Monograph.

c. Focused Readings.

(1) Isaac Asimov, "Isaac Asimov Asks, 'How Do People Get New Ideas?'" *MIT Technology Review*, January/February 2015, <https://www.technologyreview.com/s/531911/isaac-asimov-asks-how-do-people-get-new-ideas/> (accessed June 6, 2017). **[Online]**

(2) Joseph V. Anderson, "Weirder Than Fiction: The Reality and Myths of Creativity," *Academy of Management Executive* 6, no. 4 (1992). **[Blackboard]**

(3) Herminia Ibarra, Scott Snook, and Laura G. Ramo, "Identity-Based Leader Development," in *Handbook of Leadership Theory and Practice*, eds. Nitin Nohria and Rakesh Khurana (Boston: Harvard Business Press, April 30, 2008), 657-678. **[Instructor Handout]**

4. Points to Consider.

a. In what meaningful way is self-awareness a prerequisite for effective strategic leadership?

b. To what extent do you agree with assertions that people are "hard wired" in how they respond to leadership challenges? What are the implications for your development as well as the development of your subordinates?

c. What does the personality diversity reflected by the heterogeneity within your seminar mean for individual learning and seminar development?

d. Under what conditions should you use the creative-thinking techniques? When would it be inappropriate?

e. What do my Openness and Adaptability Portfolio results tell me about my preferences with respect to creativity? How do they limit my perceptions?

f. To what extent have I been required to employ creative thinking strategies in past assignments? Why was I successful in those contexts? What might those lessons mean for my future?

CRITICAL THINKING

Mode: Seminar

SL-3-S

1. Introduction. As leaders move to the strategic level issues increase in complexity and ambiguity and the consequences of decisions are more far-reaching and serious. Therefore, the need exists to analyze issues in depth and in a more systematic manner. In recognition of this requirement, both in the military environment and the civilian sector, many strategic leaders have asserted the need for a more intense focus on the development of critical thinking skills. Unfortunately, this goal is much easier to espouse than to actually put into practice. Critical thinking is not a spectator sport. The skills of critical thinking must be practiced with a wide variety of issues in many different contexts in order to be learned and retained. The purpose of this lesson is to provide students with a basic foundation and understanding of critical thinking concepts and skills that you should apply not only to your Army War College experience, but also in your future responsibilities in the strategic leadership environment.

2. Learning Outcomes.

a. Comprehend the concepts and skills of critical-thinking relevant to strategic leaders.

b. Comprehend the importance of reflection and self-awareness to identify the impact of biases, assumptions, and inferences on the decisions we make as strategic leaders.

c. Apply the critical thinking model and skills to complex, ambiguous, real-world situations.

3. Student Requirements.

a. Tasks. Read the assigned readings be prepared to evaluate the article and comments on immigration within the framework of the critical thinking model proposed.

b. Required Readings.

(1) Stephen J. Gerras, "Thinking Critically about Critical Thinking: A Fundamental Guide for Strategic Leaders," in *Planner's Handbook for Operations Design*, Version 1.0 (Suffolk, VA: Joint Staff, J-7, October 7, 2011), C-1 - C-27. **[Blackboard]**

(2) Kathryn Schulz, "Wrongology," in *Being Wrong: Adventures in the Margin of Error* (New York: Harper Collins, 2010), 3-24. **[Student Issue]**

(3) Ed Catmull and Amy Wallace, "The Hidden," in *Creativity, Inc.: Overcoming the Unseen Forces that Stand in the Way of True Inspiration* (New York: Random House, 2014), 167-177. **[Blackboard]**

(4) Paul Krugman, "Seduced and Betrayed by Donald Trump," *New York Times*, December 2, 2016, in ProQuest (accessed June 6, 2017). **[Database]**

(5) Ibid. (Comments to article.) **[Blackboard]**

4. Points to Consider.

- a. To what extent do I attempt to appreciate the point of view of others?
- b. What mechanisms can I put in place to help make me more aware of the impact of my biases and assumptions as I develop and evaluate arguments?
- c. What mechanisms can an organization emplace to account for expected judgment biases of the senior leaders?
- d. To what extent does the military encourage critical thinking? Why is it most crucial for senior leaders?
- e. What's the best way to develop critical thinking skills?
- f. What are the biggest obstacles to critical thinking?
- g. To what extent do persistent strategic conflicts arise from unshakable feelings of rightness?
- h. Do you agree that we are more likely to entertain the possibility that we are wrong about insignificant matters than weighty ones?

SYSTEMS THINKING

Mode: Lecture/Seminar

SL-4-L/S

1. Introduction.

As simple ideas are observed to exist in several combinations united together, so the mind has a power to consider several of them united together as one idea; and that not only as they are united in external objects, but as itself has joined them together. Ideas thus made up of several simple ones put together, I call complex; such as are beauty, gratitude, a man, an army, the universe...

—John Locke
An Essay Concerning Human Understanding

a. When we speak of “complex” systems, we mean systems that display *causal* complexity and adaptability. Many fields refer to such systems as complex, adaptive systems (CAS, for short). CAS are rife with interactions and interdependencies, and tend to have complex subsystems, as well as inputs and feedback due to their place in higher-level systems. Generally, systems that include human agents are CAS, including systems that concern military strategy and national security strategy issues. Causal complexity is the reason why strategic leadership is difficult. It is the bane of all strategy, the reason why the term “unintended consequences” is so common, and why “Murphy’s Law” exists. Causal complexity arises from the fundamental character of complex systems—from their *structural* complexity (size, multitude of interactions, openness, etc.).

b. Systems are everywhere. Systems thinking is the process of understanding how the elements of a system influence one another within a whole, and how the system as a whole behaves and evolves. In nature, systems examples include ecosystems in which various elements such as air, water, movement, plants, and animals work together to survive or perish. In organizations, systems consist of people, structures, and processes that work together to make an organization “healthy” or “unhealthy.” Systems may be vertical (like a system of production that moves from raw material to finished product) or horizontal (like the various departments and activities of a city government). They may be wholly contained within a single entity, or they may embrace large groups of organizations. Systems can be defined as the “inters” of the environment: the components of the environment that are *interactive*, *interrelated*, and/or *interdependent*. Systems also exist within broader hierarchies. The components of a system may be sub-systems, as the circulatory system is a sub-system of the body. Even very large, complex systems may be a sub-system of a larger system; think of the U.S. mortgage market and its place in the global financial markets.

c. CAS are challenging to manage, and have some or all of the following characteristics:

- the number of elements is large enough that conventional descriptions are not only impractical, but cease to assist in understanding the system;
- elements also interact and the interactions are dynamic;
- interactions are rich, i.e., any element in the system is affected by and affects several other systems;
- interactions are non-linear--small causes can have large results, and vice versa;
- any interaction can feed back onto itself directly or after a number of intervening stages, and such feedback can vary in quality (that is, it can be reinforcing/amplifying or balancing/dampening);
- as open systems, it may be difficult or impossible to define system boundaries;
- lacking a single, permanent equilibrium, CAS can remain stable for an indeterminate period under more than one equilibrium condition, or they can operate under far from equilibrium conditions;
- they require a constant flow of energy to maintain the organization of the system;
- all complex systems have a history, they evolve and their past is co-responsible for their present behavior; and
- elements in the system tend to be ignorant of the behavior of the system as a whole, responding only to what is available to it locally.

d. The purpose of this lesson is to examine systems complexity as an element of the strategic environment. What are complex, adaptive systems? How do strategic leaders make sense of such systems, and how does an understanding of CAS help leaders develop and implement successful strategies? A holistic understanding of the system in which a problem arises aids understanding of the problem itself. An understanding of the problem in turn helps the leader develop appropriate strategies to solve it. Understanding the characteristics of CAS also helps leaders discern the ways in which the security environment may evolve, and to understand that strategy and the organization that executes it must evolve, as well.

e. In this lesson, you will read two articles that describe key characteristics of complex systems. You will then read one of three “backgrounders” (gangs in Central America, Islamic State, or malaria eradication, assigned by your instructor) on a complex strategic issue, applying concepts from complex adaptive systems to examine the nature of the problem and potential successful interventions. Your task is to examine this issue in light of your understanding of complex systems.

2. Learning Outcomes.

- a. Comprehend the characteristics of complex, adaptive systems (CAS).
- b. Comprehend the four types of causal explanations described in the reading and their utility for strategic leaders.

c. Analyze the application of the instruments of power to change a complex adaptive system in the current security environment and develop an approach to achieving favorable change in that system.

3. Student Requirements.

a. Tasks. Read the assigned readings and be prepared to discuss in seminar.

b. Required Readings.

(1) Andrew Hill, *The Devil You Know: Strategic Thinking in Complex Adaptive Systems*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, August 2017). **[Blackboard]**

(2) Andrew Hill and Stephen Gerras, *Stuff Happens: The Art and Science of Causation in Policy and Strategy*, Working Paper (Carlisle Barracks, PA: U.S. Army War College, August 2016). **[Blackboard]**

(3) *Council on Foreign Relations Backgrounders* (assigned to one of three groups in seminar):

(a) Danielle Renwick, "Central America's Violent Northern Triangle," January 19, 2016, linked from the *Council on Foreign Relations Backgrounders Home Page*, <http://www.cfr.org/transnational-crime/central-americas-violent-northern-triangle/p37286> (accessed June 6, 2017). **[Online]**

(b) Zachary Laub, "The Islamic State," August 10, 2016, linked from the *Council on Foreign Relations Backgrounders Home Page*, <http://www.cfr.org/iraq/islamic-state/p14811> (accessed June 6, 2017). **[Online]**

(c) Danielle Renwick, "Can Malaria Be Eradicated?" October 5, 2016, linked from the *Council on Foreign Relations Backgrounders Home Page*, <http://www.cfr.org/public-health-threats-and-pandemics/can-malaria-eradicated/p38243> (accessed June 6, 2017). **[Online]**

4. Points to Consider.

a. Thinking about Systems and Causes (Hill and the Hill and Gerras readings).

(1) What are the characteristics of complex adaptive systems (CAS)? What are the strategic implications of CAS?

(2) Why is systems thinking difficult? What is it about CAS that make comprehension of the system challenging?

(3) What is a cause? How can various causal perspectives help leaders intervene more effectively in complex systems?

(4) What organizational tools help leaders understand and apply the various causal perspectives?

b. Strategic Challenges of Complex Adaptive Systems (Backgrounder readings).

(1) Consider the attributes of complex adaptive systems. In what way is the issue described in the backgrounder a CAS?

(2) What is the current condition of this issue? Is it in an equilibrium? That is, how acceptable is the current condition, and what is the likely consequence of strategic inaction? How have governmental and international policies affected the development of this issue? Put differently, how did we reach the current condition?

(3) What are the possible future conditions for this issue? How do those conditions compare to the status quo? What are some acceptable future conditions? What are the most desirable conditions? What strategic interventions are necessary to provoke change? What are the risks associated with those interventions?

ETHICAL REASONING

Mode: Seminar

SL-5-S

1. Introduction.

a. The profession of arms is a fundamentally moral endeavor based on trust and certified through character, competence, and commitment. This lesson is designed to assist senior leaders and their advisors in comprehending moral challenges and applying ethical reasoning at the strategic level to empower virtuous service, wise decisionmaking, and stewardship of the profession of arms according to its values and traditions. As part of the enduring theme of professional ethics, lessons throughout the overall curriculum examine and evaluate: 1) the importance of the character of the strategic leader; 2) discretionary moral judgment within the profession; 3) moral aspects of strategic choices; 4) the just war tradition in the exercise of Landpower; 5) moral complexities in leading organizations at the strategic level; 6) and other areas.

b. This lesson introduces ethical terms, employs an applied ethical framework for moral reasoning, and evaluates moral tensions that exist in decisionmaking at the strategic level. The lesson focuses primarily on the individual strategic leader, on his or her moral understanding, and on the use of an applied ethical framework.

c. Part one of this lesson introduces important ethical terms and concepts for leaders serving at the strategic level. How does morality as a social institution relate to ethics as an intellectual discipline? How should the strategic leader think about moral challenges that are black-and-white versus those that are morally gray? How does the ethical decisionmaking relate to noble decisiveness by strategic leaders? This lesson provides one example of an ethical reasoning framework that uses three ethical lenses to offer varying moral perspectives to help you think through moral/ethical dilemmas.

d. Part two of this lesson applies one example of an ethical reasoning framework to strategic decisionmaking within a case study that involve significant moral and ethical challenges. To help you resolve moral challenges in the profession of arms, this lesson affords you the opportunity to use the three ethical framework to offer varying moral perspectives to increase your self-awareness (acknowledging your own preference in resolving ethical dilemmas) and to enhance your critical analysis of others' points of view.

2. Learning Outcomes.

a. Comprehend important ethical terms and lenses, and related moral judgments that form an applied ethical framework for moral reasoning and worthy decisions within the profession of arms.

b. Analyze moral challenges for resolution using an ethical reasoning process that includes: consequences (teleological), principles (deontological and utilitarian), and the actor's moral agency (character).

c. Analyze individual preferences and tendencies in ethical decisionmaking for particular ethical lens in light of the preferences and tendencies in ethical thought of fellow leaders.

3. Student Requirements.

a. Tasks. Read all assigned materials to prepare for seminar dialogue. Read the assigned case study, using the applied ethical framework, to take a position and recommend an action.

b. Required Readings.

(1) John L. Kallerson, *A Basic Primer on Ethics and Ethical Reasoning for War College Students*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, May 2017). **[Blackboard]**

(2) John L. Kallerson, *Joint Staff Case Study—Student Sheet*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, May 2017). **[Blackboard]**

4. Points to Consider.

a. In what ways are strategic leader responsibilities and competencies moral in nature?

b. What are the strengths and limitations of each of the three ethical lenses discussed, and how do these lenses together assist the strategic leader in resolving moral challenges?

c. How can strategic leaders on a staff with preferences for particular ethical lenses work collaboratively with peers to analyze ethical dilemmas and advise a strategic leader as to available ethical courses of action?

d. How can a senior leader judiciously guide the ethical decisionmaking process in a joint, interagency, intergovernmental, and multinational environment?

e. How would you evaluate your own preferences for making ethical decisions? How would you critically evaluate others' decisions?

THE PROFESSION

Mode: Seminar

SL-6-S

1. Introduction.

a. The study of professions is a relatively recent phenomenon, especially for the profession of arms (post-World War II). Therefore, understanding the historical beginnings of military profession theory and the emergence of recent theoretical interpretations and its implications for today's professionals is the focus of this lesson.

b. In the current Army Doctrine Reference Publication No. 1 (ADRP 1), professions are trusted, disciplined, and relatively autonomous vocations whose members:

- Provide a unique and vital service to society, without which it could not flourish.
- Provide this service by developing and applying expert knowledge.
- Earn the trust of society through ethical, effective, and efficient practice.
- Establish and uphold the discipline and standards of their art and science including the responsibility for professional development and certification.
- Are granted significant autonomy and discretion in the practice of their profession on behalf of society.

c. Organizations exist for a purpose and must coordinate activities and sustain them over time. To do so, they behave like bureaucracies. At the same time, certain organizations, like military services, possess unique characteristics that set them apart from other organizations and are therefore deemed professions.

d. As professions and functioning bureaucracies, military departments may fight for greater control to be more efficient (especially in fiscally constrained environments) and operate or behave like bureaucracies, therefore putting at risk their professional status. They may subsequently lose the trust of the client they serve and cease to exist. Therefore, it is incumbent upon the strategic level professionals to assess the state of the profession and take appropriate action to keep the tension in balance.

e. Professional practices are entirely human endeavors. Professions certify professionals and, based on trust between the profession and the society it serves, professionals are granted autonomy (a high degree of discretion) to practice their expert knowledge. Professionals routinely make discretionary judgments and take

appropriate action. Like surgeons, lawyers, clergyman, and other professionals, who are trained, educated, and certified, military leaders in combat zones or civilian experts running the institution are entrusted to make discretionary decisions and apply their expert knowledge in the public's best interest.

f. The Clark reading summarizes two of the most renowned theorists on military professions, Samuel Huntington and Morris Janowitz. Published in two eras of the Cold War, the theories form the basis that the majority of officers and civilian leaders were taught and may still inform understandings of what a profession is and how professionals should act. Both argue for a separation between military and civilian leader functions yet arrive at different conclusions. Many view them as timeless classics. However, theoretical study of professions has advanced and new concepts have emerged.

g. The Snider reading describes the theoretical underpinnings of his research using Andrew Abbott's theoretical construct of professions found in his book "System of Professions." Unlike his predecessors, Abbott's open systems model differs. He argues that professions must compete to survive. They must adapt or lose their professional status. They operate in a dynamic environment and must compete for jurisdiction among other professions and organizations to apply their expert knowledge. They are held accountable for the expert practice of their knowledge and given the autonomy to apply their expert knowledge based on the trust earned or lost by the public (client) they serve. Burke's reading explores these concepts in more depth.

2. Learning Outcomes.

a. Comprehend the evolution of U.S. military profession theory and the obligations of senior professionals the theories present.

b. Analyze current military profession theory, including basic concepts of professions and the tensions inherent in the dual nature of the profession as both a hierarchal bureaucracy and a vocational profession.

3. Student Requirements.

a. Tasks. Read the assigned materials carefully and be prepared to discuss them in seminar in light of the Learning Outcomes above.

b. Required Readings.

(1) **Review** Required Readings (3) and (4) from SL-1-S.

(2) Murf Clark, *Officership and Civil-Military Relations: A Brief Summary of Huntington and Janowitz*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, September 2010). **[Blackboard]**

(3) Don M. Snider, "The U.S. Army as a Profession," in *The Future of the Army Profession*, 2nd ed., ed. Lloyd J. Matthews (New York: McGraw-Hill, 2005), 1-28. **[Student Issue]**

(4) James Burk, "Expertise, Jurisdiction, and Legitimacy of the Military Profession," in *The Future of the Army Profession*, 2nd ed., ed. Lloyd J. Matthews (New York: McGraw-Hill, 2005), 39-44, 48-56. **[Student Issue]**

c. Focused Reading. For Army students (military and civilian).

U.S. Department of the Army, *The Army Profession*, ADRP 1 (Washington, DC: Department of the Army, June 14, 2015), http://www.apd.army.mil/epubs/DR_pubs/DR_a/pdf/web/adrp1.pdf (accessed June 14, 2017). **[Blackboard]**

4. Points to Consider.

a. Why is reestablishing America's military as a profession so important now? Is this applicable only to America's military or are our Allies and Interagency colleagues facing similar challenges?

b. What unique characteristics differentiate "professions" from other forms of work or employment? Does the military profession meet all the requirements to be considered alongside major professions such as physician, lawyer, or clergyman? How does it differ? How is it unique? Do you consider all ranks to be included in the "profession" or just officers or senior officers? What about senior service civilians? Are they professionals too?

c. What are the critical tasks that society needs the military to accomplish, that cannot be accomplished by other professions or organizations? What unique kinds of expertise does the military profession absolutely need to cultivate?

d. How does the military profession promote trust or lose it?

e. How does the strategic leader of the profession lead the profession? What are the leader's critical tasks? What indicators trigger strategic decision-making and action?

PROFESSIONAL ETHICS

Mode: Seminar

SL-7-S

1. Introduction.

a. As military and civilian leaders, we will encounter ethical challenges at many stages of our careers. As we rise in our organizations, the character of these challenges changes, and the impact, positively or negatively, increases. Some of these challenges are addressed in other courses, during which we focus on Just War Theory, international law, and national values.

b. In this lesson, we focus on the challenges, temptations, and inner trials associated with increasing levels of individual responsibility, privilege and autonomy coupled with institutional stewardship. This is part of the broad collection of ethical obligations and challenges that are unique to strategic leaders—those responsible for the long-term health of the profession they serve. We learned and experienced basic elements such as stewardship, responsibility and duty as junior officers, but that was before we experienced many challenges and observed even more. Now, as strategic leaders with decades of service and many data points to reflect upon, we are ready to revisit these foundational issues for our profession, but not at a basic level or from a theoretical perspective. Instead, this lesson focuses on the real requirements and practical challenges of public service and stewardship in the complex national security environment that informs your year of study.

c. As one prepares for senior command, staff, and advisory positions as a future strategic leader, this is the time to challenge yourself to continue the transition from focusing on your own development to focusing on the ethical development of our profession. You can examine how to appreciate the amplified impact of your decisions and to thinking strategically about the long-term implications of issues you choose to address, as well as those you choose to defer.

d. We offer a perspective on the ethical tensions of senior leadership and a warning of the lure of power and what people have historically compromised to obtain that power. You are challenged to examine the premise that one role of ethics in senior leadership is to help us consider the appropriate use of power. The readings inform useful seminar dialogue and potential ethical dynamics strategic leaders may encounter.

2. Learning Outcomes.

- a. Analyze the unique and enduring role of integrity as an integral part of institutional stewardship.
- b. Understand the breadth of strategic leadership issues that have an ethical component as well as the power and perception of self-interest.
- c. Analyze the role of public trust to the military profession and the dynamics that strengthen or weaken that trust.

3. Student Requirements.

a. Tasks. Complete the required readings to prepare for seminar dialogue on the wide range of personal integrity issues and stewardship responsibilities inherent in the life of strategic leaders.

b. Required Readings.

(1) John Mark Mattox, "The Moral Foundations of Army Officership," in *The Future of the Army Profession*, 2nd ed., ed. Lloyd J. Matthews (New York: McGraw-Hill, 2005), 387-408. **[Student Issue]**

(2) C. S. Lewis, "The Inner Ring," lecture, King's College, University of London, England, 1944, linked from the *C.S. Lewis Society of California*, <http://www.lewissociety.org/innerring.php> (accessed June 14, 2017). **[Online]**

(3) Dean C. Ludwig and Clinton O. Longenecker, "The Bathsheba Syndrome: The Ethical Failure of Successful Leaders," *Journal of Business Ethics* 12, no. 4 (April 1993): 265-273, in ProQuest (accessed June 14, 2017). **[Database]**

(4) Leonard Wong and Stephen J. Gerras, *Lying to Ourselves: Dishonesty in the Army Profession* (Carlisle Barracks, PA: U.S. Army War College Press, February 2015). **[Blackboard]**

(5) Lee E. DeRemer, *Stewardship: What's In It for You?* Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, July 2009). **[Blackboard]**

c. Focused Readings.

(1) Lee E. DeRemer, "Leadership Between a Rock and a Hard Place," *Airpower Journal* 10, no. 3 (Fall 1996): 87-94 in ProQuest (accessed June 14, 2017). **[Database]**

(2) Clay T. Buckingham, "Ethics and the Senior Officer: Institutional Tensions," *Parameters* 15, no. 3 (Autumn 1985): 23-32. **[Blackboard]**

(3) William E. Rapp, "Ensuring Effective Military Voice," *Parameters* 46, no. 4 (Winter 2016-17): 13-25, in ProQuest (accessed July 3, 2017). **[Database]**

4. Points to Consider.

- a. What are some ethical challenges that are unique to strategic leaders?
- b. How can strategic leaders improve their ability to recognize the ethical challenges and address them successfully?
- c. What institutional tensions--written or unwritten--exist in your organization or profession, that tend to pressure people to violate their codes of ethics?
- d. Why do we continue to see high visibility ethical failures among nationally recognized political, military, governmental, corporate, or sports figures? What actions can be taken to prevent these situations?
- e. How can rising leaders manage the accumulation of increasing power without being derailed by some of the lures of that same power?
- f. How can we identify warning signs or triggers that make us wary of self-interest in a decision we are considering?
- g. Are the identified principles of institutional stewardship useful? Are they complete? Would you propose others?

UNDERSTANDING THE COMPETITIVE ENVIRONMENT

Mode: Seminar

SL-8-S

1. Introduction.

a. This lesson has one overarching outcome: Embrace the importance of focusing *outside* of the organization and long-term—environmental scanning—to facilitate continued organizational effectiveness in a competitive world. There is constant change in the strategic environment. Strategic leaders establish processes to identify powerful stakeholders and trends in the current and future external environment and then interpret and manage that information for organizational action.

b. Some argue that the distinguishing characteristic of *strategic* leadership is the predominant requirement to monitor, interpret, and, where possible, influence the external environment – those facets outside of one’s direct control that can significantly affect the current and future choices available of senior leaders and their organizations. While leaders at tactical and operational levels generally focus “down and in,” strategic-level leaders should spend the majority of their efforts focusing “up and out”.

c. Complementing this external focus, leaders at the strategic level also have the responsibility to think long-term and position the organization for future success. Strategic leaders make decisions that have lasting implications – leaders who decided on the characteristics of the M1 tank, the B52 bomber, and the F18 fighter have influenced (and limited) current operational leaders for 40 years or more.

d. From a practical perspective, no organization can adequately “plan” without explicitly considering the external environment and the future – the context in which the plan will be implemented. Effective senior leaders “see the bigger picture” by continually scanning and assessing the external environment. They then interpret those changes to provide meaning and develop consensus around a potentially modified strategic direction. What will the world look like in both the near- and long-term? What must strategic leaders do to lead organizations to adapt to meet these challenges? This lesson provides a perspective on the complexity of “what’s out there” – now and in the future – to position our nations, our armed forces, and our professions for success.

2. Learning Outcomes.

a. Analyze how emerging trends will affect nations and organizations.

b. Analyze the roles and responsibilities of strategic leaders as they interpret and interact with entities in the external environment.

c. Analyze methods and processes that forecast future threats and opportunities.

3. Student Requirements.

a. Tasks. Consider the application of the readings to senior leader responsibilities to prepare their organizations for success within its current and future strategic environments.

b. Required Readings.

(1) Murf Clark "The Strategic Leadership Environment," in *Strategic Leadership Primer*, 3rd ed., ed. Stephen J. Gerras (Carlisle Barracks: U.S. Army War College, 2010): 9-19, <https://ssl.armywarcollege.edu/dclm/pubs/slp3.pdf> (accessed June 14, 2017). **[Student Issue / Blackboard]** REVIEW.

(2) National Intelligence Council, *Global Trends: Paradox of Progress* (Washington, DC: National Intelligence Agency, January 2017), 3-28 <https://www.dni.gov/index.php/global-trends-home> (accessed June 16, 2017). **[Blackboard]** Go to link to review different aspects of the report.

(3) John Kingwell, *Global Strategic Trends - Out to 2045*, 5th ed. (United Kingdom: Ministry of Defence, Strategic Trends Programme: Development, Concepts and Doctrine Centre, April 30, 2014), http://www.globalsecurity.org/military/library/report/2014/global-strategic-trends-2045_uk-mod.pdf (accessed June 16, 2017). **[Blackboard]**

(4) R. Craig Bullis, *An Introduction to Forecasting the Future External Environment*, Working Paper (Carlisle Barracks: U.S. Army War College, August 2017). **[Blackboard]**

(5) Charles Roxburgh, "The Use and Abuse of Scenarios," November 2009, linked from *McKinsey & Company Home Page*, http://www.mckinsey.com/insights/strategy/the_use_and_abuse_of_scenarios (accessed June 16, 2017). **[Online]**

(6) Jonathan Ablett and Andrew Erdmann, "Strategy, Scenarios, and the Global Shift in Defense Power," April 2013, linked from *McKinsey & Company Home Page*, http://www.mckinsey.com/insights/public_sector/strategy_scenarios_and_the_global_shift_in_defense_power (accessed June 16, 2017). **[Online]** SCAN, only as an example of scenario-based forecasting.

c. Focused Reading.

U.S. Joint Chiefs of Staff, "Introduction," and "The Future Security Environment 2035," *Joint Operating Environment (JOE 2035)* (Washington, DC: U.S. Joint Chiefs of Staff, July 14, 2016), 1-3 and 4-20. **[Blackboard]**

4. Points to Consider.

a. Some have argued that the defining component (and unique value) of strategic leaders is in: (1) scanning the external environment for opportunities and threats, and (2) interpreting those external factors and forces so as to position the organization for future success. To what extent do you agree/disagree with this assertion?

b. How does a leader ensure that critical knowledge of the external environment is considered in both individual and organizational decision processes?

c. What are the dominant implications of future trends for global stability and, specifically, the military profession?

d. How does variance in interpretation of the external environment and future trends affect governmental and organizational processes? How might components of the critical thinking model be applied to organizational processes to help understand differences in emphasis or policy?

e. What are the ways in which senior leaders can overcome the challenge of “getting above the fray” of daily activities to focus on long-term, external activities?

LEADING ORGANIZATIONAL CHANGE AND VISION

Mode: Seminar

SL-9-S

1. Introduction.

a. In previous lessons, we introduced the key responsibilities of strategic leaders. Our USAWC definition of strategic leadership refers to a process to influence culture, provide direction to achieve organizational goals, and posture the organization for future success in a complex and ambiguous environment. Former Army Chief of Staff, GEN Sullivan, suggested that strategic leaders have organizational roles to create the future, build teams, and manage complexity. The most difficult of these roles may be to envision the future and then lead organizational change in order to maintain relevancy.

b. By any standard, the forces driving change in the Army, the Department of Defense, and within the United States over the last two decades have been tremendous. Strategic leaders across many domains have acknowledged that major organizational change is difficult to achieve. This lesson will provide an internal look at organizations and discuss the value of vision as a means of bringing together internal constituencies for a common purpose. It will also present frameworks to understand and assess when change is needed as well as processes for creating change. Students will examine why organizational change is difficult and explore methods to facilitate change.

2. Learning Outcomes.

a. Evaluate the purpose, consequences, and pitfalls of communicating a future vision for an organization.

b. Analyze the framework for leading and managing strategic change, specifically the components of organizational change and the process by which organizations change.

c. Comprehend how organizational dynamics affect organizational change initiatives.

d. Analyze how and why change efforts often fail and how they may succeed.

3. Student Requirements.

a. Tasks. Read all required material in preparation for seminar dialogue.

b. Required Readings.

(1) John P. Kotter, "Transforming Organizations: Why Firms Fail," and "Successful Change and the Force That Drives It," in *Leading Change* (Boston: Harvard Business School Press, 1996), 3-31. **[Student Issue]**

(2) Charles D. Allen and Andrew A. Hill, *Vision*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, 2012). **[Blackboard]**

(3) W. Warner Burke, "Organization Change: Epidemics, Integration, and Future Needs," in *Organization Change: Theory and Practice* (Thousand Oaks, CA: Sage Publications, 2002), 273-295. **[Blackboard]**

(4) Chris Argyris, "How We Deal with Difficult Situations," in *Organizational Traps: Leadership, Cultural, Organizational Design* (New York: Oxford University Press, 2010), 11-24. **[Blackboard]**

(5) Robert M. Gates, "Where You Want to Go: 'The Vision Thing,'" in *A Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public Service* (New York: Alfred A. Knopf, 2016), 23-28. **[Student Issue]**

c. Focused Readings.

(1) Charles D. Allen, ed., *General William E. DePuy: Preparing the Army for Modern War*, Working Paper (Carlisle Barracks, PA: U.S. Army War College, May 6, 2010). Note: This working paper is comprised of edited Chapters 14, 15, and 17 from Henry A. Gole's *General William E. DePuy: Preparing the Army for Modern War* (Lexington: University Press of Kentucky, 2008), 213-235, 237-274, and 293-298. **[Blackboard]**

(2) Karen Christensen, "Thought Leader Interview: Chris Argyris," *Rotman Magazine*, Winter 2008, https://www.rotman.utoronto.ca/-/media/Files/Programs-and-Areas/Rotman-Magazine/Thought-Leader-Articles/ThoughtLeader_Argyris.pdf?la=en (accessed June 14, 2017). **[Online]**

4. Points to Consider.

a. How relevant are road maps (such as Kotter's or Burke's) for leading organizational change?

b. How important is understanding culture to a successful change effort? What are some important considerations of the Online between change and culture?

c. What are some of the reasons that people resist change?

d. Scholars argue for the integration of personal and organizational visions. How do strategic leaders facilitate this alignment?

ORGANIZATIONAL CULTURE AND LEADERSHIP

Mode: Seminar

SL-10-S

1. Introduction. Although one of the principal purposes of the USAWC is to instill in students an appreciation for the methods of formulating national security strategy for the DoD, an interesting conversation that habitually occurs between students and faculty centers around a realization that organizational culture has a significant impact on DoD's ability to change its strategy to align with the environment. Why did the Army resist letting go of horses and mules when mechanization of warfare with tanks and automobiles was clearly the future after World War I? Why did the Navy hold on to battleships well beyond their useful purpose? Why is the Air Force resisting the use of remotely piloted vehicles when they are demonstrating great capabilities during current operations across the globe? The answer to these questions centers around a concept called organizational culture. Some argue that concepts such as Mission Command and Operational Design may write checks that traditional military cultures will struggle to cash. As we head into our sixteenth year in Afghanistan and conduct a strategic re-balance to the Asia-Pacific region there has been much discussion about how the various military service cultures need to change to align with the contemporary and future operating environments. Despite these discussions, the military rarely delves deeply into the concept of organizational culture to take advantage of what the literature of organizational culture has to offer.

For instance, asserting that the Army needs to shift its culture to a more innovative, agile, and initiative-centric force is akin to positing that Americans need to lose weight. Almost everyone agrees with the assertion, but without significant, well-planned, and painful steps, neither of these goals will become a reality. Many organizations—public and private—face the same dilemma. The rank and file understand that something is wrong with the organizational culture and that it needs to change, but many leaders struggle with the role of the leader in this change process. This lesson will attempt to provide a theoretical and useful knowledge base about the role of the leader in assessing and changing organizational culture and then presents several organizational case studies on culture change to facilitate seminar discussions.

2. Learning Outcomes.

- a. Comprehend models of organizational culture and the power this brings to organizational understanding.
- b. Synthesize the relationships between cultures and subcultures.

c. Apply the primary embedding and reinforcing mechanisms to create and change the underlying assumptions that serve as the foundation for an organization's culture.

3. Student Requirements.

a. Required Readings.

(1) Leonard Wong, *Op-Ed: Changing the Army's Culture of Cultural Change* (Carlisle Barracks, PA: U.S. Army War College Press, May 16, 2014). **[Blackboard]**

(2) Stephen J. Gerras, Leonard Wong, and Charles D. Allen, *Organizational Culture: Applying a Hybrid Model to the U.S. Army*, Research Paper (Carlisle Barracks, PA: U.S. Army War College, November 2008). **[Blackboard]**

(3) Louis V. Gerstner, Jr., *Who Says Elephants Can't Dance? Leading a Great Enterprise through Dramatic Change* (New York: Harper Collins, 2003), 181-215. **[Student Issue] Read** Chapter 20: "On Corporate Culture," pp. 181-188; Chapter 21: "An Inside-Out World," pp. 189-199; and Chapter 22: "Leading by Principles," pp. 200-215.

b. Focused Readings.

(1) Carl H. Builder, "The Five Faces of the Service Personalities," in *The Masks of War* (Baltimore: The Johns Hopkins University Press, 1989), 17-30. **[Student Issue]**

(2) Lisa Jackson, "The Real Secret of Google's Corporate Culture," July 23, 2013, linked from the *Corporate Culture Pros Home Page*, <https://www.corporateculturepros.com/the-real-secret-of-googles-corporate-culture/>. **[Blackboard]** NOTE: link is not accessible on USAWC computers.

(3) Charles A. O'Reilly III and Jeffrey Pfeffer, "Unlocking the Hidden Value in Organizations," *Employment Relations Today* (Summer 2000): 63-80. **[Blackboard]**

4. Points to Consider.

a. What is culture and how does culture differ from climate?

b. How important is an understanding of culture for strategic leaders as they try to move their organization forward and align it with their assessment of the contemporary operating environment?

c. How do alternative models of organizational culture help us to better understand this phenomenon? To what extent can one really "manage" culture?

d. To what extent can subcultures be functional for military unit effectiveness? How do you distinguish if a subculture is becoming dysfunctional?

- e. Which of the leader actions described (embedding and/or reinforcing mechanisms) have the greatest potential to influence the culture? Why?
- f. What are the challenges of changing a culture in a public organization as compared to a private organization?
- g. How do you know if your organizational culture is aligned with the external environment?
- h. Does an understanding of organizational culture assist in comprehending and developing strategies to implement Mission Command and Design Theory?
- i. How does our organization/service culture influence which domain we take a lead in? How does it influence which theory of war we adopt or use that informs our force development?

LEADING INNOVATIVE ORGANIZATIONS

Mode: Seminar

SL-11-S

1. Introduction. Innovation is a constant part of organizational life, and its influence is felt everywhere in the strategic environment. Effective strategic leaders foster an environment in which innovation can occur. But how is this done? Strategy has been described as an alignment of ends, ways, and means; a narrow view of innovation would suggest that it primarily affects the last of these. Yet innovation is not a purely technological matter. Having a new gadget is nice, but what if the organization fails to adapt its processes to exploit the new technology's capabilities? In organizations with significant resources in research, development, and production (like the U.S. military), the main challenge in managing and leading innovation is seldom technical or scientific. Furthermore, military innovation occurs in training, doctrine, structure, etc. Failures to recognize or to adopt significant innovations are usually organizational—not technological—problems. The purpose of this lesson is to understand the organizational forces that enable or hinder innovation, and to explore what leaders can do to improve both the development and application of innovation, in general.

2. Learning Outcomes.

- a. Comprehend the character of innovation in the military context.
- b. Comprehend the enablers of—and barriers to—innovation in organizations.
- c. Analyze the role of leaders in fostering (or hindering) innovation in organizations through historical examples.

3. Student Requirements.

- a. Tasks. Read all required material in preparation for seminar dialogue.
- b. Required Readings.

(1) Gabriel Kasper and Stephanie Clohesy, *Intentional Innovation: How Getting More Systematic about Innovation Could Improve Philanthropy and Increase Social Impact* (Battle Creek, MI: W. K. Kellogg Foundation, August 2008), 11-33. **[Blackboard]**

(2) Andrew Hill and Stephen Gerras, "Systems of Denial: Strategic Resistance to Innovation," *Naval War College Review* 69, no. 1 (Winter 2016): 109-131. **[Blackboard]**

(3) Mary Tripsas and Giovanni Gavetti, "Capabilities, Cognition, and Inertia: Evidence from Digital Imaging," *Strategic Management Journal* 21, no. 10/11 (October - November 2000): 1147-1161, in JSTOR (accessed June 6, 2017). **[Database]**

(4) Michael Howard, "Men Against Fire: Expectations of War in 1914," *International Security* 9, no. 1 (Summer 1984): 41-57, in JSTOR (accessed June 6, 2017). **[Database]**

4. Points to Consider.

a. What is the strategic importance of innovation? What is the role of the strategic leader with respect to innovation?

b. Intentional Innovation (Kasper and Clohesy reading):

(1) Consider the five stages of innovation outlined in the reading. To what extent do military organizations succeed or struggle in innovation in these different stages? Where, in your view, are the greatest obstacles to innovation in military organizations?

(2) Based on your understanding of the reading, what preliminary recommendations would you make to senior military leaders to foster innovation across the joint force?

c. Systems of Denial and the Leadership Challenge of Innovation (Hill and Gerras reading):

(1) Where does innovation occur in the military context? What is necessary in order for innovation to happen?

(2) It has been written that for the U.S. military, innovation is primarily an organizational challenge, not a technological one. Do you agree? In what ways does innovation involve non-technological aspects of the organization?

(3) How does a leader identify the assumptions that underlie strategy, structure, processes, and culture? What is the relationship between these assumptions and innovation?

(4) What are the common organizational responses to information that contradicts dearly-held assumptions? How do these responses relate to innovation and learning?

(5) How do the "systems of denial" relate to the critical thinking framework? In what ways are they distortions of good analysis?

(6) Where do you see "systems of denial" at work in the military today?

(7) What tools are available to leaders to overcome these dysfunctional responses and change the assumptions that inhibit innovation? What can strategic leaders do to encourage the organization to challenge its assumptions?

d. Innovation in Context (Tripsas and Gavetti, Howard readings):

(1) What was Polaroid's theory of competition? That is, what was the core strategic assumption of the business? How did Polaroid's assumptions affect its strategy? Polaroid pioneered important innovations in digital photography. Why did it fail to exploit that technology?

(2) What lessons did the major European powers learn from the English and Japanese examples of offensive operations in the lead-up to the First World War? What *should* they have learned? What were the core assumptions that shaped the European interpretations of these events? Why was there resistance to adapting infantry tactics to the new technologies of the battlefield prior to WWI? What could a leader of the French, British, or German military have done to overcome this resistance to innovation?

(3) In what way do these cases demonstrate Stephen Jay Gould's assertion that "the facts never speak for themselves; they are read in light of theory"? What other common concepts do you see across these two cases (Polaroid and the cult of the offensive prior to WWI)? In what ways are the cases different? What parts of these stories accord with your own experiences of organizational responses to innovation? What parts differ with your own experiences?

NEGOTIATIONS

Mode: Lecture/Seminar

SL-12-L/S

1. Introduction.

a. You may have concluded thus far in the course that conditions at the strategic level differ and require different skills. Problems are more complex, the environment is more ambiguous and uncertain, and change is constant. Although one at the senior ranks may have more authority within their organization, solutions to missions rarely succeed unilaterally. Mission success more often depends on others outside your parent organization, who are similarly dependent on your organization for their success. Interorganizational issues are but one side of the coin. Often, intraorganizational challenges are similar. Differences in missions (readiness vice fiscal efficiency), differing authorities (i.e. Title 5, 10, and 32), and roles (institutional commands vice service component commands) can create competing agendas, yet require joint solutions due to the organizations' interdependencies.

b. Problem solving across organizational divides is further complicated by conflicting or different interests, values, and cultures among the parties involved. Therefore, interpersonal competencies such as consensus building, negotiation, and communication (*Strategic Leadership Primer*) become most vital to achieving success. All three are interrelated. For this lesson, negotiation is the focus.

c. Negotiations involve two critical dimensions: substance and relationships. Negotiating one of the dimensions without considering the other is typically a recipe for unsuccessful outcomes. Skilled negotiators understand how the human dynamics of the negotiation process affect outcomes. Therefore, they carefully consider the second- and third-order effects of their proposals and strategies, which affect the way, or ways they choose to interact with their counterparts. With this in mind, the effective negotiator will make every reasonable effort to focus on interests rather than positions.

d. This lesson prepares the student for negotiating by first providing some research-based concepts that, when applied, provide a framework for enhancing negotiating skills, and most probably, better agreements and solutions.

2. Learning Outcomes.

a. Analyze key negotiation principles and concepts required to achieve effective solutions or successfully manage complex problems.

b. Analyze how to prepare for, conduct, and assess effective negotiations in a Joint, Interagency, Intergovernmental, and Multinational context.

3. Student Requirements.

a. Tasks.

(1) Read as required and prepare for classroom participation.

(2) Attend the Bliss Hall Lecture given by Mr. Jeff A. Weiss, President of Lesley University in Cambridge, Massachusetts.

b. Required Readings.

(1) George J. Woods, *Some Terminology and Definitions Used in 'Negotiating' Circles*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, June 2017). **[Blackboard]**

(2) Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, 3rd ed. (New York: Penguin Books, 2011), 1-15, 43-57, 99-108, and 163-170. **[Student Issue] Read** Chapter 1: "Don't Bargain Over Positions," Chapter 3: "Focus on Interests, Not Positions," Chapter 6: "What if They Are More Powerful," and Questions 5 and 6.

(3) Jonathan Hughes et al., "Negotiation Systems and Strategies," in *International Contract Manual* (Boston: Thomson Reuters/West, 2008), 1-32. **[Blackboard]**

4. Points to Consider.

a. What constitutes the right conditions to negotiate? When is it not appropriate to negotiate?

b. What are the disadvantages of negotiating from a position? Compare and contrast that with interest-based negotiation strategies.

c. What are the benefits of arriving at a joint (mutual) negotiated settlement? How does one get there?

d. What protects a negotiator from making a "bad" deal?

e. How can senior leaders enhance their negotiating competencies and outcomes in daily engagements (i.e. routine meetings and conferences, key leader engagements, and budget and force structure decisions)?

NEGOTIATIONS EXERCISE

Mode: Exercise

SL-13-EX

1. Introduction.

a. Senior leaders negotiate on a regular basis. Often the negotiations go unrecognized because they are informal and conducted in a “friendly” environment. Such negotiations may resemble little more than consensus building in meetings or other conversations focused on joint problem solving. In other situations, negotiations may be more formal and may involve relationships between parties that are adversarial in nature and enacted in public with witnesses from both or multiple parties (bilateral or multilateral negotiations).

b. Whether preparing for formal or informal negotiations, senior leaders should first reconcile organizational interests, professional responsibilities, and societal needs. The senior leader or the decision maker’s representative must then prepare to effectively employ negotiation skills required to further the interests of his/her organization, while considering those of other parties in the negotiation.

c. This lesson affords you an opportunity to apply the negotiation concepts from the previous lesson. It also prepares you for challenges and opportunities in future assignments. As with learning to swim, there is no substitute for diving in and “splashing around.” The purpose of this exercise is not to transform you into a Master Negotiator. Rather, it is an opportunity to apply basic tools in honing initial negotiating skills that, through time and practice, may develop an experience base which can be applied in future settings across a broad spectrum of situations and circumstances.

2. Learning Outcomes.

a. Apply the principles of negotiation (the seven elements framework) in an exercise format.

b. Evaluate one’s own negotiation skills as reflected in the exercise.

c. Evaluate examples of effective and ineffective negotiation observed during the exercise.

3. Student Requirements.

a. Tasks. Read the instructions handed out by your FI for your negotiation role. Be prepared to negotiate as part of a team or serve as an observer during the exercise.

b. Required Readings.

Read exercise materials distributed by your FI. **[Instructor Handout]**

4. Points to Consider.

a. How did the seven elements framework help in the preparation of your negotiation? How did it help you in the process of the negotiation? How did it help you assess the outcomes of your negotiation?

b. Was it more difficult to focus on positions or interests during this negotiation? Why?

c. What new information was discovered during the negotiation session and what effect did it have on the process?

d. What skills were employed that enhanced getting to yes? What skills detracted from arriving at a mutual solution? What can negotiators do when they reach an impasse?

e. How will the negotiation skills learned during the exercise prepare you to be more effective in meeting professional responsibilities in a strategic, joint, interagency, intergovernmental, or multi-national environment?

COMMAND CLIMATE AND TEAM BUILDING

Mode: Seminar

SL-14-S

1. Introduction.

a. A unique aspect of strategic leadership is the responsibility to influence others through the climate of the organization as well as through the selection and development of members of your senior team. Strategic leaders have an inherent responsibility to understand the social system of their leadership team to ensure they properly manage and change how people work together to accomplish the goals of the organization. In 2004, TRADOC sponsored a study that looked at leadership in large Army units called *The Division Commander Study (A follow-up study was conducted in 2010)*. The study was a comprehensive evaluation of senior-leader responsibilities in the contemporary operational environment Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF). One of the main conclusions of the study was that successful division commanders “create a command climate that supports operational excellence and also motivates competent people to continue military service.”

b. Additionally, the study found that leaders need to pay as much attention to the development of interpersonal skills (the assessment, development, and maintenance of command climate and the intentional building of leadership teams) as military systems have placed on the development of technical and tactical skills. Some of you know how to do this instinctively. Nevertheless, very few of you have ever been exposed to the scientific approach of command climate and team building. The importance of this skill set has only increased in importance and difficulty in an operational and strategic environment that is much more multinational and intergovernmental. The military’s focus on Mission Command increases this emphasis, as does the Army’s specific focus on eliminating toxic leaders. Although difficult, the challenges of building and leading a team in this environment are not new or unique. The reading on *Eisenhower in North Africa* is included in this lesson to highlight the persistent challenges of leading a team at the strategic level. The intent of the current lesson is to increase your understanding of these two critical strategic-leadership competencies and, by doing so, make you a more effective strategic leader.

2. Learning Outcomes.

- a. Analyze the relationship between command climate and organizational outcomes.
- b. Comprehend the importance of team leadership at the strategic level and understand the internal and external functions of a team leader.

c. Analyze the relationships that leaders intentionally and unintentionally develop with subordinates and the implications of those relationships for team development and group processes.

3. Student Requirements.

a. Tasks.

(1) Read the required readings.

(2) Apply the theoretical discussions of team leadership to General Eisenhower's experiences in North Africa.

b. Required Readings.

(1) Steven M. Jones, *Improving Accountability for Effective Command Climate: A Strategic Imperative* (Carlisle Barracks, PA: U.S. Army War College, September 2003), 1-5 and 11-12. **[Blackboard]**

(2) Stephen J. Gerras and Murf Clark, *Effective Team Leadership: A Competitive Advantage*, Research Paper (Carlisle Barracks, PA: U.S. Army War College, August 2011). **[Blackboard]**

(3) Stephen J. Gerras, *2004 Division Commander Study and Leader-Member Exchange*, Research Paper (Carlisle Barracks, PA: U.S. Army War College, August 2008). **[Blackboard]**

(4) Carlo D'Este, "Ikus Africanus," in *Eisenhower: A Soldier's Life* (New York: Henry Holt and Company, Inc., 2002), 391-405. **[Blackboard]**

c. Focused Readings.

(1) Charles Duhigg, "What Google Learned From its Quest to Build the Perfect Team," *New York Times* (February 25, 2016), in ProQuest (accessed June 6, 2017). **[Database]**

(2) Robert M. Gates, "It's Always About People," in *A Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public Service* (New York: Alfred A. Knopf, 2016), 98-130. **[Student Issue]**

4. Points to Consider.

a. What is climate and how does it differ from culture?

b. Does unit climate need to be properly measured and reported to have a substantial effect on readiness?

c. Is there a relationship between climate and ongoing Army challenges with junior officer attrition?

d. How important is “leader trustworthiness” in establishing a positive climate?

e. Has OEF and OIF changed longstanding climate challenges across the military forces?

f. Why is it so important that leaders of teams focus on both the task- and people-focused functions of the team?

g. Can a team be agile if the leader is not?

h. Can toxic leaders change?

i. Is it more important to find a technically competent team member or a person with good teamwork skills when building a team?

j. Can a leader really put everyone in their in-group?

LEADING IN A MULTICULTURAL ENVIRONMENT

Mode: Seminar

SL-15-S

1. Introduction. Mannix and Neale define diversity “as variation based on any attribute people use to tell themselves that another person is different” (2005, p. 33). Often associated with social-category differences such as race, gender, and sexual orientation, diversity also encompasses differences in knowledge, experience, networks, and values, among others. These varying types of diversity pose differing challenges and opportunities for strategic leaders. On one hand, strategic leaders are charged with supporting and implementing diversity policy regarding the integration of individuals regardless of race, culture, gender, and sexual orientation. On the other hand, strategic leaders must regularly operate in multi-cultural, inter-agency environments and build teams that maximize the benefits of deep-level diversity. In all instances, strategic leaders must appreciate the complexity inherent in diversity, understand how different types of diversity impact organizational processes and performance, and comprehend how policy, climate, and leadership influence the successful management of diversity in the organization.

2. Learning Outcomes.

a. Comprehend the range of conceptualizations of diversity and their relative influence on organizational processes and performance.

b. Analyze the challenges and opportunities associated with the management of a demographically diverse organization.

c. Analyze the challenges associated with leading complex, multicultural organizations.

3. Student Requirements.

a. Tasks. Read the assigned readings and be prepared to discuss them in seminar.

b. Required Readings.

(1) Elizabeth Mannix and Margaret A. Neal, “What Differences Make a Difference? The Promise and Reality of Diverse Teams in Organizations,” *Psychological Science in the Public Interest* 6, no. 2 (October 2005): 31-42. **[Blackboard]**

(2) Military Leadership Diversity Commission, *From Representation to Inclusion, Diversity Leadership for the 21st Century* (Arlington, VA: Military Leadership Diversity Commission, March 15, 2011), xiii-xix. **[Blackboard]** Read Summary.

(3) Jeanne Brett, Kristin Behfar, and Mary C. Kern, "Managing Multicultural Teams," *Harvard Business Review* 84, no. 11, November 2006. **[Instructor Handout]**

(4) Stanley McChrystal et al., "Team of Teams," in *Team of Teams: New Rules of Engagement for a Complex World* (New York: Penguin, 2015), 115-130. **[Blackboard]**

c. Focused Readings.

(1) Demographic Diversity in the Military:

(a) Beth J. Asch, Trey Miller, and Alessandro Malchiodi, *A New Look at Gender and Minority Differences in Officer Career Progression in the Military* (Santa Monica, CA: RAND Corporation, 2012), http://www.rand.org/content/dam/rand/pubs/technical_reports/2012/RAND_TR1159.sum.pdf (accessed June 14, 2017). **[Online]**

(b) U.S. Department of the Army, *HQDA Execution Order 097-16 to the U.S. Army Implementation Plan 2016-01 (Army Gender Integration)* (Washington, DC: Headquarters, Department of the Army, March 9, 2016), https://www.defense.gov/Portals/1/Documents/pubs/WISR_Implementation_Plan_Army.pdf (accessed June 14, 2017). **[Blackboard]**

(c) U.S. Department of Defense, *Transgender Service in the U.S. Military: An Implementation Handbook* (Washington, DC: U.S. Department of Defense, September 30, 2016), https://www.defense.gov/Portals/1/features/2016/0616_policy/DoDTGHandbook_093016.pdf (accessed June 14, 2017). **[Blackboard]**

(2) Tammy E. Beck and Donde A. Plowman, "Temporary, Emergent Interorganizational Collaboration in Unexpected Circumstances: A Study of the Columbia Space Shuttle Response Effort," *Organization Science* 25, no. 4 (July-August 2014): 1234-1252. **[Blackboard]**

(3) Amy C. Edmondson and Kathryn S. Roloff, "Overcoming Barriers to Collaboration: Psychological Safety and Learning in Diverse Teams," in *Team Effectiveness in Complex Organizations: Cross-disciplinary Perspectives and Approaches*, eds. Eduardo Sales, Gerald F. Goodwin, and C. Shawn Burke (New York: Taylor & Francis Group, 2009), 183-208. **[Blackboard]**

4. Points to Consider.

a. What is diversity? How is it conceptualized?

b. What are some responsibilities of strategic leaders regarding demographic diversity in the Department of Defense?

c. Why is functional diversity important to leadership at the strategic level?

d. What can leaders do to maximize the benefits of diversity and overcome the challenges in multi-cultural teams?

STRATEGIC DECISIONMAKING

Mode: Seminar

SL-16-S

1. Introduction.

a. Strategic-level decisions have far-reaching consequences for any organization because they can involve the commitment of vast resources and lead to questionable outcomes. Such decisions are conducted in an environment characterized by complexity and ambiguity. Strategic decisions can involve political processes that cross multiple constituencies where perceptions of equity and concern about process are at least as important as notions of effectiveness and efficiency.

b. This lesson will examine various perspectives of decisionmaking at the organizational and strategic levels. The primary vehicles for our analysis of these concepts will be observations and conclusions of Mr. Bob Woodward and former Secretary of Defense Robert Gates on the strategic decisionmaking process of the U.S. commander-in-chief and the senior leaders of the military as presented in *Obama's War* and *A Passion for Leadership*, respectively.

c. Strategic decisionmaking tends to be unstructured. The imperatives of the changing environment and the interplay of multiple stakeholders influence the response of leaders. Generally, there may be no predetermined and explicit set of ordered responses that exist in organizations. Our USAWC approach holds that strategic leaders can make or recommend decisions that are more insightful after exposure to multiple perspectives of decisionmaking. Making sense of strategic decisions requires adding a different set of mental models to the traditional military decisionmaking approach that is so embedded at the tactical and operational levels.

d. Typically, USAWC students are trained to use the Military Decisionmaking Process (MDMP), which assumes a relatively linear approach will lead to the "best" solution. These steps of the MDMP have not changed significantly in the Army since the early 1900s. By appreciating alternatives to traditional models, students can develop a better understanding of the complex nature of strategic decision making. We suggest that an ability to adapt and move between various decisionmaking approaches will be helpful to the strategic leader.

2. Learning Outcomes.

a. Analyze how decisionmaking is different at the strategic level.

b. Evaluate decisionmaking models associated with strategic leadership in contrast with those at the tactical and operational levels of decisionmaking.

c. Analyze key advantages and disadvantages of various approaches to decisionmaking.

3. Student Requirements.

a. Required Readings.

(1) Charles D. Allen and George J. Woods III, *Review of Selected Strategic Decisionmaking Paradigms: A Primer for Senior Leaders*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, August 2017). **[Blackboard]**

(2) Bob Woodward, *Obama's Wars* (New York: Simon & Schuster, 2010), 1-12, 13-24, 157-171, 185-201, and 334-345. **[Student Issue]** Read Chapters 1, 2, 14, 16, and, 28.

(3) Robert M. Gates, "Formulating a Strategy," in *A Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public Service* (New York: Alfred A. Knopf, 2016), 39-62. **[Student Issue]**

b. Focused Readings.

(1) Daniel Kahneman, Dan Lovallo, and Olivier Sibony, "The Big Idea: Before You Make that Big Decision . . .," *Harvard Business Review*, June 2011, 51-60. **[Instructor Handout]**

(2) Chet Miller and R. Duane Ireland, "Intuition in Strategic Decision Making: Friend or Foe in the Fast-Paced 21st Century?" *Academy of Management Executive* 19, no. 1 (February 2005): 19-30. **[Blackboard]** This reading examines the role of intuition or "gut feel" in executive decisionmaking.

(3) Cass R. Sunstein and Reid Hastie, "Making Dumb Groups Smarter: The new science of group decision making," *Harvard Business Review*, December 2014, 90-98. **[Instructor Handout]**

4. Points to Consider.

a. What is the nature of decisionmaking in a profession (in particular the national security community and the military profession)? How does it differ from decisionmaking in large organizations and from professional decisionmaking at the tactical level?

b. From the required readings, how can we know what kind of decisionmaking process we should employ in a given strategic context?

c. In the course of over twenty years of military and public service, senior leaders tend to develop strong intuitive decisionmaking skills. How can one maximize the advantages of intuition in decisionmaking while minimizing its disadvantages?

SENIOR LEADER COMMUNICATION

Mode: Seminar

SL-17-S

1. Introduction.

a. The *Strategic Leadership Primer* (pp. 32-34) indicates the interpersonal competencies of consensus building, negotiation, and communication are “the most important when leading organizations at the highest levels.” At the strategic level however, senior military leaders rarely (if ever) communicate as independent actors who are the sole creators and presenters of a message. Rather, leaders at the strategic level must synchronize communications across a wide spectrum of players. Unfortunately, much of the doctrine and guidance on strategic communication focuses on processes, and not enough on how to draft a good narrative, and from it draw a campaign-specific vision –a message that delivers the reason for communicating.

After developing the vision and strategic direction for their organization(s), senior leaders determine which venues and opportunities offer the best chance for them to seed their message; they then rely on other organizational players to convey the message to internal and external audiences. Communicating a message with clarity and consistency is a complex endeavor--stakeholders inside or outside the organization may misinterpret, refuse to follow, or even deliberately sabotage the message. Senior leaders must deliberately manage the message and its distribution to energize organizational actors and stakeholders to deliver a synchronized, clear, and consistent message at the macro, meso, and micro levels that reaches all audiences and achieves the desired, enduring effects.

Senior leaders themselves serve a higher vision, oftentimes interpreting and applying strategic guidance from higher military or national security leaders (e.g., a military leader conveying strategic direction from his/her service chief). Senior leaders have an advisory role to play as well, offering invaluable feedback to national military and civilian leaders as well as the public on the effects (success, failure, improvements) of strategic policies and overall direction.

b. The purpose of this lesson is to comprehend and exercise how senior leaders synchronize a message--articulating a vision, strategic direction, and/or a strategic decision--and distributing it through various means including the leader, organizational actors, internal and external stakeholders, and a network of third parties. This lesson considers how senior leaders develop a message, including determining the overall communications campaign plan and the audiences with which the senior leader will be personally involved. (USAWC offers other activities, like the public speaking elective, to help students develop personal communications skills).

c. Senior leader communications are essential for organizations, whether the organization is conducting deliberate operations (i.e., steady state or long-term), conducting transformational change initiatives, or responding to crises. Communications campaign plans will differ under each in terms of vision (desired future), organization narratives, themes, challenges, and development. Senior leaders and organizations must adapt their communications to the context to be effective.

2. Learning Outcomes.

a. Examine the senior leader knowledge, skills, and attributes necessary to effectively communicate at the strategic level.

b. Analyze senior leader roles in determining, developing, and delivering effective strategic messages to internal and external audiences.

c. Comprehend how senior leaders leverage organization communications processes to effectively manage crisis events.

3. Student Requirements.

a. Required Readings.

(1) John P. Kotter, "Communicating the Change Vision," in *Leading Change* (Boston: Harvard Business School Press, 1996), 85-100. **[Student Issue]**

(2) Stephen J. Gerras, *Communication with External Audiences – A Stakeholder Management Approach*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, June 2010). **[Blackboard]**

(3) John Baldoni, "Developing the Leadership Message," in *Great Communication Secrets of Great Leaders* (New York: McGraw Hill, 2003), 27-37. **[Student Issue]**

(4) Alyson M. Teeter-Baker, *Constant Crisis: A Study of the U.S. Military's Crisis Communication Program*, Masters Thesis (San Jose, CA: San Jose State University, 2008), 4-10 in ProQuest (accessed June 14, 2017). **[Database]**

(5) Thomas P. Galvin and Charles D. Allen, *A Primer on Organizational Communication Campaigning*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, 2017). **[Blackboard]**

b. Focused Readings.

(1) Robert M. Gates, "Stakeholders: Friends, and Foes," in *A Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public Service* (New York: Alfred A. Knopf, 2016), 131-156. **[Student Issue]**

(2) Dana Eyre and James Littleton, "Shaping the Zeitgeist: Influencing Social Processes as the Center of Gravity for Strategic Communications in the Twenty-first Century," *Public Relations Review* 38, no. 38 (June 2012): 179-187. **[Blackboard]**

(3) Christopher Paul, "Challenges Facing U.S. Government and Department of Defense Efforts in Strategic Communication," *Public Relations Review* 38, no. 2 (June 2012): 188-194. **[Blackboard]**

(4) Neville Bolt, "Strategic Communications in Crisis," *The RUSI Journal* 156, no. 4 (2011): 44-53. **[Blackboard]**

c. Supplemental Readings. (for in class exercise)

(1) George Washington, "Farewell Address," 1796, linked from the *Yale Law School Lillian Goldman Law Library Home Page*, http://avalon.law.yale.edu/18th_century/washing.asp (accessed August 28, 2017). **[Online]**

(2) Joseph L. Votel, *The Posture of U.S. Central Command*, Statement before the Senate Armed Services Committee (Washington, DC: U.S. Senate Armed Services Committee, March 9, 2017), http://www.centcom.mil/Portals/6/Documents/Votel_03-09-17.pdf (accessed August 28, 2017). **[Blackboard]**

4. Points to Consider.

- a. How do strategic level communications differ from public speaking?
- b. How can senior national security professionals communicate complex topics to broad audiences and what messages should they carry in person versus letting others in the organization carry and when?
- c. What is the proper balance of speed versus accuracy, if both cannot be simultaneously achieved?
- d. How can senior leaders control (ensure uniformity of) the message? Is "control" even possible? How do social media affect these dynamics?
- e. What must a strategic leader consider when developing and executing a strategic communication campaign plan?
- f. Are there any particular stakeholders with whom military leaders typically struggle in developing effective relationships? Why?

STRATEGIC LEADERSHIP CAPSTONE EXERCISE

Mode: Exercise

SL-18-EX

1. Introduction.

a. This course is designed to encourage reflection, critical assessment, and consideration of issues that arise in a complex and ambiguous environment. The core courses provide opportunities for critical thinking and reflective learning, often culminating in an end-of-course exercise.

b. In the Strategic Leadership course exercise, you will apply material from previous lessons, integrating the course's concepts. At the start of the course, your FI assigned you to one of three study groups to examine a relevant strategic issue--either Mission Command, Talent Management, or Cost-Conscious Culture--and write a paper on that issue. In this lesson, you and your colleagues will work together to examine causes of and recommended solutions to complex, ill-structured problems.

c. In the first part of the exercise, you will work with students who examined the same issue assigned to you. Working as a group, you will develop a perspective on the problem that incorporates the work of your collective papers, assess the Department of Defense's approach to date, and make recommendations for change and improvement. Discussion should focus on points of strong agreement and strong disagreement, as well as on important unknowns.

d. In the second part of the exercise, you will brief another group in class, who will assume the role of strategic leaders responsible for making a decision based on your assessment and recommendations. In turn, you will play the role of a strategic leader and be briefed by another group. Discussion will focus on the basis for the assessments and recommendations. When portraying a strategic leader, seek to understand the analysis and process that led to the assessment and recommendations. Avoid being bogged down in feasibility concerns that are outside the scope of the course (finances, legislative authorities, etc.). Focus instead on how well the group members integrate course concepts of critical thinking, systems thinking, organizational culture, change, professional ethics, discretionary judgment, national security professionalism, and so on.

e. In both stages of the exercise, you will hear different perspectives on the same issue. Seize this opportunity to broaden your understanding of the dimensions and complexity of these issues. Seek to view these problems holistically, and to examine a wider range of solutions than you might consider on your own. The problems you have

analyzed are significant, strategic challenges for the Army and the military as a whole. Your hard work and success in this exercise can therefore have a real impact.

2. Learning Outcomes.

- a. Apply the unique aspects of leadership required at the strategic level.
- b. Analyze the role of the strategic leader in recognizing the need for change, developing and articulating a vision for change, and in designing and implementing effective, sustained change.
- c. Synthesize the strategic leadership competencies necessary to ethically and effectively succeed in a joint, interagency, intergovernmental, and multinational environment.
- d. Comprehend the role of strategic leaders as stewards of their profession.

3. Student Requirements.

a. Tasks. Submit a 6 to 8-page double-spaced paper (not including endnotes, Arial 12 font) that addresses one of the three issues your FI has assigned you. **Your paper is due the final day of the course to your DCLM FI (NLT 0830 on Wednesday, 18 October 2017).** Its purpose is to explore the issue you were assigned in greater detail (Mission Command, Talent Management, or Cost Conscious Culture). Write the paper to persuade a senior decision maker to adopt your recommendations. Persuasive writing clearly defines and scopes the issue, uses theory and/or research to support the analysis, and generates actions consistent with theory that increase the probability that the actions recommended can or will have the desired effect on the issue identified.

b. Required Readings.

(1) In class, read or share the summaries of your group's papers.

(2) **Mission Command study group readings:**

(a) Martin E. Dempsey, *Mission Command* (Washington, DC: U.S. Joint Chiefs of Staff, April 3, 2012), http://www.dtic.mil/doctrine/concepts/white_papers.htm (accessed June 19, 2017). **[Blackboard]**

(b) Robert M. Gates, "United States Military Academy," speech, U.S. Military Academy, West Point, NY, February 25, 2011, <http://archive.defense.gov/Speeches/Speech.aspx?SpeechID=1539> (accessed June 19, 2017). **[Blackboard]**

(c) David McCormick, "Lean and Mean: Changing Attitudes and Behaviors in the Muddy Boots Army," in *The Downsized Warrior: America's Army in Transition* (New York: New York University Press, 1998), 117-156. **[Blackboard]**

(d) U.S. Department of the Army, *Mission Command*, Army Doctrine Publication 6-0 (Washington, DC: U.S. Department of the Army, May 2012, includes Change 2, March 12, 2014), 1-13, http://www.apd.army.mil/epubs/DR_pubs/DR_a/pdf/web/adp6_0.pdf (accessed June 19, 2017). **[Blackboard]**

(e) Eitan Shamir, "The Long and Winding Road: The U.S. Army Managerial Approach to Command and the Adoption of Mission Command (Auftragstaktik)," *Journal of Strategic Studies* 33, no. 5 (October 2010): <http://usawc.idm.oclc.org/login?url=http://dx.doi.org/10.1080/01402390.2010.498244> (accessed June 19, 2017). **[Online]**

(f) Ryan Riley, Katelyn Cavanaugh, Jon Fallesen, and Rachel Jones, *2015 Center For Army Leadership Annual Survey Of Army Leadership (CASAL): Military Leader Findings*, Technical Report 2016-01 (Fort Leavenworth, KS: Center for Army Leadership, Leadership Research, Assessment and Doctrine Division, July 2016), <http://usacac.army.mil/sites/default/files/documents/cal/2015CASALMilitaryLeaderFindingsReport.pdf> (accessed July 6, 2017). **[Blackboard]** READ pp. v-xiii, and READ AS NEEDED pp. 39-81, and pp. 88-114.

(g) Anthony King, "Mission Command 2.0: From an Individualist to a Collectivist Model," *Parameters* 47, no. 1, Spring 2017, http://ssi.armywarcollege.edu/pubs/Parameters/issues/Spring_2017/4_King_MissionCommand.pdf (accessed July 6, 2017). **[Blackboard]**

(h) Thomas Williams, "Mission Command #Leadership and the U.S. Army," April 26, 2016, linked from the *Strategy Bridge Home Page*, <https://thestrategybridge.org/the-bridge/2016/4/26/mission-command-leadership-and-the-us-army> (accessed July 6, 2017). **[Online]**

(i) Additional optional references can be found at: http://usawc.libguides.com/mission_command (accessed June 19, 2017). **[Online]**

(3) Talent Management study group readings:

(a) Phillip Brown, Hugh Lauder and David Ashton, "Introduction" and "War for Talent," in *The Global Auction: the Broken Promises of Education, Jobs, and Incomes* (New York: Oxford University Press, 2011), 1-14 and 83-97. **[Blackboard]**

(b) World Economic Forum, *Global Talent Risk--Seven Responses* (Switzerland: World Economic Forum, 2011), http://www3.weforum.org/docs/PS_WEF_GlobalTalentRisk_Report_2011.pdf (accessed June 19, 2017). **[Online]**

(c) David Barno and Nora Bensahel, "Can the U.S. Military Halt Its Brain Drain?" *The Atlantic*, November 5, 2015, <http://www.theatlantic.com/politics/archive/2015/11/us-military-tries-halt-brain-drain/413965/> (accessed June 19, 2017). **[Online]**

(d) Hudson Institute Panel, "Bleeding Talent: How the U.S. Military Mismanages Great Leaders and Why It's Time for a Revolution," January 31, 2013, *YouTube*, streaming video, 1:37, <https://www.youtube.com/watch?v=6ZsOUaI5WPK> (accessed June 19, 2017). **[Online]**

(e) *Bureau of Labor Statistics*, "Projections of occupational employment, 2014-24," December 2015, <http://www.bls.gov/careeroutlook/2015/article/projections-occupation.htm> (accessed June 19, 2017). **[Blackboard]**

(f) *Bureau of Labor Statistics*, "Projections of industry employment, 2014-24," December 2015, <http://www.bls.gov/careeroutlook/2015/article/projections-industry.htm> (accessed June 19, 2017). **[Blackboard]**

(g) *Bureau of Labor Statistics*, "Projections of the labor force, 2014-24," December 2015, <http://www.bls.gov/careeroutlook/2015/article/projections-laborforce.htm> (accessed June 19, 2017). **[Blackboard]**

(h) Aon Hewitt Corporate Paper, *Building the Right High Potential Pool: How Organizations Define, Assess, and Calibrate Their Critical Talent* (Lincolnshire, IL: Aon Hewitt, January 2013), http://www.aon.com/attachments/human-capital-consulting/2013_Building_the_Right_High_Potential_Pool_white_paper.pdf (accessed June 19, 2017). **[Online]**

(i) Frederick Herzberg, "One More Time: How Do You Motivate Employees?" *Harvard Business Review*, January 2003. **[Instructor Handout]**

(j) Stephen Gerras and Leonard Wong, "America's Army: Measuring Quality Soldiers and Quality Officers," April 13, 2016, linked from *War on the Rocks Home Page*, <http://warontherocks.com/2016/04/americas-army-measuring-quality-soldiers-and-quality-officers> (accessed June 19, 2017). **[Online]**

(k) Charlie Lewis, "C.O.D.E. Development: A Vision for Cyber Leaders," July 6, 2016, linked from *Real Clear Defense Home Page*, http://www.realcleardefense.com/articles/2016/07/06/code_development_a_vision_for_cyber_leaders_109524.html (accessed June 19, 2017). **[Online]**

(l) Franklin S. Reeder and Katrina Timlin, *Recruiting and Retaining Cybersecurity Ninjas* (Washington, DC: Center for Strategic and International Studies, October 3, 2016), 1-10, https://csis-prod.s3.amazonaws.com/s3fs-public/publication/161011_Reeder_CyberSecurityNinjas_Web.pdf (accessed June 19, 2017). **[Online]**

(m) Phillip Carter et al., *AVF 4.0: The Future of the All-Volunteer Force* (Washington, DC: Center for a New American Security, March 28, 2017), <https://www.cnas.org/publications/reports/avf-4-0-the-future-of-the-all-volunteer-force> (accessed June 19, 2017). **[Online]**

(n) Ash Carter, "What I Learned from Transforming the U.S. Military's Approach to Talent," *Harvard Business Review*, May 23, 2017. **[Instructor Handout]**

(4) Cost-Conscious Culture study group readings:

(a) Todd Harrison, "The New Guns versus Butter Debate," May 24, 2010, linked from the *Center for Strategic and Budgetary Assessments Home Page*, <http://csbaonline.org/publications/2010/05/the-new-guns-versus-butter-debate/> (accessed June 19, 2017). **[Online]**

(b) Kori Schake, "Margin Call: How to Cut a Trillion from Defense," *Orbis* 56, no. 1 2012, <http://usawc.idm.oclc.org/login?url=http://dx.doi.org/10.1016/j.orbis.2011.10.001> (accessed June 19, 2017). **[Online]**

(c) Zach Huitink, *Beyond Business as Usual? Better Buying Power and the Prospects for Change in Defense Acquisition* (Syracuse, NY: Proceedings of the Eleventh Annual Acquisition Research Symposium, April 30, 2014), <http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA612561> (accessed June 19, 2017). **[Blackboard]**

(d) Thomas Mulczynski, "Mindful Spending: Cost Situational Awareness (CSA) to Maintain Combat Readiness," *Air Force Comptroller* 45, no. 1 (Spring 2012): 13-16, in ProQuest (accessed June 19, 2017). **[Database]**

(e) Edgar E. Stanton III, "Army Financial Management: Winning with a Cost Culture," *Army* 59, no. 10 (October 2009): 77-79, in ProQuest (accessed June 19, 2017). **[Database]**

(f) U.S. Department of Defense, "Pentagon Seeks to Establish 'Cost Culture,' Official Says," *U.S. Fed News Service* (May 17, 2013), in ProQuest (accessed June 19, 2017). **[Database]**

(g) Deloitte, *The Path to Sustainability: Creating a Cost-conscious Government Culture* (Ontario, Canada: Deloitte, n.d.), <http://www2.deloitte.com/content/dam/Deloitte/ca/Documents/insights-and-issues/ca-en-insights-issues-the-path-to-sustainability.pdf> (accessed June 19, 2017). **[Online]**

(h) U.S. Secretary of the Army Patrick J. Murphy, Acting, "Army Directive 2016-16 (Changing Management Behavior: Every Dollar Counts)," memorandum for Principal Officials of Headquarters, Department of the Army, Washington, DC, April 15, 2016. **[Blackboard]**

(i) Ryan Frazier, "Valuing Cost-Consciousness in Today's Military Culture," May 11, 2017, linked from *WAR ROOM* Home Page, <https://warroom.armywarcollege.edu/articles/valuing-cost-consciousness-todays-military-culture/> (accessed June 19, 2017). **[Online]**

(j) Additional optional references. **[Blackboard]**

ARMY LEADER DAY

Mode: Lecture/Seminar

Post-SL-L/S

1. Introduction.

a. The Army, in performing its Title 10 functions, plays a special role in defending the Nation, promoting peace and stability by concretely assisting to shape the international security environment, responding to crises, and preparing to meet the challenges and threats of an uncertain and ambiguous future. Building and maintaining a ready Army requires a long-term approach to resolving complex issues and instituting change. The Army Staff, working in conjunction with the Army Secretariat, the other Services, and Defense Agencies, continues to influence and make difficult decisions in meeting the ongoing and growing requirements placed on the military by our Nation. The USAWC Foundation is proud to support the annual ALD as a critical lesson in our study of strategic leadership.

b. This event provides students the opportunity to benefit from the experience and expertise of staff principals from Headquarters, Department of the Army, through dialogue and discussion in order to reflect on the material covered in the Strategic Leadership Course. The lesson begins with a Bliss Hall lecture given by the Army Vice Chief of Staff followed by a question and answer period. The students will then be divided into 24 groups to meet with a variety of guests from the Army Staff and the Secretariat. Each group conducts a working lunch session with a corresponding senior leader to discuss strategic leadership issues from their perspective. After the session, the Army Staff participants depart and the seminars reconvene. Seminar representatives from each group will back brief their seminar on the major issues discussed and share their experiences and reactions from their assigned sessions for the benefit of the rest of the seminar.

2. Learning Outcomes.

a. Comprehend the unique aspects of leadership required at the strategic level.

b. Analyze the role of the strategic leader in evaluating the climate and culture of an organization, aligning these with the strategic vision, and then leading the organization through the change processes necessary to achieve alignment.

c. Synthesize the leadership skills (interpersonal, conceptual, and technical) necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment.

d. Evaluate the role of senior military leaders as stewards of the profession of arms.

3. Student Requirements.

a. Required Readings.

(1) Louis G. Yuengert, *The Army Staff and Secretariat* (Carlisle Barracks, PA: U.S. Army War College, June 2017). **[Blackboard]**

(2) Army Secretariat and Staff biographical sketches as directed by your FI. **[Blackboard]**

b. Focused Reading.

Specific job descriptions for senior leaders assigned to student seminar breakout sessions. **[Instructor Handout]**

4. Points to Consider.

a. What are the important issues the Army Staff and Secretariat face today?

b. How is the leadership environment different at this level? How have the concepts and frameworks covered in the Strategic Leadership Course enabled you to understand it and better evaluate and appreciate how senior leaders approach addressing the issues they face?

c. What do you consider as the “key” to success for strategic leaders?

d. How will the strategic-leader environment change in the future? What do history; the theory of war and strategy; and the study of leadership, organizations, and the profession suggest might be enduring principles of strategic leadership?

e. What can you do to better prepare yourself to be an effective strategic leader?

SECTION V – APPENDICES

APPENDIX I

USAWC MISSION

The USAWC educates and develops leaders for service at the strategic level while advancing knowledge in the global application of Landpower.

USAWC INSTITUTIONAL LEARNING OUTCOME

Our graduates are intellectually prepared to preserve peace, deter aggression and, when necessary, achieve victory in war. In pursuit of these goals, they study and confer on the great problems of national defense, military science, and responsible command.

Achieving this objective requires proficiency in four domains of knowledge:

- Theory of war and peace
- U.S. national security policy, processes, and management
- Military strategy and unified theater operations
- Command and leadership

And the ability and commitment to:

- Think critically, creatively, and strategically.
- Frame national security challenges in their historical, social, political, and economic contexts.
- Promote a military culture that reflects the values and ethic of the Profession of Arms.
- Listen, read, speak, and write effectively.
- Advance the intellectual, moral, and physical development of oneself and one's subordinates.

APPENDIX II

USAWC PROGRAM LEARNING OUTCOMES (PLOs)

The School of Strategic Landpower (SSL) establishes Program Learning Outcomes (PLO) that relate to critical fields of knowledge and appropriate jurisdictions of practice for our students to master. The core competence of our graduates is leadership in the global application of strategic landpower. The curriculum addresses the “great problems of national defense, military science, and responsible command.”

To accomplish its mission, SSL presents a curriculum designed to produce graduates who are able to:

PLO 1. Evaluate theories of war and strategy in the context of national security decisionmaking.

PLO 2. Analyze, adapt and develop military processes, organizations, and capabilities to achieve national defense objectives.

PLO 3. Apply strategic and operational art to develop strategies and plans that employ the military instrument of power in pursuit of national policy aims.

PLO 4. Evaluate the nature, concepts, and components of strategic leadership and synthesize their responsible application.

PLO 5. Think critically and creatively in addressing national security issues at the strategic level.

PLO 6. Communicate clearly, persuasively, and candidly.

APPENDIX III

SERVICE SENIOR-LEVEL COLLEGE JOINT LEARNING AREAS AND OBJECTIVES (JPME-II)

SOURCE: The REP and DEP curricula address requirements for JLAs and JLOs derived from CJCSI 1800.01E, *Officer Professional Military Education Policy (OPMEP)*, May 29, 2015, Enclosure E-E-1.

1. Learning Area 1 - National Strategies.

- a. Apply key strategic concepts, critical thinking and analytical frameworks to formulate and execute strategy.
- b. Analyze the integration of all instruments of national power in complex, dynamic and ambiguous environments to attain objectives at the national and theater-strategic levels.
- c. Evaluate historical and/or contemporary security environments and applications of strategies across the range of military operations.
- d. Apply strategic security policies, strategies and guidance used in developing plans across the range of military operations and domains to support national objectives.
- e. Evaluate how the capabilities and limitations of the U.S. Force structure affect the development and implementation of security, defense and military strategies.

2. Learning Area 2 - Joint Warfare, Theater Strategy and Campaigning for Traditional and Irregular Warfare in a Joint, Interagency, Intergovernmental and Multinational Environment.

- a. Evaluate the principles of joint operations, joint military doctrine, joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment), and emerging concepts across the range of military operations.
- b. Evaluate how theater strategies, campaigns and major operations achieve national strategic goals across the range of military operations.
- c. Apply an analytical framework that addresses the factors politics, geography, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns.

d. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational environment.

e. Evaluate how strategic level plans anticipate and respond to surprise, uncertainty, and emerging conditions.

f. Evaluate key classical, contemporary and emerging concepts, including IO and cyber space operations, doctrine and traditional/ irregular approaches to war.

3. Learning Area 3 - National and Joint Planning Systems and Processes for the Integration of JIIM Capabilities.

a. Analyze how DoD, interagency and intergovernmental structures, processes, and perspectives reconcile, integrate and apply national ends, ways and means.

b. Analyze the operational planning and resource allocation processes.

c. Evaluate the integration of joint, interagency, intergovernmental and multinational capabilities, including all Service and Special Operations Forces, in campaigns across the range of military operations in achieving strategic objectives.

d. Value a joint perspective and appreciate the increased power available to commanders through joint, interagency, intergovernmental and multinational efforts.

e. Analyze the likely attributes of the future joint force and the challenges faced to plan, organize, prepare, conduct and assess operations.

4. Learning Area 4 - Command, Control and Coordination.

a. Evaluate the strategic-level options available in the joint, interagency, intergovernmental and multinational environment.

b. Analyze the factors of Mission Command as it relates to mission objectives, forces and capabilities that support the selection of a command and control option.

c. Analyze the opportunities and challenges affecting command and control created in the joint, interagency, intergovernmental and multinational environment across the range of military operations, to include leveraging networks and technology.

5. Learning Area 5 - Strategic Leadership and the Profession of Arms.

a. Evaluate the skills, character attributes and behaviors needed to lead in a dynamic joint, interagency, intergovernmental and multinational strategic environment.

- b. Evaluate critical strategic thinking, decisionmaking and communication by strategic leaders.
- c. Evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex and uncertain environments; anticipate change; and respond to surprise and uncertainty.
- d. Evaluate how strategic leaders communicate a vision; challenge assumptions; and anticipate, plan, implement and lead strategic change in complex joint or combined organizations.
- e. Evaluate historic and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives.
- f. Evaluate how strategic leaders foster responsibility, accountability, selflessness and trust in complex joint or combined organizations.
- g. Evaluate how strategic leaders establish and sustain an ethical climate among joint and combined forces, and develop/preserve public trust with their domestic citizenry.

APPENDIX IV

ENDURING THEMES

Elihu Root's challenge provides the underpinnings for enduring themes within the USAWC curriculum. The enduring themes stimulate intellectual growth by providing continuity and perspective as we analyze contemporary issues.

Enduring themes across the core curriculum (all departments and courses):

- Strategic Leadership and the exercise of discretionary judgment
 - Evaluate leadership at the strategic level (national security policy and strategy, especially in war)
 - Understand the profession's national security clients and its appropriate jurisdictions of practice
 - Evaluate leadership of large, national security organizations
 - Evaluate strategic thinking about the future (second- and third-order effects)
 - Analyze the framework for leading and managing strategic change, specifically the components of organizational change and the process by which organizations change

- Relationship of policy and strategy (relationship between ends, ways, and means)
 - Analyze how to accomplish national security aims to win wars
 - Analyze how to connect military actions to larger policy aims
 - Analyze how to resource national security
 - Evaluate international relations as the context for national security

- Instruments of national power and potential contributions to national security
 - Comprehend Diplomatic Power
 - Comprehend Informational power
 - Evaluate Military Power
 - Comprehend Economic Power

- Professional ethics
 - Evaluate the ethics of military operations (to include jus in bello and post bello)
 - Evaluate the ethics of war and the use of force (to include jus ad bello)
 - Evaluate the ethics of service to society (domestic civil-military relations)

- Civil-Military Relations
 - Evaluate relationships between military and civilian leadership
 - Evaluate relationships between the military and domestic society
 - Evaluate relationships between armed forces and foreign populations

- Instruments of war and national security
 - Joint: Evaluate the capabilities and domains of joint forces (especially land, maritime, air, space, cyber)
 - Interagency: Understand other U.S. government agencies and departments
 - Intergovernmental; Understand potential relationships with other national governments
 - Multinational: Understand potential relationships with armed forces or agencies of other nations/coalition partners

- History as a vehicle for understanding strategic alternatives and choices
 - Identify and analyze relevant historical examples of strategic leadership and strategic choices (across time and around the world)
 - Evaluate historical examples relevant to war and other national security endeavors

STRATEGIC LEADERSHIP ENDURING LANDPOWER THEME

Mastery of the Army profession, its culture, expertise and jurisdictions of practice to include competition with other professions. Evaluate the nature of Landpower/Army leadership (mission command, persuasion).

APPENDIX V

CROSSWALKS

PROGRAM LEARNING OUTCPOMES							
SL Lesson Crosswalk with PLOs	PLO 1: Evaluate theories of war and strategy in the context of national security decisionmaking.	PLO 2: Analyze, adapt and develop military processes, organizations, and capabilities to achieve national defense objectives.	PLO 3: Apply strategic and operational art to develop strategies and plans that employ the military instrument of power in pursuit of national policy aims.	PLO 4: Evaluate the nature, concepts, and components of strategic leadership and synthesize their responsible application.	PLO 5: Think critically and creatively in addressing national security issues at the strategic level.	PLO 6: Communicate clearly, persuasively, and candidly.	
Lesson							
SL-1-L/S	Intro to Strategic Leadership			X	X	X	
SL-2-S	Self-Awareness/Creative Thinking			X	X		
SL-3-S	Critical Thinking			X	X	X	
SL-4-L/S	Systems Thinking		X	X	X	X	
SL-5-S	Ethical Reasoning			X	X	X	
SL-6-S	The Profession			X	X	X	
SL-7-S	Professional Ethics			X	X	X	
SL-8-S	Understanding the Competitive Environment	X	X	X	X	X	
SL-9-S	Leading Organizational Change and Vision			X	X	X	
SL-10-S	Organizational Culture and Leadership			X	X	X	
SL-11-S	Leading Innovative Organizations			X	X		
SL-12-L/S	Negotiations			X	X	X	
SL-13-EX	Negotiations Exercise			X	X	X	
SL-14-S	Command Climate and Team Building			X	X	X	
SL-15-S	Leading in a Multicultural Environment			X	X	X	
SL-16-S	Strategic Decisionmaking		X	X	X		
SL-17-S	Senior Leader Communication		X	X	X	X	
SL-18-EX	Capstone Exercise		X	X	X	X	
AY18 SL Course Totals:		1	3	3	18	18	15

SL Lesson Crosswalk with JLAs	Joint Learning Areas																										
	JLA 1: National Strategies					JLA 2: Joint Warfare					JLA 3: National and Joint Planning Systems/Processes					JLA 4: Command, Control, Coordination			JLA 5: Strategic Leadership/ Profession of Arms								
Joint Learning Area Objectives	a	b	c	d	e	a	b	c	d	e	f	a	b	c	d	e	a	b	c	a	b	c	d	e	f	g	
Lesson																											
SL-1-L/S	X																		X	X	X	X	X	X	X	X	
SL-2-S																			X	X	X	X				X	
SL-3-S	X																			X	X	X	X	X	X	X	
SL-4-L/S	X	X								X					X					X	X	X	X				
SL-5-S	X						X					X								X	X	X				X	
SL-6-S	X																			X	X	X	X	X	X	X	
SL-7-S	X																			X	X	X	X	X	X	X	
SL-8-S	X						X		X				X		X				X	X	X	X	X	X	X	X	
SL-9-S	X														X					X	X	X	X	X	X	X	
SL-10-S	X						X						X							X	X	X	X	X	X	X	
SL-11-S	X	X					X	X											X	X	X	X	X	X	X	X	
SL-12-L/S																				X	X	X	X	X	X	X	
SL-13-EX																				X	X	X	X	X	X	X	
SL-14-S			X				X	X					X						X	X	X	X	X	X	X	X	
SL-15-S	X	X					X					X	X	X					X	X	X	X	X	X	X	X	
SL-16-S	X																			X	X	X	X	X	X	X	
SL-17-S																				X	X	X	X	X	X	X	
SL-18-EX	X				X	X		X	X					X	X				X	X	X	X	X	X	X	X	
AY18 SL Course Totals:	13	0	4	0	1	1	0	7	0	5	0	1	0	3	4	4	0	2	6	18	18	17	15	15	12	14	

APPENDIX VI - UPDATED

SEMINAR CONTRIBUTION RUBRIC

Seminar Contribution RUBRIC	
Distinguished (5)	<p>Consistently exhibits sustained superior performance in seminar dialogue. Consistently offers insightful analysis, without prompting, which advances the dialogue. Comments demonstrate a depth of knowledge of the subject and assigned readings beyond that of peers and demonstrate active listening to other participants. Comes to the seminar prepared and frequently offers novel ideas which enhance learning. Consistently demonstrates the ability to synthesize material from previous lessons and personal experience which directly supports the lesson objectives. Consistently supports others. Respects ideas, feedback and diverse opinions. Avoids use of logical fallacies. For group leadership roles he/she merited assignment by the FI or emerged as a repeatedly reliable and exceptionally effective leader within the seminar when group work was assigned.</p> <p>Strategic thinking. Expert comprehension of the concepts within the course. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives and concepts to a complex issue, and is able to consider all implications of a potential approach. Demonstrates an expert level of applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.</p>
Superior (4)	<p>Performed above the standard in contributions during seminar dialogue. Consistently offers solid analysis, without prompting, which advances the dialogue. Comments reflect a deep knowledge of subject matter and assigned readings and demonstrate active listening to other seminar members. Comes to the seminar prepared, often with notes or annotated readings. Demonstrates the ability to synthesize material from previous lessons and personal experience which directly supports the lesson objectives. Rarely resorts to inaccurate assumptions, inferences, biases and heuristics. For group leadership roles, effectively assumed an informal leadership role in group work assigned activities during the course. He/she helped structure the task and built consensus to achieve the group's assigned task. She/he voluntarily took the lead in summarizing the group's work in conveying his/her group's approach to the task for the benefit of the rest of the seminar.</p> <p>Strategic thinking. Exceptional comprehension of course concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.</p>
Performed to Standards (3)	<p>Met the standard in contributions during seminar dialogue. Offers solid analysis without prompting. Comments reflect a solid knowledge of the subject matter and assigned readings and demonstrate active listening to other seminar members. Comes to the seminar prepared and offers insight and personal experience during seminar dialogue which contributes to group understanding of the lesson objectives. Occasionally exhibits use of logical fallacies and bias. For group roles, effectively contributed to group work in seminar by adding relevant ideas or recommendations to aid the group in accomplishing its assigned task(s).</p> <p>Strategic thinking. Solid comprehension of the concepts within the course. Skilled at processing information to create new explanations of course concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrated ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.</p>

<p>Does Not Meet Standards (2)</p>	<p>High end: Participated in seminar dialogue. Offers some analysis, but often needs prompting from the seminar instructor and/or others. Comments demonstrate a general knowledge of the material and assigned readings. Sometimes seems unprepared, with few notes and no marked/annotated readings. Actively listens to others, but does not offer clarification or follow-up to others' comments. Relies more upon personal opinion and less on the readings to support comments. For group roles, actively listened and, on occasion, offered relevant thoughts that assisted the group in accomplishing its assigned task. Low end: Did not participate in seminar dialogue. Does not complete readings and is unprepared for seminar. Occasionally listens to others but appears uninterested in the classroom interaction. For group work, appeared uninvolved or uninformed in her/his ability to contribute the group's task.</p>
	<p>Strategic thinking. High end: Student lacks a solid command of the concepts within the course. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments. Low end: Student fails to demonstrate any command or comprehension of the concepts within the course. Unable to synthesize course concepts. Student failed to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.</p>

APPENDIX VII - UPDATED

ORAL PRESENTATION RUBRIC

ORAL Presentation RUBRIC	
<p>Faculty assessment is largely holistic and subjective, but remains focused on the message trilogy: Strategic Thinking (Content), Organization, and Delivery. Content carries the most weight as it privileges assessment of idea quality and argument strength. Thus, although each major presentational aspect is important, the overall assessment cannot be rated higher than the Content assessment. A speech might be well organized and expertly delivered, but if the speaker has nothing worthwhile to say, an important opportunity is lost. Strategic leaders cannot afford to miss such opportunities. Assessment criteria are the same for both the Resident and Distance Education Programs. Each element of the message trilogy receives a numerical assessment that may include a plus or minus (+/-) to indicate relative strength within most rating categories.</p>	
Distinguished (5)	<p>Exceeds standards in every salient respect, but stands as an exemplar of human excellence in oral communication. Seminar contributions and presentations reflect an expert level of in-depth analysis, research, and thought; are effectively tailored to the intended audience; and achieve maximum impact through clear organization and impeccable delivery. There is a remarkable quality and clarity of ideas, analysis and arguments. Presentations and contributions are extremely informative and persuasive. The student expertly makes convincing arguments, while also considering all other perspectives, even those that are not obvious. Communications always achieve the stated purpose while favorably accommodating the intended audience. The student displays extraordinary oral delivery techniques. Communications portray confidence derived from grounded knowledge and experience, on the one hand, and openness to the possibility of change on the other.</p> <p>Strategic thinking. Expert comprehension of the concepts within the course. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives and concepts to a complex issue, and is able to consider all implications of a potential approach. Demonstrates an expert level of applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.</p>
Superior (4)	<p>Speaking skills are impressive and clearly above the norm. Presentations and seminar contributions are thoughtfully organized, germane to the audience/situation, and alive with well-constructed arguments that are ably-supported with relevant evidence and solid reasoning. The speaker's facility with analytical reasoning and the ability to synthesize and integrate material is strong. The student makes powerful and convincing arguments, consistently considering all other perspectives. The presentational delivery is clear, crisp, reasonably persuasive, and consistently articulate. The student has a strong facility with analytical reasoning and the ability to synthesize and integrate material.</p> <p>Strategic thinking. Exceptional comprehension of course concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.</p>
Performed to Standards (3)	<p>Seminar contributions and presentations reflect in-depth analysis, research, and thought; are tailored to the intended audience; and achieve desired effects through clear organization and delivery. There is a quality and clarity of ideas, analysis and arguments. Presentations and contributions are informative and persuasive. The student is able to make convincing arguments, while also considering other perspectives. The student addresses clearly identified major points, often with support from credible and acknowledged sources. Oral delivery techniques (posture, gestures, eye contact, etc.) enable clear conveyance and understanding of the speaker's message. The student demonstrates analytical reasoning and the ability to synthesize and integrate material.</p> <p>Strategic thinking. Solid comprehension of the concepts within the course. Skilled at processing information to create new explanations of course concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrated ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.</p>

<p style="text-align: center;">Does not meet Standards (2)</p>	<p>High end: Communications skills are weak and deficient in one or more salient respects. Content is generally weak, organization unclear and/or the delivery uninspired. Presentations and seminar contributions are characterized by minimal analysis, deficient insight, lack of evidence, inadequate preparation, poor organization, or a cavalier presentational style which leaves some listeners confused and disoriented. Poor oral delivery techniques (posture, gestures, eye contact, etc.) often distract from the intended message. The student has notable difficulties making convincing arguments, and occasionally fails to consider other perspectives. Central message can be deduced, but is not explicitly stated in the presentation. Low end: Communications skills are seriously weak or deficient—usually missing the task. The content or substance of the presentation is unsubstantiated, illogical, or exceedingly shabby; the organizational scheme is unorganized and unfocused; the delivery is uninspired and characterized by inarticulate speaking. There is a general lack of effective oral delivery techniques (posture, gestures, eye contact, etc.). The student has serious problems making convincing arguments, and typically fails to consider other perspectives. Overall lack of a central message, or incorrect/misleading central message.</p>
	<p>Strategic thinking. High end: Student lacks a solid command of the concepts within the course. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments. Low End: Student fails to demonstrate any command or comprehension of the concepts within the course. Unable to synthesize course concepts. Student failed to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.</p>

APPENDIX VIII - UPDATED

WRITTEN COMMUNICATION RUBRIC

Written Communication RUBRIC	
<p>Faculty assessment of written work is largely holistic and subjective, but remains focused on the message trilogy: Strategic Thinking (content), Organization, and Style, where Style is concerned with perfecting the “flexibility and obedience” of language to accomplish a desired end. Content carries the most weight as it includes assessment of idea quality and argument strength. Thus, although each major aspect of the writing is important, the overall assessment cannot be rated higher than the Content assessment. A paper might be well organized and stylistically interesting, but if the writer fails to communicate worthwhile ideas to the reader, an important opportunity is lost. Strategic leaders cannot afford to miss such opportunities. Assessment criteria are the same for both the Resident and Distance Education Programs. Each element of the message trilogy receives a numerical assessment that <i>may</i> include plus or minus (+/-) to indicate relative strength within most rating categories.</p>	
Distinguished (5)	<p>Written products not only exceed standards in every salient respect, but stand as an exemplar of excellence in written communication. Products display exceptional insight and creativity, thorough analysis, solid research, precise documentation, and do so in a literate context with an efficient and economical organizational scheme. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Work advances a thoughtful explication of a problem, question or subject area, and is an inviting, compelling read—suitable for publication with only minor edits and polishing. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency.</p> <p>Strategic thinking. Expert comprehension of the concepts within the course. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives and concepts to a complex issue, and is able to consider all implications of a potential approach. Demonstrates an expert level of applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.</p>
Superior (4)	<p>Written products are impressive and clearly above the norm. Work is insightful and responsive to the task, well researched, ably documented, and thoughtfully organized. The writer has a strong ability to analyze, synthesize, and integrate material. The work exhibits clarity in thought and expression and reflects an accomplished and continuously developing command of language. Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. Products are thoughtful, substantive, well structured, aptly documented, and well worth reading. The student uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</p> <p>Strategic thinking. Exceptional comprehension of course concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.</p>
Performed to Standards (3)	<p>Written products are informative, concise, and focused. Major points are clearly identified and appropriately developed with support from properly documented and credible sources. Products have a clear organization and conform to commonly accepted standards of style. Written work demonstrates unity, and has a clear beginning, middle, and end. The writing is relatively free of grammatical, punctuation, and spelling/typing errors. The student displays a solid ability to gather information, address important issues, express ideas/arguments in appropriate language, and accomplish a stated task.</p> <p>Strategic thinking. Solid comprehension of the concepts within the course. Skilled at processing information to create new explanations of course concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrated ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.</p>

<p>Does not meet Standards (2)</p>	<p>High end: Written products are ineffective and deficient in one or more salient respects. The content is weak or the reasoning and logic noticeably flawed; the organization is unclear and/or the style (facility with language) deficient. Products are often characterized by minimal analysis, deficient insight, a lack of evidence, inadequate research, slipshod documentation, poor organization, and sloppy and/or semi-coherent writing. Student attempts to use a consistent system for basic organization and presentation, but is not always successful. Proper use of citations is inconsistent. Uses language that sometimes impedes meaning because of errors in practice. Low end: Written products miss the mark substantially. The content is superficial or off-subject. Organization is little more than a running litany of thinly connected topics, and the style/language usage is casual, chatty, and pedestrian. Fails to demonstrate attention to context, audience, purpose, and to the assigned tasks(s). Knowledge claims and observations are offered without research support and appropriate source documentation. Fails to use a consistent system for basic organization and presentation. Uses language that often impedes meaning because of errors in practice. Failure to submit a paper within the specified timeframe. Instances of plagiarism.</p>
	<p>Strategic thinking. High end: Student lacks a solid command of the concepts within the course. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments. Low end: Student fails to demonstrate any command or comprehension of the concepts within the course. Unable to synthesize course concepts. Student failed to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.</p>