LEADERSHIP AND ETHICS
REFERENCE CURRICULUM
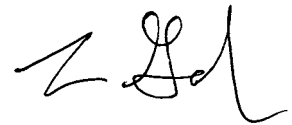
LEADERSHIP AND ETHICS
REFERENCE CURRICULUM

Foreword

Leadership is the lifeblood of any organisation, particularly in the profession of arms. The launch of this reference curriculum stands as a testament to our shared belief in the profound impact of principled leadership on mission success. The prevailing security challenges notwithstanding, we remain committed as an alliance to the continuous development of leaders that are grounded in the ethical foundations of the profession of arms.

Developed by a multinational team of subject matter experts, this curriculum serves as a reference document for Allied and partner countries seeking to impart and refresh knowledge about leadership and ethics within their professional military education (PME) institutions. While no single document can encompass the entire spectrum of topics in this field, the essential topics in this reference curriculum provide a valuable starting point. They ensure shared habits of mind and foster the development of personnel capable of leading individuals and organisations while upholding the core values of our profession.

I am confident that this latest addition to the suite of reference curriculums, developed in conjunction with the Partnership for Peace Consortium (PfPC) of Defence Academies and Security Studies Institutes, will contribute significantly to the promotion and nurturing of even stronger leaders across the Alliance and NATO's partners. My sincere thanks to all of those that have contributed generously of their time and expertise, especially during this challenging period in our history, to make this document possible.

Tom Goffus
Assistant Secretary General
Operations Division

The Leadership and Ethics Reference Curriculum (LERC) reflects the efforts of a multinational team of academics, researchers and practitioners devoted to advancing leadership and ethics knowledge and practices within the profession of arms. This curriculum stems from the erudite contributions of volunteers from seven nations. It is intended to support the development of leaders in the profession of arms throughout the nations that adopt the curriculum. Leading individuals and organisations are complex in any context; however, leading in the profession of arms habours challenges not encountered in other professions. The outcomes of those challenges may have wide-ranging impacts on individuals in the profession and the nations in which they serve. As such, the profession of arms must develop leaders of high calibre and integrity who are able to lead effectively in the most challenging circumstances.

I. AIM OF THIS DOCUMENT

The aim of this document is modest. It does not pretend to be exhaustive, nor does it purport to be the definitive perspective on the development of leadership and ethics. Instead, this document serves as a reference for individuals and organisations in partner countries and NATO member states seeking to establish or supplement the development of leaders in the profession of arms. It is not intended to be employed in lockstep but rather to serve as a basis for adaptations that will fit the goals and aspirations of each nation that adopts it. As a reference document, this curriculum can increase intellectual and professional interoperability across the profession of arms in each partner country and between NATO partners and the alliance. While this curriculum is intended to support the development of military leaders, nations will also find that most topics apply to civilians in leadership positions in national security institutions. To that end, nations may also consider adopting portions of the curriculum for use in civilian education and training establishments.

II. LEADERSHIP AND ETHICS IN THE PROFESSION OF ARMS

Governments, corporations, non-profit organisations and the military often claim effective leadership as the critical factor for success. Conversely, ineffective leaders and leadership practices may be cited as the reason for failures. The quest for effective leaders and leadership practices has led to the publication of numerous materials intended to proffer insights and best practice tips for leadership development.

The vast amount of materials on the subject notwithstanding, there is no consensus definition of leadership among scholars or leadership principles that are guaranteed to produce successful outcomes. Debate continues about whether individuals are born with innate leadership skills and attributes or whether they are acquired: nature versus nurture. This curriculum is not intended to engage in those philosophical debates; however, some assumptions about leadership have influenced the development of this curriculum. The first assumption is that despite its complexity, there are properties and constructs of leadership that serve as a foundation for identifying effective and ineffective leadership practices. This curriculum views leadership as the complex interaction that occurs between leaders, those they lead and the contexts that they inhabit. The second assumption is that leaders can be developed through deliberate study and practice. Last, this curriculum acknowledges the criticality of leadership in the profession of arms by assuming that all members are leaders. Whether through formal leadership positions or informal influence, the profession of arms requires every member to display leadership characteristics and be a leader.

While leaders in all organisations are faced with complex problems that require difficult decisions, the nature of the profession of arms often asks leaders to make decisions among suboptimal choices that challenge leaders' ability to distinguish right and wrong. The nature of military operations and the ambiguity of contemporary operating environments means that leaders are constantly faced with ethical dilemmas that cannot be solved by precedents or relying on policies. Moreover, the outcomes of those decisions may have

catastrophic effects on individuals, organisations and national security. Leading in such high-stakes contexts requires leaders of character that can use effective leadership practices, ethical reasoning and self-awareness to make decisions while leading individuals and organisations. This curriculum provides a roadmap for the development of those leaders.

III. STRUCTURE OF THIS CURRICULUM

Topics in this curriculum are organised into four themes, subdivided into blocks and modules. The curriculum proceeds from the development of the leader through the application of leadership practices within the profession of arms. This progression provides the basis for proceeding from general theoretical to applied knowledge to how leaders apply these skills when leading in the profession of arms. The four themes are:

Theme 1: Leader and Character Development
Theme 2: Ethics
Theme 3: Organisational Leadership
Theme 4: Leadership in the Profession of Arms

Themes 1 and 2 focus primarily on leader development. Theme 1, Leader and Character Development, starts from the premise that leaders can be developed and that particular individual characteristics enable leading. Therefore, the theme begins with examining topics and skills underpinning leader development, including self-awareness, how thinking and personality influence leading and self-management. Next, the theme explores character and character development, concluding with examining the relationships between personal, societal and military values.

Theme 2, Ethics, ties values and ethical decision-making into the development of leaders within the profession of arms. The theme is composed of two blocks: Normative Ethics and Applied Ethics in the Profession of Arms. Normative ethics introduces ethical frameworks, comparative ethics, and ethical decision-making. These foundations are applied to the profession of arms in the next block by studying just war traditions, comparative warfare ethics and ethics associated with future conflict.

With the foundation laid for what it means to be a good leader, Theme 3, Organisational Leadership, covers leadership processes and practices. The theme begins with examining the theories and frameworks that underpin leading. Then continues by exploring leadership practices necessary to lead individuals. This section includes the topics of human behaviour, leadership and trust, justice-good order and discipline, interpersonal conflict and developing others. After examining leading individuals, the theme progresses to an examination of the leadership practice necessary to lead teams and organisations. The topics include organisational theory, organisational culture and climate, creating a learning organisation, team development and cohesion, cultural awareness and change management. By the end of Theme 3, learners will have studied the leadership practices necessary to lead individuals, teams and organisations. This prepares them for Theme 4, where they will examine how what they learned in Themes 1-3 is used within the profession of arms.

Theme 4, Leadership in the Profession of Arms, contains four blocks containing topics that are unique to leading military organisations. Similar to Theme 3, Theme 4 begins with foundational topics for military leaders including the military as a profession and civil-military relations, followed by military leader competencies, risk management, military readiness and the law of armed conflict. The next section focuses on thinking strategically by considering how leaders use various thinking skills in the contemporary operating environment. That is followed by an examination of the practices necessary to lead at the tactical, operational and strategic levels. The final section of this theme contains contemporary topics for military leaders, including leading in the information environment and emerging and disruptive technologies.

IV. USING THIS CURRICULUM

A curriculum is a specific learning programme, a range of courses that collectively describes the teaching, learning and assessment materials available for a given course of study. Creating a curriculum inheres in the need to provide learners with a road map of what they can expect to learn and a sense of how their learning is organised and structured. Typically, a curriculum has a nested structure, meaning there is an overarching programme within which are several connected parts.

This curriculum makes certain implicit assumptions. The first is that learning will take place in a permissive environment and interrogation will be part and parcel of the learning process and experience. Second, its governance will be decidedly pluralistic so that learners have some input in shaping future iterations of the curriculum.

Furthermore, the success of this curriculum is tied to having an effective personnel and promotions system in place as well as an overall strategy for instructor development. Absent such a system and strategy, this curriculum will fall short of expectations. It is recommended that this curriculum be implemented in a progressive or sequential manner across the three phases and more importantly across the themes within each phase. The themes and their associated blocks have been designed to progress from the basic to the master level and similarly the degree of complexity of the courses under each Theme rises across the three phases.

Partnership for Peace Consortium
Leadership and Ethics Reference Curriculum (LERC) Meeting
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Theme 1 – Leader and Character Development

Goal(s)

The goal of this theme is to provide leaders with the skills and knowledge that will enable them to continuously assess and improve the personal qualities and character necessary to lead.

Description

Leadership is a complex interaction between leaders, followers and the contexts that they collectively inhabit. To lead effectively demands that leaders be aware of the intra- and inter-personal aspects of leadership. Leaders exercise more control over themselves as compared to their followers or the situation itself. A key strategy for optimising leadership effectiveness, therefore, is to focus on developing the character and personal quality of the leaders who will occupy leadership roles within organisations.

Personal development of future and current leaders begins with self-knowledge. Self-knowledge is facilitated by an understanding of the psychological, sociological and philosophical principles underlying human perception, behaviour, habit and decision making. Self-management requires skills of reflection, meaning making and purpose, discipline and emotional intelligence. Achieving high quality character requires a well-developed understanding of virtue and a concept of the good as well as the skills of self-knowledge and self-management to follow through with one's intentions.

Leader and leadership development are influenced and dependent upon the cultural context. The many dimensions of leading within and across cultures will significantly influence how the topics within this theme are implemented in any education programme.

This theme is organised into two sections. Block 1 focuses on leader development, which includes exploration of self-awareness, thinking and decision making, personal strengths and weaknesses and managing self, which taken together form the foundation for leaders to reflect and grow throughout their careers. Block 2 examines character and virtue development through purpose, goals, social influences, trust and military values.

Learning Objectives

1) Assess how individual character and values influence the behaviours and effectiveness of leaders.

2) Develop reflective habits that enable continuous self-assessment and development of oneself as a person.

3) Evaluate how personal and organisational values influence leaders' personal development and behaviours.

Issues for Consideration

a) What is the relationship between leadership effectiveness and character?

b) What aspects of toxic (counterproductive) leadership may be traced directly to the leader's character or values?

c) How can leaders strike a balance between personal and institutional values?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 1.1 Leader Development

Goal(s)

The goal of this block is to provide the foundational skills and knowledge that enable individuals to assess and enhance their performance as leaders.

Description

Within leadership studies, a distinction can be made between **leader development** and **leadership development**. While leadership development is focused on developing the skills necessary to lead teams and organisations, leader development is focused on developing the leader. This block examines the skills of self-awareness, self-understanding, and self-management that are necessary for an individual to inhabit the role of leader within an organisation.

A leader's personal development is facilitated by feedback loops that require awareness of one's thoughts, feelings, beliefs and behaviours. A leader needs to be able to compare what they are doing now with what they might be doing more effectively and be able to make course corrections. This block therefore consists of the following modules: i) self-awareness; ii) optimal strategies for thinking and decision making; iii) understanding personal strengths and weaknesses and iv) managing oneself.

Learning Objectives

1) Develop and use self-reflection to drive self-awareness.

2) Evaluate how a leader's thinking and decision-making is influenced by conscious and unconscious processes and assumptions.

3) Identify how a leader's personality manifests as strengths and weaknesses.

4) Examine how emotion and goal setting influences self-management.

Issues for Consideration

a) In what ways might a lack of self-awareness hinder leader performance?

b) Are some personality traits more important for leaders, or can most traits enhance leadership?

c) Do some situations require different personality traits from leaders?

d) Can a leader lead others if they cannot lead themselves?

e) What common biases held by military leaders may be detrimental to making effective decisions?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 1.1.1 Self Awareness

Goal(s)

This module introduces basic concepts of subconscious and habitual human behaviour to provide a framework for reflection and self-awareness.

Description

Modern decision science suggests that most human behaviour is driven by involuntary, unconscious processes that rely on mental models to interpret and make sense of the world around us. These unconscious perceptions and judgments typically initiate habitual behavioural responses, some of which are adaptive and productive while others are not. Through self-awareness, leaders gain insight into the mental models and processes that contribute to their thoughts, feelings and behaviours. With these insights, leaders gain a greater ability to act intentionally and not reactively.

Learning Objectives

1) Analyse the process of reflection and how it contributes to self-awareness.

2) Explain how socialisation imprints the mental models underlying an individual's thoughts, feelings and behaviours and how these combine into the shared concepts that constitute the foundations of culture.

3) Analyse how needs and values affect human behaviour and the process through which needs and values develop through different life stages.

4) Explain the role that habits play in human behaviour.

5) Describe methods to form new habits and change suboptimal habits.

Issues for Consideration

a) What methods of reflection can enhance one's ability to gain objectivity?

b) What are the most effective ways to challenge assumptions and transcend limitations of a culture?

c) What are effective ways to negotiate conflicts between personal values and cultural/institutional values?

d) How much of an individual's behaviour is driven by habits and how can individuals transcend the power of habits?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 1.1.2 Thinking and Decision Making

Goal(s)

The goal for this module is to provide foundational understanding of how thinking processes affect decision making.

Description

Thinking is a combination of unconscious reaction to a situation and more effortful, conscious deliberation. Thinking effectively requires understanding of the sources and potential limitations of intuition and mastering strategies for deliberative thought. Our intuition is inextricably involved in the processes of perception, in which we apply mental models through associations to make judgments about the situations we face. In turn, these intuitive judgments guide and in some cases determine our decision-making processes. Although our intuitions enable rapid and typically effective judgment and decision, they also contain assumptions and biases that can lead to error in decision making processes. Decision making can be enhanced through expertise and deliberate strategies of critical thinking that interrogate our assumptions and inferences. Leaders in organisations must make countless individual decisions in the execution of their leadership as well as work with others in decision making processes. This module familiarises leaders with models of decision making that account for both our rapid intuitions and our more deliberative thought processes to give greater insight and control over the quality of their decision making.

Learning Objectives

1) Describe the difference between conscious and unconscious elements of decision making.
2) Explain the role that categories and mental models play in human perception and judgment.
3) Understand the process of rapid, intuitive decision making captured by models such as John Boyd's Observe, Orient, Decide and Act (OODA) loop and Recognition Primed Decision
4) Analyse how expertise affects decision making.
5) Identify the components of critical thinking.
6) Apply critical thinking to various leadership contexts.

Issues for Consideration

a) How does unconscious intuition differ from deliberative thought and to what common biases are our decision processes subject?
b) How does the mind use mental models and biases to interpret and understand the external world, and what are the advantages and liabilities of these processes?
c) How do experts generate rapid and accurate decisions?
d) What are the elements of thought and intellectual standards that one can master to optimise critical thinking?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 1.1.3 Personal Strengths and Weaknesses

Goal(s)

The goal of this module is to enable leaders understand how individual traits affect performance.

Description

Human beings demonstrate considerable variation in traits and abilities. Some individual differences appear to be genetic and can best be understood through concepts such as personality and talents. Personality can be defined as patterns of thoughts, feelings, beliefs and behaviours that capture typical differences from one individual to another. The individual differences captured by models of personality account for variation in fundamental processes such as perception, interpretation and decision making. Like personality traits, talents are more discrete patterns of thoughts, feelings, beliefs and behaviours that can be productively applied to enhance efficacy. Other recognisable differences between individuals are less innate and are shaped by experiences and the environments. Individual patterns of interpersonal interaction are shaped by early childhood experiences and persist through adulthood as described in theories of attachment. Early childhood experiences with parents and caregivers (attachment figures) imprint mental models and foundational expectations about the nature of relationships. Children learn whether to value themselves, to trust others and to expect a stable predictable world. These patterns of expectations, called attachment styles, contribute to perceptions, interpretations and behaviours enacted in subsequent relationships.

Learning Objectives

1) Analyse the individual differences evident in personality models.
2) Describe strategies to apply your personality most effectively as a leader.
3) Define the concepts of talents, talent themes, and strengths.
4) Explain how talents can be developed into strengths.
5) Explain how attachment styles are related to perceptions of relationships and in behaviours enacted within relationships.
6) Explain how leader attachments affect the mental health and performance of subordinates.

Issues for Consideration

a) How can personality differences create conflict and misunderstanding?
b) How can talents be best used by leaders within the organisation and communities?
c) How do patterns of attachment impact relationships between leaders and followers?
d) How can negative attachment tendencies be mitigated?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 1.1.4 Managing Self

Goal(s)

The goal of this module is to introduce elements of self-management that support personal growth and effective leadership.

Description

Self-management requires leaders to master and integrate emotions, impulses and intuitions to ensure one's thoughts and actions are consistent with values and intentions. Exercising self-control often requires leaders to do things that they would rather not do and to abstain from doing things they want to do. Achieving self-mastery requires leaders to lead themselves much as they would lead an organisation, developing a vision for the direction of growth and creating mechanisms to ensure that the plan for growth is executed effectively. The skills of goal setting, discipline and emotional intelligence enable leaders to create and accomplish intentional personal growth.

Learning Objectives

1) Examine the concepts of discipline which serves as the foundations of self-management.
2) Analyse the role of emotional intelligence and emotional regulation in self-management and managing interpersonal relationships.
3) Describe goal setting frameworks.
4) Generate effective personal growth goals.

Issues for Consideration

a) What are the fundamental elements of discipline and how do the elements of discipline foster growth?
b) How do emotions impact behaviours and how do leaders accommodate and use emotions to enhance intentionality?
c) What is the relationship between goal setting and motivation?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 1.2 Character Development

Goal(s)

The goal for this block is to understand how character is developed and the role it plays in leader development.

Description

Character is the summation of a person's virtues, which are nurtured overtime through habituation. Character is the foundation on which trust is based. Shaping character is a component of leader development. Virtues are developed over time and are significantly influenced by the socialisation within a family, organisation and society. The discussions in this block are designed to prompt leaders to assess their personal values and goals, and to align them with organisational values and goals. The character of military professionals is especially critical because of the high-stakes environment in which they lead.

Learning Objectives

1) Explain the concepts of character and virtues.
2) Describe the process of developing character and virtues.
3) Analyse how purpose and goals interact with character development.
4) Examine the ways that social environments shape and influence individual behaviour.
5) Evaluate the relationship between military and societal values.

Issues for Consideration

a) How is character essential to effective leadership?
b) Which of the known virtues are most important to your organisation?
c) What is the relationship between creating purpose and developing character?
d) How can a leader maintain integrity in the face of social influence?
e) What are the clashes between individual, military and societal values?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

Clifton, D. O., Anderson, E., & Schreiner, L. A. (2016). *Strengths quest: discover and develop your Strengths in academics, career, and beyond* (2nd ed.). Gallup Press.

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Module 1.2.1 Character and Virtues

Goal(s)

The goal of this module is to examine the principles and practices necessary to develop personal virtues that define character.

Description

In the study of ethics and moral reasoning, human moral development follows a progression where the individual's actions become their habits, in turn their habits become their virtues and the sum of their virtues defines their character. Virtue can be thought of as aspects of human excellence and character; as the ability, for individuals to make these aspects of excellence predictably and habitually manifest in their behavior. The study of ethics and moral reasoning helps to answer the question: What should I do? On the other hand, the purpose of virtue ethics, principally introduced by Aristotle, addresses the question: What type of person do I desire to be? Other modules within this curriculum will address the values, virtues and characteristics that might be desired for military professionals. Character can be changed through the habituation of virtues and the practice of good behaviour. In this module, leaders will examine the basic concepts of virtue and character, consider sources of virtue, and examine how virtue and character are related and developed.

Learning Objectives

1) Describe character and virtues, and the relationships between these concepts.
2) Determine ways to identify the virtues that are desired and relevant for effective leadership.
3) Analyse how common principles serve to strengthen an individual's virtues.
4) Evaluate how everyday scenarios and exercises provide ample opportunities for testing, demonstrating and strengthening character.

Issues for Consideration

a) How does good character contribute to being an effective leader?
b) What are scenarios and situations in the military where the application of specific virtues matters?
c) How can we develop a routine to strengthen virtues and build character daily?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 1.2.2 Purpose and Goals

Goal(s)

The focus of this module is to provide general understanding of the distinction between purpose and goals.

Description

Purpose is a driver of human behaviour, teams and organisations. Purpose enables the individual, team and those in the organisation to have a clear understanding of the "why" behind what they are trying to achieve. Purpose for an individual provides direction. Purpose for a collective (team, organisation, institution) provides direction and a foundation for which individuals can align their own responsibilities and goals.

Goals help individuals move toward purpose in four fundamental ways: i) they help both an individual and a group direct attention toward relevant activities and away from irrelevant activities; ii) goals regulate effort; iii) goals help to increase persistence toward an end state, or purpose and iv) goals help turn an abstract purpose or "why" into concrete and actionable steps to help that abstract purpose become a reality. Later modules will address how shared goals build team cohesion on an emotional level.

Learning Objectives

1) Describe purpose for individuals, teams, organisations and institutions.
2) Explain why establishing and communicating a purpose is beneficial in military environments.
3) Analyse the relationship between purpose and mission in military environments.
4) Describe goal setting frameworks and techniques that are appropriate for individuals, teams, organisations, and institutions.
5) Analyse how goal setting techniques help to achieve a particular purpose at the individual, team, and organisational level.

Issues for Consideration

a) What does purpose mean for an individual, team and organisation?
b) How is purpose different for individuals and for a team?
c) How do goals facilitate success?
d) How do individual and collective goal frameworks differ?
e) Why is purpose important in military contexts?
f) How can goal setting help military leaders achieve the mission?

Learning Methods

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Module 1.2.3 Social Influences and Personal Integrity

Goal(s)

This module describes how social environments can shape and influence behaviour and how individuals must engage with the forces of social influence to maintain personal integrity.

Description

Human beings are social creatures whose behaviours are deeply influenced by their social environment. Several famous studies have demonstrated the surprising extent to which human beings will respond to social influence in the form of conformity, compliance and obedience. Leaders must understand the role and dynamics of social influence to maintain personal integrity. This module will review the various modes of influence and sources of power in interpersonal relationships, examine the interaction of personality and identity within groups and social environments, and consider specific strategies and techniques for effectively using social influence.

Learning Objectives

1) Examine the ways in which social interactions and pressure can manifest in conformity, compliance and obedience.

2) Describe the sources of interpersonal power.

3) Explain the dynamics through which personality and social constraint shape individual behaviour.

4) Examine the ways in which individuals negotiate their identities within the groups and organisations to which they belong.

5) Discuss how to effectively employ influence tactics and strategies to achieve leadership goals.

Issues for Consideration

a) What impact do social interactions and situations have on human behaviour? To what extent do individuals act freely within social environments?

b) What are the various sources that an individual can draw upon to exert influence on others?

c) What factors of the social situation make it more difficult for individuals to manifest their personality and individuality?

d) How do individuals reinforce their identity and maintain their individuality through participation with groups?

e) What strategies and techniques are most impactful for achieving effective influence?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Module 1.2.4 Military and Societal Values

Goal(s)

The goal for this module is for learners to examine the relationships between personal values learned throughout their lives and military values inherent in the profession of arms.

Description

The values of a society significantly influence the values of the military that serves it. This is because the military reflects the society it serves, and its core values are often derived from the underlying societal norms, beliefs and principles. For instance, if a society values democracy, freedom and human rights, these values will be mirrored in the military's code of conduct, shaping its approach to conflict, peacekeeping and humanitarian missions. Similarly, if a society values discipline, respect and integrity, these will be instilled in the military's ethos, guiding its internal operations and interactions with the civilian population. Therefore, the military's values are not isolated but are a reflection and extension of the societal values.

Learning Objectives

1) Identify values which are prominent drivers in your personal life.
2) Analyse the documents which prescribe the national values.
3) Analyse the stated values within prominent international corporations.
4) Describe the core values as stated by their military organisation.
5) Determine if military personnel evaluation processes are aligned to stated values.
6) Assess the similarities and differences between the personal, national and military values.

Issues for Consideration

a) Why are values stated in national documents (i.e., Constitution, Declaration of Rights)?
b) Are your personal values aligned to the national and institutional values?
c) Do the different generations represented in today's military have differing values?
d) If the generations vary in values, what can be done to better understand or align the differences?
e) What are the expectations for military evaluations of officers or enlisted? Are behaviours recognised for alignment with the core values?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

Gordon, L.V. (1975). *Measurement of interpersonal values*. Science Research Association.

Hughes, R.L., Ginnett, R.C. & Curphy, G.J. (2019). *Leadership: Enhancing the lessons of experience* (9th ed.). McGraw-Hill.

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Various Corporate Value statements

Various Military Evaluation documents

Various national Constitutions and Declarations of Rights

Theme 2 – Ethics

Goal(s)

The goals for this theme are to understand the ethical frameworks and just war traditions that enable leader development and leading within the profession of arms.

Description

Leading within the profession of arms often requires leaders to make morally difficult decisions in challenging situations. Among the most demanding challenges are situations that require leaders to choose when there is less clear precedent or policy. Those situations for example, whether to deploy lethal autonomous weapons systems, often entail considering many conflicting priorities and trying to make good decisions amid complex ethical dilemmas. In Theme 2, leaders will examine philosophical and religious frameworks for determining how one ought to act and how to use these frameworks to adjudicate moral dilemmas, and then explore how these frameworks inform ethical thought about warfare, including future conflict scenarios.

Learning Objectives

1) Describe the various aspects of deontological (duty-based), teleological (consequentialist) and aretaic (virtue) frameworks.

2) Describe the sources, methods and basic ethical tenets of monotheistic religions and non-Western philosophies.

3) Explain how to adjudicate moral dilemmas.

4) Describe the criteria of the just war tradition and their ethical foundations.

5) Describe the contemporary ethical perspectives of various allies and potential adversaries.

6) Outline ethical challenges associated with various future conflict scenarios.

Issues for Consideration

a) How do leaders prepare themselves for the emotional and psychological strains that may arise when faced with complex ethical dilemmas?

b) What aspects of the contemporary operating environment may pose the greatest ethical challenges for leaders?

c) Have you ever faced a moral dilemma as a leader? How did you decide?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises and reflective journaling.

References

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Shafer-Landau, R. (2017). *The fundamentals of ethics* (4th ed.). Oxford University Press.

Block 2.1 Normative Ethics

Goal(s)

The goals for this block are to understand philosophical and religious frameworks for determining how one ought to act and to use these frameworks to adjudicate moral dilemmas.

Description

Normative ethics examines how one should decide and act in war or peace. To lead justly and effectively, leaders must understand the three main frameworks of normative ethics: deontology, consequentialism and aretaic (virtue) ethics. Respectively, these assert that right acts are those that comply with rules-based duties (deontology), maximise good consequences (consequentialism) or issue from an excellent person (virtue ethics). Given that leadership occurs in culturally diverse settings, leaders must also understand religious and non-Western philosophical approaches - Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism – to just (right) action. Finally, leaders will encounter difficult choices when ethical frameworks produce moral dilemmas. Accordingly, the first module examines deontology, consequentialism and aretaic (virtue) ethics; the second explores religious and non-Western philosophical approaches to ethics; and the third module will outline a "moral decision-making roadmap" helpful to adjudicating moral dilemmas.

Learning Objectives

1) Describe aspects and critiques of deontology, consequentialism and aretaic (virtue) ethics.
2) Describe the sources, methods and basic ethical tenets of major religions and non-Western philosophies.
3) Explain how to use ethical frameworks to resolve moral dilemmas.

Issues for Consideration

a) Why do persons have rights, such as the right to life?
b) Which consequences does "utilitarianism" require to be maximised, and why?
c) Are virtues universal across time and space?
d) What are the most influential sources of ethics in your society?
e) When was the last time you encountered a moral dilemma, and how did you decide upon a course of action?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

Miller, D. L. Hashmi, S. H. (Eds.). (2001). *Boundaries and justice: Diverse ethical perspectives* Princeton University Press.

Rachels, J. and Rachels, S. (2019). *The elements of moral philosophy* (9th ed.). McGraw-Hill.

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Module 2.1.1 Ethical Frameworks

Goal(s)

The goal of this module is to provide an understanding of some common ethical frameworks that influence behaviour.

Description

This module examines the three main philosophical frameworks for determining how one ought to act: deontology, consequentialism and aretaic (virtue) ethics. Deontologists assert that right acts are those that comply with any duties grounded in universally applicable rights-based rules, such as the prohibition against murder. According to consequentialists, an act is right if it maximises good consequences such as pleasure for all persons affected by the act. Virtue ethicists such as Aristotle argue that right acts are those that develop and issue from fulfilling character traits such as temperance, courage and justice.

Learning Objectives

1) Describe aspects of deontology including dignity, rights, obligations, and permissions.

2) Describe aspects of consequentialism, including its non-egalitarian forms (egoism, tribalism), utilitarianism, hedonistic versus eudaimonistic definitions of the good, and act versus rule consequentialism.

3) Describe aspects of aretaic (virtue) ethics, including definitions of human flourishing, moral virtues and their associated vices, habituation, the interdependence of moral virtues, the relationship between prudence and the moral virtues, continence and incontinence, and the roles of social/political institutions in cultivating virtues.

4) Evaluate critiques of deontology, consequentialism and aretaic (virtue) ethics.

Issues for Consideration:

a) Can human dignity, the ostensible foundation for human rights, be grounded without recourse to theological claims?

b) What problems do human rights create for utilitarianism?

c) Can good consequences ever justify the intentional infringement of rights?

d) Are good character and the virtues universal across time and space or are they specific to societies, professions, or individuals?

e) Are all persons capable of moral virtue?

f) How efficacious are the virtues (i.e., can situational factors override them)?

g) Assuming a person is virtuous, can right actions be defined according to what he or she would do?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Module 2.1.2 Comparative Ethics

Goal(s)

The goal of this module is to understand non-Western philosophies that influence behaviour.

Description

This complex and important module will explore non-Western philosophical approaches to determining how one ought to act and be. While these approaches possess the concepts of duties, consequences and virtues that prevail in Western philosophical ethics, their differing sources and methods inevitably result in different conclusions. For example, monotheistic religious traditions that rely on revealed divine commands for ethics (i.e., Judaism, Christianity and Islam) start with somewhat different revelations and employ different interpretive methods. Even within a tradition such as Christianity, interpretations of the same divine revelations will differ, often because of divergent perspectives on the relationship between faith and reason. Adding to this diversity, Eastern religions such as Buddhism and Hinduism, which developed independently of the three monotheistic religions, share some theological content and even philosophical perspectives. Further complicating matters, non-Western philosophical perspectives such as Confucianism, though different, share elements of Western philosophical ethics, especially attentiveness to virtue and duties. Despite these historical differences and unexpected similarities, one can argue that forces such as globalisation have gradually deepened intercultural conversations and generated shared moral perspectives as attested by the *Universal Declaration of Human Rights*.

Learning Objectives

1) Describe the sources, methods and basic ethical tenets of the three monotheistic religions (Judaism, Christianity and Islam) and non-Western philosophies such as Buddhism, Hinduism and Confucianism.
2) Identify the ethical similarities and differences between these religious and philosophical perspectives.
3) Identify the societies and states most influenced by these perspectives.
4) Analyse how these ethical differences might result in differing political systems and international conflict.
5) Describe major ethical debates occurring within these perspectives, especially within Islam and Confucianism.
6) Examine ways in which globalisation might be increasing ethical similarities.

Issues for Consideration

a) Does the fact that a religion is monotheistic versus polytheistic tend to produce certain ethical outcomes?
b) Among the major world religions, what positions exist on the relationship between faith and reason, and how do these positions affect a religion's ethics?
c) How influential are each of these religious philosophies on the ethical practices of their respective societies and states?
d) How supportive of human rights are the tenets of each of these religious philosophies, and what does this mean for politics and warfare?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

Amore, R., Hussain, A., & Oxtoby, W. (2015). *A concise introduction to world religions* (3rd ed.). Oxford University Press.

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Module 2.1.3 Ethical Decision-Making

Goal(s)

The goal of this module is to discuss how values influence decision-making.

Description

This module will explore how to adjudicate moral dilemmas with the help of a "moral decision-making roadmap." Both philosophical and religious approaches to ethics often lead to dilemmas. For example, justice-based general obligations to all persons, moral "constraints" that impose prohibitions against acting or requirements to act, often conflict with courses of action that would maximise undeniably good consequences. Deontologists often see special obligations or permissions where consequentialists see impartial duties. Acts that are otherwise obligated or permitted by deontologists or consequentialists can harm one's character. A moral decision-making roadmap that systematically considers constraints, consequences and character can help solve such dilemmas. Emphasising the basic moral worth of all persons, this roadmap will suggest the following: when rights-based duties or permissions exist, they normally should not be violated to maximise "utility"; special obligations grounded in promises or reciprocity often trump general obligations; and character can shape duties or permissions generated by rights or consequences. Particular attention will be paid to cases in which rights may be infringed to maximise good consequences.

Learning Objectives

1) Define the three factors or frameworks that comprise a moral decision-making roadmap: constraints, consequences and character.
2) Explain why rights-based duties or permissions often prohibit acts that would otherwise maximise good consequences.
3) Examine cases where special obligations outweigh general obligations and describe the moral limitations to special obligations.
4) Identify situations where a rights-respecting person can nevertheless make decisions based on maximising good consequences.
5) Analyse situations where harm to one's character might outweigh a duty or permission.

Issues for Consideration

a) According to rights-based versus utilitarian analyses, how should property be distributed within and between states?
b) Using the moral decision-making roadmap, how would you evaluate the moral permissibility of dropping the atomic bombs on Hiroshima and Nagasaki?
c) Using the roadmap, how would you evaluate the permissibility of interrogational torture?
d) How do limitations on special obligations impact the permissibility of disobedience to lawful orders in the military?
e) When in combat, what is the best way to proceed when one's duties and permissions conflict with the maintenance of good character?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Skerker, M. (2020). *Constraints*. [Unpublished reading]. Division of Leadership Education and Development. U.S. Naval Academy.

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Skerker, M. (2020). *Minimising Harms: An introduction to consequentialist reasoning*. [Unpublished reading]. Division of Leadership Education and Development. U.S. Naval Academy.

Block 2.2 Applied Ethics in the Profession of Arms

Goal(s)

The goals for this block are to understand the following: three traditional approaches to the permissibility of war, and the *jus ad bellum* and *jus in bello* criteria of the just war tradition; differing societal/cultural perspectives on these just war criteria and ethical issues associated with future conflict scenarios.

Description

Leading justly and effectively in combat requires a clear understanding of the ethics of war. Historically, there are three competing traditions on the permissibility of war: realism, pacifism and just war. Respectively, these traditions assert that war is amoral, immoral, or permissible if certain ethical criteria are met. The just war tradition that increasingly informs international law and behaviour is grounded in the deontological, consequentialist and virtue ethics frameworks discussed in Module 2.1.1, and evaluates the justice of wars by their compliance with several *ad bellum* and *in bello* criteria. Because allies and adversaries often treat these criteria differently, effective deterrence and warfighting requires a comparative approach to warfare ethics. And even if there were unanimity about the just war criteria and perfect command climates, responding to violent extremist organisations, great power competition and civil wars will pose ethical challenges. Accordingly, this block's first module examines realism, pacifism and the just war tradition, including the latter's foundations and debates; the second surveys the historical and contemporary warfare ethics of China, Russia, Iran, Turkey, India, Japan and Israel; and the third highlights ethical challenges presented by contemporary threats.

Learning Objectives

1) Describe the reasoning of realism, pacifism and the just war tradition.

2) Explain the foundations of the just war criteria, including their relationship to the principles of rights forfeiture and double effect.

3) Analyse how historical warfare approaches inform current views.

4) Assess ethical challenges associated with responding to violent extremist organisations, great power competition and civil wars.

Issues for Consideration

a) How would a defender of the just war respond to the claims of a pacifist and realist?

b) Was your country's most recent war a just war?

c) How do you ethically respond to an adversary who is fighting unjustly?

d) In addition to violent extremist organisations, great power competition and civil wars, are there other threats that might pose ethical challenges?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

Coleman, S. (2012) *Military ethics: An introduction with case studies*. Oxford University Press

Lucas, G. (2020). *Routledge handbook of military ethics*. Routledge.

Robinson, P. (Ed.) (2003). *Just war in comparative perspective*. Routledge

Walzer, M. (2015). *Just and unjust wars: A moral argument with historical illustrations* (5th ed.). Basic Books.

Module 2.2.1 Just War Traditions

Goal(s)

The goal of this module is to provide an understanding of ethical and legal perspectives on the permissibility of war.

Description

This module introduces three traditional approaches to the permissibility of war: realism, pacifism and just war. While realism argues that morality does not apply to the initiation or conduct of war, pacifism, whether religious or philosophical, insists that war is always morally prohibited. The just war tradition, first developed in the west by theologians, philosophers and jurists, argues that war is justified if initiated and conducted according to several *jus ad bellum* and *jus in bello* criteria. Those criteria are now embodied in international law, especially the United Nations Charter, and Hague and Geneva Conventions. After defining the *ad bellum* criteria (just cause, reasonable chance of success, last resort, proportionality, legitimate authority, right intention) and *in bello* criteria (discrimination, necessity, proportionality), this module will examine their relationships to the deontological, consequentialist and virtue ethics frameworks discussed in Module 2.1.1, and explore debates within the just war tradition.

Learning Objectives

1) Describe the foundations and variants of realism and examples from history and literature.
2) Describe examples of pacifism in history and literature, and various theological and philosophical reasons offered by pacifists for the impermissibility of war.
3) Identify the ad bellum and in bello criteria of the just war tradition.
4) Explain the rationales for the ad bellum and in bello criteria, including their relationship to the principles of rights forfeiture and double effect.
5) Analyse just war concepts influence international law.
6) Evaluate ongoing debates associated with the just war tradition.

Issues for Consideration

a) Is anticipatory self-defence, pre-emptive or preventive, ever justified?
b) Does state sovereignty undermine the permissibility of humanitarian intervention? And if not, do states sometimes have the duty to help?
c) Does the ad bellum requirement for a "reasonable chance of success" include the jus post bellum requirement to establish a minimally just society after a war?
d) Should "legitimate authority" be vested in multilateral or international institutions, especially for anticipatory or humanitarian wars?
e) Do the reasonable chance and last resort criteria apply in bello?
f) May some civilians be considered combatants and are therefore targetable?
g) To minimise collateral damage, are combatants morally required to assume some degree of risk?
h) In war, why are certain weapons and practices legally prohibited?
i) Which captured combatants, regular, irregular, or "unlawful", are due "benevolent quarantine"?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

Coleman, S. (2012). *Military ethics: An introduction with case studies*. Oxford University Press.

Frowe, H. (2015). *The ethics of war and peace* (2nd ed.). Routledge.

Orend, B. (2013). *The morality of war* (2nd ed.). Broadview Press.

Walzer, M. (2015). *Just and unjust wars: A moral argument with historical illustrations* (5th ed.). Basic Books.

Module 2.2.2 Comparative Warfare Ethics

Goal(s)

The goal of this module is to understand the historical and contemporary warfare ethics of allies and potential adversaries.

Description

This module will examine, from a cultural perspective, the historical and contemporary warfare ethics of several countries: China, Russia, Iran, Turkey, India, Japan and Israel. While human rights and their associated just war criteria might be western in origin, their acceptance, as evidenced by international law and political practice, has become widespread since the Second World War. However, as the debates preceding the 1948 Universal Declaration of Human Rights attest, even liberal societies construe the foundations and content of rights differently. Additionally, the rise of secular and religious forms of authoritarianism indicates that they might not be guided by the liberal norms that inform the just war criteria and international laws of war. To effectively operate against adversaries or work with allies and partners, military leaders at the tactical, operational and strategic levels must possess a basic understanding of comparative warfare ethics.

Learning Objectives

1) Identify the traditional sources from which adversaries, allies, and partners (China, Russia, Iran, Turkey, India, Japan and Israel) could form their perspectives on the ethics of initiating and conducting war.

2) Describe the contemporary perspectives of these states on the ethics of initiating and conducting war, particularly the dominant views of political and military leaders.

3) Identify traditional and modern frameworks that might mitigate moral problems, from a human rights-based, just war tradition perspective, inherent to current leadership perspectives in these states.

Issues for Consideration

a) What are the best ways to discover current perspectives of foreign political and military leaders toward the ethics of war?

b) What broad approach to the ethics of war best describes each state: realism, pacifism or just war?

c) Does authoritarianism at home correspond to realism abroad?

d) Are state leaders who embrace realism expressing broader social norms, or acting in opposition to them?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Module 2.2.3 Ethics of Future Conflict Scenarios

Goal(s)

The goal of this module is to understand the range of ethical issues associated with the broad spectrum of future conflicts.

Description

Contemporary military leaders will have to make ethically significant decisions concerning diverse and evolving conflict scenarios, often with limited information and time. This module will examine ethical issues associated with three broad future war scenarios: Violent extremism, great power competition and civil wars. Issues associated with extremism include torture, surveillance and data collection, targeted killing, drones, and the pre-emptive use of nuclear weapons. Issues most relevant to great power competition are "grey zone" operations such as limited lethal strikes, sublethal economic sanctions and cyber and information operations, lethal autonomous weapons systems (LAWS), artificial intelligence, human enhancements, and the weaponization of outer space. Civil war issues may include territorial rights, humanitarian intervention, just rebellions, military assistance to rebels and proxies, military covert action, contractors, refugees, and non-violent resistance.

Learning Objectives

1) Describe the arguments and forecasts of current academics, policy analysts and practitioners about future wars: violent extremism, great power competition and civil wars.

2) Analyse the relationship between these futures and current defence strategies and forces.

3) Assess the morality of responses to violent extremism, including torture, surveillance and bulk data collection, targeted killing, drones, and the first use of nuclear weapons.

4) Assess the morality of responses to great power competition, including limited lethal strikes, sublethal economic sanctions, cyber and information operations, lethal autonomous weapons systems (LAWS), artificial intelligence, human enhancements, and the weaponisation of outer space.

5) Assess moral issues associated with civil wars, including territorial rights, humanitarian intervention, just rebellions, military assistance to rebels and proxies, military covert action, contractors, refugees, and non-violent resistance.

Issues for Consideration

a) Are there any circumstances in which torture would be justified?

b) How much privacy should be infringed upon to provide security?

c) Assuming that targeted killing is not merely extrajudicial punishment, what are its moral implications?

d) When are the uses of drones and other long-distance/asymmetric capabilities permissible?

e) When, if ever, is "preventative" self-defence justified?

f) Can the first use of nuclear weapons be justified to prevent the proliferation of nuclear weapons?

g) When does the just war criteria apply to responding to harm received in the "grey zone"?

h) What social problems might result from radical enhancements to soldiers' emotional, physical and cognitive capabilities, whether through organic or machine means?

i) When is the use of space in warfighting permissible?

j) How might public will undermine the permissibility of humanitarian interventions?

k) When might military assistance to an otherwise just rebellion be morally prohibited?

l) Which military functions are best suited for private military contractors?

m) What are our obligations to wartime refugees?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Theme 3 – Organisational Leadership

Goal(s)

The goal for this theme is to provide leaders with theoretical and practical understanding of the foundational knowledge and skills necessary to lead individuals, teams and organisations.

Description

While Themes 1 and 2 focused primarily on leader development, Theme 3 explores leadership development through learning about specific frameworks and skills necessary to understand the dynamics of teams and organisations.

The foundation for leadership rests in the complex relationships between the leaders, followers and contexts they inhabit. Understanding foundational leadership frameworks and principles coupled with examining the leadership process provides leaders awareness of the complexity of leading. In turn, this enables leaders to explore how leadership styles, diversity, communication and resilience influence behaviours.

In the military, leadership development is a natural progression that begins with directly leading a few individuals. Leading others requires leaders to understand human behaviour, including how individual characteristics and motivation influence followers' reactions to leaders. At this level, it is paramount that new leaders realise the pivotal role that trust plays in the relationship between leaders and followers. Because leading in a military context often involves high-risk situations, learning how to build trust, develop others and manage interpersonal conflict is essential. In addition, developing leadership skills while directly leading others provides a basis for learning how to lead teams and organisations.

Leading teams and organisations are more complex than directly leading individuals. Organisational leadership development must begin with examining how organisational theories, team development and organisational culture factor into guiding an organisation that can successfully accomplish its assigned missions. Leaders must also influence the unit climate in ways that enable the organisation to improve continuously while also managing the continuous changes associated with military units.

Learning Objectives

1) Evaluate how leadership frameworks serve as a foundation for leadership development.
2) Analyse the similarities and differences between leading individuals, teams and organisations.
3) Explain why leaders should understand team, organisational and societal cultures to lead effectively.

Issues for Consideration

a) How do leaders balance the desire to be viewed as leading in a consistent manner with the desire to permit the leadership context to influence their behaviours and decisions?
b) Why might leadership strategies that worked well for individuals fail for teams and organisations?
c) What challenges do leaders face when trying to transition from leading individuals to leading organisations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises and reflective journaling.

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Block 3.1 Leadership Frameworks

Goal(s)

The goal of this block is to provide a foundation of leadership principles and styles that will enable an individual to become an effective leader.

Description

Leadership is a complex interaction between leaders, followers and the contexts they inhabit. This block explores the relationship between leaders and followers within various contexts.

Building leadership capabilities requires developing an understanding of foundational frameworks and principles of leadership. The challenge however is identifying the leadership principles one needs to learn and develop to be effective. Leadership is a reciprocal process that involves influence over individuals and groups to accomplish shared goals. The modules in this block highlight aspects of the processes that help leaders to influence groups in the accomplishment of shared goals.

There are two primary ideas that run through all the modules in this block. The first idea is that the way one leads is contextual. In a military environment, this means that a leader must be aware of the mission and the environment in which one is leading. The second idea is that leadership involves flexibility and adaptability. With this awareness, the leader then may adapt how they lead relative to the type of power, leadership style, team composition and other resources at their disposal. This block also highlights how communications can be enlisted in furtherance of shared goals.

Learning Objectives

1) Describe the difference between leader and leadership.
2) Recognise that leadership is at the intersection of the leader, followers, and the context.
3) Analyse how the foundational principles of leadership, leadership styles, and diversity and inclusion are integrated into leadership within military contexts.
4) Evaluate how to use different leadership principles and styles to be effective in various contexts.
5) Explain how to employ best practices in diversity and inclusion.
6) Employ effective communication techniques.

Issues for Consideration

a) What leadership frameworks must a leader need to learn to enable them to adapt and be flexible to situations in which they will lead?
b) How does a leader remain true to their natural tendencies but use the leadership frameworks to be an effective leader in the situations in which they will lead?
c) How does a leader recognise which leadership principles are needed in different situations to be effective?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.1.1 The Leadership Process and Its Foundational Properties

Goal(s)

The goal of this module is to examine some aspects of the leadership process and their relevance to miliary organisations.

Description

Leadership is often considered a complex and multidimensional phenomenon. As such, it is difficult to narrow down the foundational properties of leadership. In general, the foundational properties are mechanisms that the leader uses while in the process of working with a group to accomplish shared goals. One property that is necessary to consider is the relationship of power and influence on leadership. Power stems from one's ability to influence others individually and in groups.

Leaders must understand how to wield power and influence in an ethical manner to achieve their targeted outcomes. While there are accepted power dynamics, influence tactics are the specific actions that individuals take to attempt to motivate others in situations. Military leaders should recognise that analysing the situational context will be important to understanding the inherent power dynamics of those that wield influence and to identify specific tactics that may be more beneficial than others to achieve the intended outcome.

Another foundational property of leadership is there are formal and informal leaders. Formal leaders are those that are appointed or assigned leadership roles in an organisation whilst informal leaders may emerge based on the influence they have over others in a group. Military leaders must be attuned to this dynamic in their units to tap into the power and influence of the informal leaders, when appropriate, and shift the dynamic when the informal leader is not appropriately supporting the mission.

Learning Objectives

1) Describe the differences between the definitions of leader and leadership.
2) Explain the leadership process: leader, follower and context merging to create the process of leadership.
3) Describe the foundational properties of leadership: power and influence, situational contexts, formal and informal leadership roles.

Issues for Consideration

a) Why are the distinctions between leader and leadership important for military leaders?
b) How do foundational properties of leadership play a role in how one will behave and act in various situations?
c) Why is it necessary for military leaders to understand the properties of leadership (power, influence, formal and informal leadership)?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.1.2 Leadership Styles

Goal(s)

The goal of this module is to discuss common leadership styles and describe which leadership styles may be appropriate within various military contexts and situations.

Description

This module focuses on defining and examining various leadership styles. The module also focuses on how leadership style may vary based on the context and situation in which one is leading, particularly in the military.

Leadership styles are generally considered the manner and approach in which an individual provides direction and motivation for individuals or groups to work toward goals. As with many ideas in the field of leadership studies, there is debate on whether leadership styles are interchangeable. Some consider leadership styles to be fixed relative to the individual, while others argue that leadership styles can and should be adjusted based on the context and situation in which one is leading.

It is important to keep in mind that one's leadership style should also be based on what works best for their personality, character and values. Within the military, one's leadership style will need to align with the mission, the situation one is leading in, and the followers. There are numerous leadership styles that are studied and used throughout the world. Leaders should be familiar with many of the styles and understand the advantages and disadvantages of using each style. Leaders should consider the situation, leader and followers when deciding what style to use.

Learning Objectives

1) Identify five common leadership styles.
2) Analyse the dynamic nature of leadership styles and how one's style will vary based on the context, situation and followers in an environment in which one is leading.
3) Explain how leadership styles are related to leadership effectiveness in terms of results (accomplishment of the mission) and retention (taking care of one's people).

Issues for Consideration

a) How do you define leadership style?

b) How malleable should your personal leadership style be based on the situation in which you are leading?

c) Why is it necessary for military leaders to understand leadership styles?

d) How do leadership styles differ within military contexts from a civilian context? Are there particular leadership styles that are appropriate for leading in the military?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.1.3 Diversity and Inclusion

Goal(s)

The goal of this module is to discuss the value of diversity and inclusion to leading individuals and organisations.

Description

The terms diversity and inclusion are multifaceted and often individuals will inject their own personal experiences and meanings. Diversity, in a general sense, refers to the ways in which human beings construct differences. These differences can be based on demographic, cognitive, cultural, religious, socio-economic, geography or other factors.

Inclusion is when a leader, group or organisation actively seeks out, values and uses the knowledge and expertise of diverse members. To truly have an inclusive environment individuals must feel, notwithstanding their social status, that their perspectives and ideas are heard, considered and integrated. Essentially, inclusion is about individuals feeling as if they are a valued part of the group and that they are accorded the same dignity and respect by the majority group.

Diversity benefits an organisation as the diverse perspectives provide broader ways of analysing, interpreting and acting upon problems or accomplishing goals. However, diversity alone will not provide these broader perspectives, rather inclusion is necessary to ensure that the diverse ideas and perspectives are welcomed and integrated into how the group operates. Within the military, creating a diverse workforce that is supported by an inclusive climate establishes a force that is more apt and equipped to deal with the complexities of warfighting and even peacetime operations.

Learning Objectives

1) Define diversity and inclusion.
2) Examine why diversity and inclusion are important for leaders to understand.
3) Analyse the steps to create an inclusive environment.
4) Explain why diversity and inclusion are critical in a military environment.

Issues for Consideration

a) What is the difference between diversity and inclusion? How do diversity and inclusion operate together?
b) Why is it important to understand diversity and inclusion in the context of leadership?
c) What are some steps to create an inclusive environment?
d) Why is developing an understanding of diversity and inclusion important for military leaders?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Module 3.1.4 Communication

Goal(s)

The goal of this module is to highlight effective communication skills and their value to leadership effectiveness.

Description

Capacity to manage interpersonal communications efficiently and effectively is a pivotal ingredient in fostering relations and building trust within organisations. Leadership is unquestionably a matter of effective communication to convey shared vision and goals that require action, promote shared understanding and knowledge, as well as retain good relationships with other organisations. These elements of effective communication are critical to accomplishing the assigned mission, leading organisations and individuals.

Effective communication involves a myriad of components that include active listening, verbal and non-verbal cues, feedback and negotiations strategies that are used in the context of leading individuals and organisations. Ways of communication also include teaching, coaching, counselling and mentoring. Within the profession of arms, effective communication is critical to mission success. Communication within the professional of arms will be explored as well in other modules within this curriculum.

Learning Objectives

1) Explain how to communicate effectively.
2) Analyse techniques (verbal, nonverbal and para-verbal) that may be used effectively with different audiences.
3) Describe how to use feedback from others to adapt the message and communication style.
4) Use negotiation techniques in communication to achieve positive outcomes.
5) Explain how effective communication shapes organisational performance and may be used to avoid interpersonal, organisational, and inter-organisation conflicts.

Issues for Consideration

a) How does communicating interpersonally differ from communicating with larger groups?
b) How does one effectively communicate with larger audiences and adjust the intended message based on audience reactions?
c) How do cultural and linguistic differences affect communication?
d) How does one avoid interpersonal conflict through effective communication and use negotiation to effectively solve problems?
e) What are some of the differences between strategic communication in routine situations and crisis situations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.1.5 Resilience

Goal(s)

The goal of the resilience module is to provide an overview of what resilience is at the individual, team, organisational, institutional and societal levels. In addition, this module will provide strategies for developing resilience both in oneself and in others, as well as highlight the key role that resilience plays for the military.

Description

There is widespread use of the term resilience among policymakers, academics and practitioners. However, the term is often used without a comprehensive understanding of what it means in a particular context. In the military, developing resilience in oneself, others, teams and the organisation in which members operate is a key method to enable the individuals, teams and organisation to overcome challenging situations.

In general, resilience is defined as the ability to bounce back or rebound after a setback. Resilience is about successful adaptation following adversity. There is a growth component to resilience as it is more than returning to "normal" following an adverse event. Rather, it encompasses the growth and change that occurs as one overcomes an adverse event.

Resilience can be considered at the individual, team, organisational, institutional and even societal levels. While there are similarities in definition of resilience at each level of consideration, it is important to remember that resilience at the team, organisational, institutional and societal levels is more than the aggregate of the individuals within the group. Resilience in groups emerges as a function of dynamic processes that effect how the group operates as a collective to overcome the adversity. This may be linked to the value system and cultural dynamics of the group.

In a military context, each level of resilience is important. Individuals must build capacities to withstand and overcome the obstacles that they will face in operational situations. Teams must be equipped to adapt to the challenging environments and missions through which they must persist. The command (organisation) must be able to get through daily challenges that can diminish morale and persevere through major disruptions that can disrupt the safety of the command and the success of the mission. The institution (e.g., Navy, Army, Air Force) must remain flexible to be able to solve complex problems that require quick action and adjustment. Finally, military leaders and personnel are a key part of ensuring that societies are equipped with the right tools to resist or adapt to complex challenges that impact an entire community.

Learning Objectives

1) Describe the characteristics of resilience at the individual, team, organisational, institutional, and societal levels of consideration.

2) Indicate what resilience is in the military at each level of consideration.

3) Explain ways to build resilience in oneself, others, teams, organisations, and institutions.

4) Evaluate the role that military leaders and personnel play in helping societies to display resilience.

Issues for Consideration

a) What are different conceptualisations of resilience?

b) How does resilience operate differently at the individual and group level of consideration?

c) What are concerns with developing resilience in others, teams, and organisations?

d) How does resilience in the military differ in peacetime versus combat missions?

e) What is the role of military leaders and personnel in generating resilience in societies?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 3.2 Leading Individuals

Goal(s)

This block addresses how leaders will develop and acquire theoretical and practical understanding of leading others.

Description

This block focuses on the interpersonal relationship between leader and follower. Whilst one-to-one relationships are not typically the case in the profession of arms, nevertheless military leadership starts with the concept of leading the individual. Beyond self-development and self-care covered in theme one, leaders need to think about others within their organisational control and sphere of influence. They must understand how to meet the needs and expectations of their followers and/or subordinates to be successful as leaders.

Leading individuals involves learning a complex set of knowledge, skills and behaviours that help to create effective interpersonal relationships. Leaders employ reflection to gain awareness of the relationships with followers and the context. Therefore, to lead others it is essential to understand selected concepts of human behaviour, trust, aspects of justice, order and discipline, interpersonal conflict management and developing others.

Learning Objectives

1) Evaluate how aspects of motivation, personality, habits and roles influence leadership behaviours.
2) Describe how to foster an environment of trust.
3) Examine how aspects of justice, order and discipline influence leadership behaviours and military organisations.
4) Assess how to manage interpersonal conflicts.
5) Understand how to develop others.

Issues for Consideration

a) What do leaders need to understand about human behaviour as a benefit for teams and organisations?
b) How do leaders use individuals' similarities and differences to the advantage of the team?
c) What communication tools and behaviours foster trust?

d) How do you foster justice, good order and discipline and act as a role model for others?
e) What must leaders be aware of to manage interpersonal conflicts in their teams and actively engage in conflict resolution if necessary?
f) Why should (military) leaders be aware of conflicts in their teams and actively engage in conflict resolution/regulation if necessary?
g) What does developing others mean for (military) leaders? What is their responsibility, why and how?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.2.1 Human Behaviour

Goal(s)

The goal of this module is to present frameworks for understanding human behaviour that inform personal interactions between the leader and follower.

Description

Leadership is a complex interaction between leaders, followers and the situation in which they operate. Understanding the roots of human behaviour enables a leader to better predict and shape the behaviour of followers. This module draws on concepts of human behaviour developed in previous modules that were focused on self-leadership to consider how these same psychological factors manifest in the people being led. Effective leaders shape their leadership based on an understanding of individual differences among followers as expressed through concepts of personality. Additionally, effective leaders understand how to create purpose for followers and organisations through effective goal setting to set the conditions for optimal performance, which leads not only to organisational effectiveness but also to follower satisfaction.

Learning Objectives

1) Analyse the role that individual differences, described in personality models, play in driving an individual's perceptual and behavioural habits.

2) Demonstrate the strategies to effectively engage others based on their personality.

3) Explain the relationship among motivation, performance, satisfaction, and leadership effectiveness, to include relevant models of motivation (i.e., Maslow's Hierarchy, Herzberg's motivational hygiene, Expectancy Theory, the Operant Approach, etc).

4) Understand how to structure goals to maximise motivation and performance.

5) Describe the psychological factors that facilitate optimal performance.

6) Demonstrate the strategies to enhance organisations and environments to facilitate optimal performance.

Issues for Consideration

a) How do models of personality predict patterns of perception and behaviour?

b) What motivates human behaviour and how can leaders effectively tap into individual motivations to shape follower behaviour?

c) How can leaders optimise the structure of goals to maximise their impact?

d) What are the organisational and environmental conditions that facilitate optimal performance?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.2.2 Leadership and Trust

Goal(s)

The goal of this module is to discuss the relation between leadership and trust.

Description

Armed forces often perform tasks in life-or-death situations, which means that leadership and trust are essential aspects of the relationship between leaders and their subordinates. Trust in their leaders influences subordinates' motivation to accept the leader's will and to take risks. Trust serves not only as the glue that binds leaders to their followers, but it also provides the capacity for organisational and leadership success. Trust is most effective when it permeates a military organisation at all levels from top to bottom.

Understanding different dimensions of trust from both a theoretical and practical perspective enables leaders to better understand and handle not only the effects of leadership and trust, but also the effects of mistrust, which can reduce organisational and leadership effectiveness. Two qualitatively different theoretical perspectives of trust in leaders are: *relationship-based* and *character-based*. Common to both perspectives is that "trust is a belief or perception held by the follower"; it is not a property of the relationship or the leader *per se*. The relationship-based perspective focuses on the relationship of the leader-follower, that is, how the followers understand the nature of the relationship. Some researchers view trust in leadership operating according to a social exchange process. The exchange is ideally characterised by a high-quality relationship, care and consideration being central aspects of this relationship. From the character-based perspective, trust in senior leaders often depends on several factors to include *competence* (skills in a specific domain), *integrity* (possession of a set of principles that the trustor finds acceptable) and *benevolence* (the leader is believed to want to do good for the trustor), and *predictability*. It is argued that subordinates who believe that their superiors have these characteristics are more willing to put themselves at risk.

Learning Objectives

Relationship-based and Character-based

1) Describe relationship-based trust and discuss its implications to military leadership.

2) Describe character-based trust and discuss its implications to military leadership.

3) Discuss the pros and cons of relationship-based vs. character-based trust.

4) Discuss the implications of trust at different levels (personal, interpersonal, within the organisation).

5) Identify the causes of possible leaders' failures to build trust.

6) Describe ways that leaders can restore interpersonal trust.

Issues for Consideration

a) What role does trust play in professional relationships?

b) What can be done if there is lack trust in a leader?

c) What can be done as a leader if there is a lack trust in the subordinates?

d) Is it possible to manage confidentiality without compromising trust?

e) How can trust be generally pursued and evaluated in a cross-cultural organisation?

f) Is the concept of trust trans-cultural? If not, how is trust engendered and sustained in a cross-cultural organisation?

g) How do transformational leadership and toxic leadership behaviours affect trust between military leaders and their subordinates?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.2.3 Justice – Good Order and Discipline

Goal(s)

The goal of this module is to examine the relationship between justice and organisational effectiveness and define distributive and retributive justice.

Description

According to a widely accepted definition, just acts are those that give persons their due. Peaceful, durable and productive relationships within and between groups require agreement on what persons are due, and a sense that they are being treated fairly. Organisational leaders help create this agreement and sense of fairness, and therefore must possess the relevant disposition and practical wisdom—the virtue of justice. Leaders encounter at least two situations that require wise judgments about what persons are due. First, they must make judgments about distributive justice, discerning how to fairly distribute benefits and burdens. Given inevitable conflicts involving rights-based and consequence-based obligations, these judgements can prove difficult and controversial. Second and equally challenging are determinations of retributive justice, or fair punishments. Punitive harms such as austere conditions of incarceration and non-compensatory fines have traditionally been justified on retributivist and consequentialist grounds as good in themselves or as an effective and necessary means to attaining rights-related benefits to: i) deter a perpetrator from engaging in future wrongdoing; ii) reform a perpetrator and (iii) deter other would-be wrongdoers. Whilst essential for organisational effectiveness, like distributive justice, judgments about fair punishments are also complex and potentially divisive.

Learning Objectives

1) Describe organisational problems that can result from actual or perceived injustices.
2) Explain the role of leaders in establishing justice in organisations.
3) Describe situations in which distributive justice is at issue.
4) Describe how a leader might weigh competing obligations such as general/special obligations to individuals versus overall good consequences for the group in service of justly distributing benefits.
5) Explain the difference between retributive and consequentialist reasons for justified punishments.
6) Describe controversies associated with punishments meted out for retributive and general deterrence reasons.
7) Describe how leaders and subordinates should dispute possibly unjust decisions.

Issues for Consideration

a) How should leaders communicate their justice-related criteria and decisions?
b) Have you ever been in an organisation undermined by injustice? What did you do?
c) In military organisations, when is it just to disregard rights-based general or special obligations to maximise good consequences?
d) How can retributivism - punishing without recourse to good consequences - be justified?
e) Does punishing someone in order to deter possible wrongdoing unjustifiably treat the punished person as merely a means or tool to benefit society?

Learning Methods

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.2.4 Interpersonal Conflict Management

Goal(s)

This module seeks to empower leaders to manage interpersonal conflicts by examining factors that contribute to tensions and techniques to manage them.

Description

Conflict is a term used to describe opposing interactions among individuals. Conflict can range from minor disagreements to physical violence; however, conflict is a natural part of human interaction. Conflict can occur for a variety of reasons, including but not limited to sharing or competing for limited resources, individual or group differences, social class, objectives, goals, views, traditions, values and approaches. It is generally accepted that conflicts go through stages of escalation which become increasingly more difficult to manage.

Conflict management is the art of lessening tensions or resolving the problems arising among individuals or groups who are in disagreement with each other. Conflict management entails empowering leaders to resolve or regulate conflicts by drawing on available resources, such as professional coaching, counselling, care and assistance. Conflict management encompasses mediation skills, to include active listening, emotional intelligence, coaching and negotiation. Successful application of mediation skills fosters trust within teams and organisations, creates a common understanding of the situation, and develops positive approaches to conversation and disagreement within teams and organisations. Ultimately, leaders must realise that interpersonal conflict will naturally occur within teams and organisations. Because of this inevitable problem, they must learn the skills to address interpersonal conflict, which left unaddressed can impact performance of individuals, the team and the organisation.

Learning Objectives

1) Explain the benefits of conflict management for the leaders, individuals, teams, and organisations.
2) Describe mediation skills, such as active listening, emotional intelligence, coaching, negotiating, engaging in crucial conversations, fostering trust, common understanding and willingness to work on the conflict.
3) Analyse conflict situations and apply conflict management tools to sustainably resolve or regulate them.

Issues for Consideration

a) Why should leaders be aware of conflicts within and/or between individuals in their teams, and actively work to resolve and/or mitigate them?
b) What are the benefits of managing interpersonal conflicts to leaders, teams and organisations?
c) What communication style and tools support conflict resolutions?
d) What are the core skills for leaders to regulate interpersonal conflicts in their area/sphere of authority?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

References

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Module 3.2.5 Developing Others

Goal(s)

This module discusses the basic frameworks for developing others and specific approaches to developing those in a team.

Description

Underlying any developing others approach, leaders should draw upon the three domains of learning: cognitive, behavioural, and affective learning. To this end, leaders must first focus on building the individual's cognitive abilities (cognitive development). This is followed by providing the individual the opportunities to practice this knowledge through specific actions or behaviours (behavioural development). These behaviours then become habits which over time become values that impact who the individual is (affective development).

Experiential learning is a holistic learning process that enables individuals to learn, grow and develop complex capabilities. There are four components of the learning cycle: concrete experience, reflective observation, abstract conceptualisation and active experimentation. Concrete experience involves having an experience, which generates emotions. Reflective observation centres on analysing the emotions generated by the experience. Abstract conceptualisation moves to thinking about the experience which generates learning. Finally, during active experimentation, one tries out what they have learned. Leaders can utilise this approach to learn to enhance the development of those on their team by actively engaging and managing this cycle for those they lead.

Mentoring and coaching can also be employed to develop the specific skills followers need to improve. Mentoring is a reciprocal and collaborative at will relationship that most often occurs between a senior and junior employee for the purpose of mentee's growth, learning and career development. Often the mentor and mentee are internal to an organisation, professional coaching, on the other hand, involves a series of guided conversations between the coach and *coachee*. The coach employs skills of active listening, empathy and asking powerful questions to help the *coachee* progress toward their personal goals and find solutions to problems.

Learning Objectives

1) Explain broad developmental frameworks (domains of learning; experiential learning cycle) that leaders can use to develop others.

2) Describe specific developmental approaches and techniques (i.e., mentoring, coaching, feedback frameworks).

3) Analyse the difference between mentoring and coaching and when to use each developmental technique.

4) Describe the foundational components to coaching (active listening, empathy, asking powerful questions).

Issues for Consideration

a) Describe the role that developing others plays in leadership effectiveness (i.e., building up the team to achieve the mission).

b) What are the benefits and challenges that military leaders face in developing others?

c) How can evaluations be used to enhance development?

d) What communication style and tools support the development of others?

e) What are core skills for leaders to develop others?

f) How do you reach sustainable improvements in individuals, teams and organisations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 3.3 Leading Teams and Organisations

Goal(s)

The goal of this block is twofold. First, to provide a broad overview of the complexities of leading teams and organisations. Second, to present conceptual and theoretical tools that can be employed to lead teams and organisations in an effective manner.

Description

When thinking about the process of leadership, it is important to understand how one adjusts from leading individuals to leading teams and organisations. There are important components of leadership at the team and organisational level that differ from the individual level. Significantly, each team and organisation has a unique group dynamic and identity. Those dynamics and identity emerge from the relationships among individuals, the organisational culture (values, beliefs, stories, language, symbols) and climate (how people feel working in the organisation). To lead effectively, leaders must recognise that they have more influence on climate because of its transitory nature than on culture which is embedded into the foundation of the organisation.

The block begins by discussing organisational theory which lays a foundation for understanding team and organisational dynamics. Next, the block compares organisational culture and climate, and a leader's role in enhancing, generating and managing them. Finally, the block provides leaders with tools for leading in teams and organisations through a discussion of how to create a learning organisation, build cohesion, understand the diverse nature and contexts in which they operate, and enact change. Taken together, this block provides the foundational ideas necessary to understand team and organisational dynamics which then enhance a leader's capacity to lead them effectively.

Learning Objectives

1) Describe the challenges of leading teams and organisations.
2) Identify how to use principles of leading teams and organisations.
3) Apply organisational theories, organisational culture, learning organisations, cohesion, and culture awareness to leading teams and organisations in various situations.

Issues for Consideration

a) How is leading in teams and organisations different from building direct relationship with followers?
b) How does one lead effectively within teams and organisations?
c) What aspects of leading teams and organisations should a leader prioritise based on the situation in which they are leading?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.3.1 Organisational Theory

Goal(s)

The goal of this module is threefold: first, present an overview of organisational theory and how it helps us to understand leadership of teams and organisations; second, provide applications of organisational theory in a variety of contexts; and third, discuss how systems thinking helps leaders to understand how to lead teams and organisations as an interconnected network.

Description

Organisational theory is an umbrella term that includes several theories and concepts (e.g., organisational culture, climate, systems perspectives, motivational theories) that explain how organisational systems operate; more specifically, how organisations and the people within them operate.

In general terms, organisational theories can be grouped into three broad categories. *Rational Theories* take the perspective that the organisation is an instrument designed to attain specific goals using logical plans, impersonal rules and rational division of responsibilities among people in the organisation. *Natural Theories* view organisations as rationally constructed tools that are established to achieve specific goals. Natural theories can be based on social and human systems, human resource perspectives and organisational behaviour perspectives. *Open Systems Theories* focus on how both the internal aspects of the organisation are impacted and interact with the external organisational environment.

As there is not a definitive organisational theory, it is important to understand how each theory can be applied to any given organisation such as the military.

Learning Objectives

1) Define, distinguish and explain the following concepts: organisation, teams, organisational theory and systems thinking.
2) Describe a broad range of organisational theories that are relatable to those operating in military contexts.
3) Apply organisational theories to military contexts.

Issues for Consideration

a) How are organisations and teams related to one another?

b) What does organisational theory help to explain?
c) Why is it beneficial to study organisational theory in the military? How can organisational theories be applied in military contexts?
d) How is the military organisation different from other organisations?
e) What are some the advantages/strengths and disadvantages/weaknesses of the military variety of organisation relative to non-military organisations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.3.2 Organisational Culture and Climate

Goal(s)

The goal of this module is to discuss organisational culture and the interrelations and differences between organisational culture and climate. In addition, this module examines the role of the leader in shaping and changing organisational culture.

Description

Organisational culture is a complex and abstract phenomenon; however, it is useful for understanding the social dynamics of an organisation. Researchers liken organisational culture to the personality of the organisation. Organisational culture is generally considered the values, beliefs and patterns of behaviour that create a foundation for how the organisation operates. Organisational culture consists of following layers: macro culture (society or culture in which the organisation is operating); organisational culture (culture of the entire organisation); subcultures (shared values of teams, departments, units, personnel groups within the organisation); and microcultures (shared values in small groups of people within the organisation).

Whilst it is intangible, there are several ways to understand, evaluate and diagnose organisational culture. They include the following: learning and examining the focal organisation or group's myths and stories; learning about the symbols and artifacts; and considering the rituals and observing the language of the group. Each of these provide clues to uncover nuances about the focal group or organisation's culture.

Though related, organisational climate, on the other hand, is distinct from organisational culture. Organisational climate centres more upon the collective perceptions of individuals in the organisation relative to the organisation itself. Organisational climate emerges from how individuals relate to one another in the organisation. Organisational culture and organisational climate intersect at the subcultural level where individuals most often interact.

As with most aspects of organisational culture, the role that leaders play in shaping and shifting organisational culture is complex. Actions available for leaders to embed and influence organisational culture are twofold: primary (i.e., role modelling, allocation of resources) and secondary (i.e., rites and rituals, organisational

philosophy. Leaders have a more immediate and direct impact on organisational climate. Ultimately, leaders must be cognisant of both the culture and climate of the organisation in which they are leading. This awareness of the culture and climate allow the leader to manage culture and climate to ensure they are helping to propel the organisation in the appropriate direction.

Learning Objectives

1) Distinguish organisational culture and climate.
2) Explain the intangible aspects of organisational culture.
3) Identify techniques that directly and indirectly influence organisational culture.
4) Assess the role that organisational culture and climate play in a military context.
5) Describe how command climates can affect unit effectiveness and compliance with the ethics of war.

Issues for Consideration

a) Why is organisational culture abstract?
b) How can you identify and/or diagnose organisational culture?
c) What are ways to manage or shift organisational culture?
d) Identify cultural elements of the military units in which you have been immersed. How did that represent an aspect of the value system of the unit?
e) Can an organisation's culture and climate differ?
f) What causes a poor command climate, how does it undermine trust, and how can improvements be made?
g) Have poor command climates ever led to war crimes?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.3.3 Creating a Learning Organisation

Goal(s)

The goal of this module is to define a learning organisation and explain how to establish one within the profession of arms.

Description

A learning organisation is composed of individuals who want to continually expand their capabilities and capacities to create results that they desire. A learning organisation fosters continuous learning among its personnel and nurtures novel ways of thinking and executing functions. Creating a learning organisation goes beyond setting a clear vision, incentivising those in the organisation, and providing training. It is established by creating a culture and value system that accepts, enforces and creates opportunities for ongoing learning. Essentially, there is a growth mindset at the organisational level.

There are three considerations and/or processes to creating a learning organisation. The first is engendering a supportive learning environment. This involves creating a psychologically safe environment, establishing an inclusive atmosphere by appreciating differences of those in the group, being open to new ideas and providing time for reflection. Second is having in place concrete learning processes and practices within the organisation. This involves purposely focusing on information generation and dissemination, experimentation of new ideas and knowledge sharing and transference vertically and laterally in the organisation. Third is the leadership commitment to modelling the habits of a learning organisation by promoting dialogue, listening and, fostering questions, and listening among and between peers and subordinates.

Creating a learning organisation is especially important in the military profession as it enhances organisational agility and responsiveness in complex and dynamic operational environments by enabling those in the organisation to see alternative pathways and options to solve challenging issues.

Learning Objectives

1) Define a learning organisation.
2) Describe Senge's five disciplines of a learning organisation.
3) Explain how a learning organisation enables an organisation to adapt to a dynamic environment.
4) Identify the value of creating a military learning organisation.
5) Explain the role that leaders play in creating a learning organisation.

Issues for Consideration

a) What experiences have you had in a learning organisation or in an organisation that was the opposite of a learning organisation?
b) How can creating a learning organisation enhance performance?
c) What is the culture like in a learning organisation? What is the climate like in a learning organisation?
d) Why is creating a learning organisation a competitive advantage to military organisations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.3.4 Team Development and Cohesion

Goal(s)

The goal of this module is to describe team formation and ways to develop a team. In addition, this module highlights the value and pitfalls of team cohesion and its relevance in the military.

Description

Teams are generally identified as a group of individuals operating together toward a single overarching goal. Team development tends to go through natural phases to operate as a cohesive unit. Those phases include forming, storming, norming, performing and if necessary, adjourning. High performing teams typically go through this process relative to new tasks or missions as well as during initial formation. It is important to allow those phases to unfold sequentially as it enables the team in the face of a new mission/goal to come to agreement and understanding more efficiently, and as such help to improve performance.

Cohesion is another critical aspect of teams. Cohesion refers to the forces that create a bond among members of a team. It is multidimensional consisting of the following: social cohesion (bond among group members), task cohesion (group commitment to a goal or task) and group pride.

In the military, cohesion can be both an asset and a liability. The benefits of cohesion with regards to team performance are well known and not in dispute. Less known however are the unintended consequences of too much cohesion such as: groupthink (diminished diversity of thought); overbounding (the group is unwilling to accept help from the outside), and mistaken beliefs regarding the leader's intent. Military leaders should be aware of the value of cohesion and the potential pitfalls of generating an overly cohesive unit. This understanding will help the leader to create a healthy environment from which teams can develop to achieve mission success.

Team dysfunction can be common and stems from several factors. The foundational reasons for dysfunction include the following: absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. At the heart of most team dysfunction is an absence of trust. The stages of team development (forming, storming, norming, and performing) serve to create a foundation for trust, and thus are essential to minimise dysfunction.

Learning Objectives

1) Explain the typical stages of team development.
2) Describe how to create opportunities for teams to go through this natural development process.
3) Identify the dysfunctions of a team and ways to mitigate those dysfunctions.
4) Define cohesion and why it is important in military settings.
5) Identify the potential pitfalls with cohesion and ways to mitigate those pitfalls.

Issues for Consideration

a) What are your experiences with team or unit development in the military? Do those experiences align with the typical stages of team development?
b) Why is cohesion important for team performance?
c) Why is team cohesion important in the military?
d) What are potential issues with an overly cohesive team? How can you prevent those issues from occurring?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.3.5 Cultural Awareness

Goal(s)

The goal of this module is to define cultural awareness and cultural intelligence, particularly in military contexts.

Description

Cultural awareness takes time and commitment to understand and develop. A starting point is to understand the following: meaning of cultural awareness, different ideas that relate to cultural awareness, and how to develop cultural awareness. Cultural awareness fundamentally is a recognition that everyone has different values drawn from our diverse socio-economic and cultural backgrounds. Cultural awareness is important because the way each person interprets and evaluates situations may be shaped by the person's unique background. Cultural awareness has two components i) awareness of one's own values and beliefs, how those are shaped by our unique cultural backgrounds and how those shape our perceptions of situations and ii) flowing from the first component that everyone will view and interpret situations and phenomena through lenses from their personal values, beliefs and cultural backgrounds.

Being culturally aware requires cultural intelligence (CQ). CQ is considered one's ability to be aware of, relate to and work effectively with individuals of diverse cultural backgrounds. CQ relates to both domestic and international cultural awareness. CQ is considered a multidimensional construct that includes metacognitive, cognitive, motivational, and behavioural dimensions.

Another related concept to cultural awareness is cultural competence. Cultural competence consists of the following: i) cultural awareness - recognition that everyone has a different cultural background and viewpoint that shape their perspectives; ii) cultural knowledge - knowledge of other cultures, worldviews, and expectations and iii) cultural skills - ability to act in a culturally sensitive and relevant manner.

In the military, cultural awareness, cultural intelligence and cultural competence are of the utmost importance for numerous reasons. Military personnel interact with a variety of individuals from diverse cultures across the globe. Thus, to work effectively across cultures military personnel must be equipped with the tools to enable

them to navigate and interact successfully across cultures. A similar logic applies to engagements domestically and inside one's organisation.

Learning Objectives

1) Define cultural awareness, cultural intelligence, and cultural competence.
2) Identify the relationship between cultural awareness, cultural intelligence and cultural competence.
3) Analyse the value of developing cultural awareness, cultural intelligence and cultural competence in military personnel.
4) Recognise ways to develop cultural awareness, cultural intelligence and cultural competence.

Issues for Consideration

a) What is the difference between studying about differing cultures and being culturally aware and intelligent?
b) What are the pitfalls to a lack of cultural awareness?
c) How do you develop cultural awareness?
d) Why is it important for military personnel to become culturally intelligent rather than just studying about the different cultures in which they will be immersed?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 3.3.6 Change Management

Goal(s)

The goal of this module is to equip military leaders with the knowledge and skills necessary to navigate the complex landscape of organisational change within a military context.

Description

Successful military organisations are constantly adapting to current and anticipated threats. In Module 3.3.3 leaders examined how to create a learning organisation; however, implementing lessons learned requires organisational and individual changes. Individual and organisational change is often difficult. However, it is possible for leaders to achieve organisational changes if they understand the barriers to change and apply proven strategies for managing change. Therefore, in this module leaders will learn about change management.

Change management refers to the structured and intentional process of planning, implementing, and guiding an organisation or individuals through significant shifts in their strategies, processes, structures or cultures. It is a systematic approach aimed at ensuring that transitions are smooth, efficient and effective while minimising disruptions and maximising positive outcomes. Change management involves understanding the need for change, preparing for it, managing resistance, and ultimately facilitating the successful adoption of new ways of doing things.

Change management models and frameworks, such as the Lewin's Change Management Model, Kotter's 8-Step Change Model or the ADKAR Model, provide structured approaches to guide organisations through the complexities of change. Ultimately, effective change management is essential for organisations to remain agile, innovative and competitive in an ever-evolving world.

Learning Objectives

1) Assess the external and internal environment factors influencing organisational activities and predict the need for change.

2) Describe change management models and methods.

3) Explain individuals' reaction to change and techniques to overcome resistance to change.

4) Describe strategies to manage change using modern technologies and applying models of change management.

Issues for Consideration

a) What determines the need for change implementation in military processes?

b) What are the main reasons for resistance to change and how can they be overcome?

c) What are important stages of change implementation?

d) How does one determine the best change management strategy for a given situation?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Theme 4 – Leadership in the Profession of Arms

Goal(s)

The goal of this theme is to provide understanding on how to lead effectively within the profession of arms.

Description

The profession of arms is unlike any other profession because of the unique missions its members perform and the potential lethality of operations. Leading in the profession of arms requires building trust with other military members and the society they serve. Therefore, the uniqueness and complexity of leading within the profession of arms require leaders to consider topics and issues that are not typically found in traditional leadership studies. Theme 4 will examine the application of leadership skills within the profession of arms and consider situations that demand extraordinary character and deep thinking from its leaders.

To begin, leaders will explore topics that are foundational to military leadership, including the profession of arms, civil-military relations and preparing military organisations to carry out operations. The complexity of those operations, coupled with an increasing scope of responsibility as leaders progress from tactical to strategic leadership, requires various complex thinking skills covered in this theme. Additional topics in this theme include leading in cross-cultural contexts and contemporary issues such as the modern information environment.

Learning Objectives

1) Analyse how leading in the profession of arms differs from other leadership contexts.
2) Evaluate how thinking skills are used to lead in complex military contexts.
3) Assess the similarities and differences between leading at the tactical, operational and strategic levels of the military.
4) Examine leadership challenges posed by contemporary issues in the military.

Issues for Consideration

a) What characteristics of the profession of arms require military leaders of impeccable character?
b) Why is leading in the profession of arms different that leading in other contexts?

c) How have technology and modern warfare changed what is necessary to effectively lead military organisations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises and reflective journaling.

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Block 4.1 Foundations

Goal(s)

The goal of this block is to provide a broad overview of the foundational topics that are unique to leading military organisations.

Description

Effectively leading individuals, teams and organisations within the profession of arms demands a nuanced grasp of distinct aspects that differentiate the military from civilian entities. The identity of the military as a profession hinge upon leaders comprehending the critical tenets of expertise, jurisdiction and legitimacy that underpin a professional military. Within this paradigm, military leaders must also navigate the intricate relationships between military institutions and the societies they are charged to serve and protect. This interplay between military professionalism and civil society defines the context in which military leaders operate.

This block delves into the multifaceted foundations of leading within the profession of arms including the critical aspects of civil-military relations, military leader competencies, risk management, military readiness and the fundamental principles of the law of armed conflict. Participants will gain a comprehensive understanding of the unique role and responsibilities of military leaders within the context of modern society.

Learning Objectives

1) Analyse the military as a profession.
2) Describe how civil-military relations shape leading a military organisation.
3) Identify the competencies necessary to lead in the profession of arms.
4) Apply risk management strategies.
5) Evaluate ways to prepare individuals and organisations for military operations.
6) Analyse how leaders use the law of armed conflict in military operations.

Issues for Consideration

a) What are the values, virtues, and characteristics that are integral to the military profession, independent of the specific country or type of political system?
b) Why are civil-military relations important within the profession of arms?
c) How may leaders balance risk management with mission accomplishment?
d) Why should leaders focus on the readiness individuals and organisations?
e) How does military professionalism relate to the law of armed conflict?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.1.1 The Military as a Profession

Goal(s)

The goal of this module is to describe the unique nature of the military profession.

Description

A profession is a disciplined group of individuals who adhere to ethical standards, are self-governing and are accepted by the public as possessing special knowledge and skills in a widely recognised body of knowledge. Professionals apply this knowledge and exercise these skills in the interest of others. Elements of a profession include the following: expertise, jurisdiction, legitimacy and an ideology of service to others.

The unique expertise of the military is the employment of combat power to defend the nation. Members of the profession of arms gain expertise through extensive training, education and experience. Those learning experiences also provide opportunities to develop, practice and embody professional characteristics and virtues such as discipline, courage, wisdom and justice. Much of this cultivation and inculcation must be done in professional military education. Military leaders in particular are responsible for upholding unique expert knowledge, providing an unquestionable service to the larger society and abiding by a public code of ethics as other professions such as medicine and the law. In this module, leaders will examine what it means to be a member of the profession of arms and their roles in sustaining the profession.

Learning Objectives

1) Describe the elements of specialised education, training and legal qualifications associated with membership in a profession. (Expertise)
2) Identify those values, virtues and characteristics that all defence professionals, civilian and military, ought to embrace and practice as they lead defence establishments in democratic societies.
3) Describe the ideal professional identity of military leaders.
4) Differentiate between ad bellum and in bello ethical requirements within the military profession.
5) Analyse how a known code of ethics leads to societal esteem for a profession. (Legitimacy)

6) Describe the role played by strict oversight and/or self-regulation in that knowledge that characterises a way of life within a profession. (Jurisdiction)

Issues for Consideration

Many of the modern approaches to defining a profession are derived from German sociologist Max Weber's and French sociologist Emile Durkheim's work about professions and bureaucracies. Their work focused primarily on the acquisition of specialised knowledge or expertise required to be a member of a profession. American sociologist Andrew Abbott built upon this work by introducing professional jurisdiction which provides oversight of that profession's knowledge. Later researchers added elements that led to the legitimacy of professions in the eyes of society at large. These factors included, but are not limited to, ethical codes, self-governance and high standards of professional excellence. Understanding the elements that constitute a profession are a requirement for professionalising any field of work—to include the military.

a) How does the requirement for expertise and abstract knowledge acquisition (education) in a profession differ from non-expert, quickly learned on the job knowledge in a trade (training)?
b) How does legal jurisdiction—state legislation designed to govern the professions through oversight—differ from public jurisdiction—an understanding of the world in such a way as only that profession has the expertise to legislate?
c) What constituents must be served by a profession's code of ethics? Is the public interest prioritised over the interests of members of the profession?
d) What are the values, virtues, and characteristics that are distinct to democratic political systems, and thus apply to all public servants in such systems, including military professionals?
e) How can military establishments develop and nurture those values, virtues, and characteristics in their members? What role does professional military education play in this process? What aspects must be pursued by the individual military member, as part of his/her own personal professional development?
f) How do these military values, virtues, and characteristics apply to civilian members of a defence establishment? In what ways ought the values, virtues, and characteristics of civilian career professionals be similar or different from those of their military counterparts?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.1.2 Civil-Military Relations

Goal(s)

The aim of this module is to describe civil-military relations and approaches to its study.

Description

Broadly speaking, civil-military relations encompass the interactions between the armed forces, the state and the society whom both entities serve.[1] These interactions are fraught with tensions. As one scholar described: "formally civilians control the military but informally the military has the potential to overthrow them at any given time."[2] The challenge of asymmetrical power is at the heart of civil-military relations, and it is not a problem unique to liberal-democratic regimes. Non-democratic regimes also face this challenge. What perhaps distinguishes civil-military relations in both regimes hinge on how the relations between the armed forces and their civilian overseers are structured and managed.

There isn't a standard form of civil-military relations even among liberal-democracies nor is the set of relations unchanging within a given country.[3] Each expression of civil-military relations therein has evolved and been shaped by a multitude of factors including national histories, culture and the country's geo-political environment.

Three principal approaches to the study of civil-military relations can be found in the academic literature. The institutional approach is closely linked to Samuel P. Huntington and his book, The Soldier and the State (1957). Huntington argues that civilian control of the armed forces hinged on the balance between "objective and subjective civilian control", with greater emphasis placed on "objective civilian control". The sociological approach is associated with Morris Janowitz and his book, The Professional Soldier (1960). In contrast to Huntington, Janowitz advocated "imbuing the armed forces with the norms and expectations of society" and engendering greater interconnectedness between them and society. A recent explanation of the civil-military *problematique*, as he put it, is Peter Feaver's book: Armed Servants: Agency, Oversight and Civil Military Relations (2003). Adopting a rational choice approach, Feaver conceptualises civil-military relations in terms of

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1   Owens,"Civil-Military Relations," p1.

2   Gaub, "Civil-Military Relations: The Basics," p9.

3   Owens, p2.

a principal-agent theory: the principal being the state whilst the armed forces constituted the agent.

By themselves, the foregoing approaches have been found wanting as each has its strengths and weaknesses. Regardless, developing a unified theory of civil-military relations remains an ongoing research concern for students of the discipline.

Learning Objectives

1) Describe the civil-military relations *problematique* and how and why, in the first place, it is a problem?

2) Analyse how to maintain equilibrium in the face of tensions between the military and their civilian overseers.

3) Explain the pros and cons of objective and subjective civilian control.

4) Distinguish between professionalism and professionalisation.

5) Identify and justify the appropriate civilian institutions responsible for oversight of the armed forces.

6) Explain the importance of fostering greater interconnectedness between the military and society?

7) Describe potential reasons for any gaps in civil-military relations in your country.

Issues for Consideration

a) How does globalisation impact civil-military relations within a country?

b) How does a country's geo-political environment shape its civil-military relations?

c) How can the privatisation of military forces - Blackwater, Wagner Group - affect civil-military relations?

d) Against the background of objective and subjective civilian control, what does an optimal civil-military relations look like?

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Module 4.1.3 Military Leader Competencies

Goal(s)

The goal of this module is to examine the competencies necessary to lead effectively in the profession of arms.

Description

The competency-based approach to leader development has several advantages. Chief among them is the alignment of behaviours to an organisation's mission, standards and expectations. When individual competence is directly tied to organisational needs, performance management and evaluation becomes easier. Training and development can be designed against measurable gaps in performance. Behavioural interviews and testing can make for more effective selection processes. Career paths and succession planning become much clearer when competencies are specified, understood and measured.

Themes one through three in this reference curriculum encompassed subjects that contribute to military leader competencies. Theme 1 focused primarily on the individual characteristics necessary to become an effective leader. Theme 2 explored the values and principles that influence how one leads and Theme 3 broadly examined how to lead. In this module, leaders will examine how the knowledge and skills from those themes are employed in competency models that guide the development of military leaders.

A competency is often defined as a group of knowledge, skills, abilities and attitudes that enable performance. Competencies are essential for an individual to perform their tasks successfully, contribute to their organisation's goals, and excel in their role. A set of competencies grouped together forms a model that depicts knowledge, skills, abilities and attitudes necessary to succeed in a particular role or profession. Competency models can vary widely depending on the industry, organisation, or specific job roles. These models may also serve as the basis for evaluating individual performance.

In the profession of arms, leader competency models are used to articulate the attributes leaders should embody, the competencies leaders should possess and as a basis for leader development and performance evaluation systems.

Learning Objectives

1) Analyse the similarities and differences between various leader development models.
2) Identify the competencies that best serve the leadership needs of an organisation.
3) Identify differences in competencies associated with tactical, operational and strategic-level leadership.
4) Explain how to develop performance evaluation metrics associated with leadership competencies at various levels of an organisation.
5) Apply the competency-based approach to leadership in an organisation.

Issues for Consideration

a) Why is important for a military organisation to have a leader development model?
b) What is the relationship between a competency model and a profession?
c) What are some of the challenges associated with implementing a competency model in the profession of arms?
d) Why should the performance evaluation system be aligned with the competency model?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.1.4 Risk Management

Goal(s)

The goal of this module is to provide an overview of risk mitigation strategies employed by leaders.

Description

A fundamental aspect of leading is making decisions about how to proceed in uncertain situations that may result in unacceptable outcomes. Risk management is a process that methodically includes identification of the risks to the mission, personnel and equipment, the assessment of the risk level and application of strategies to mitigate the risk to an acceptable level. A risk is the probability and consequence of an event causing harm to something valued[4]. Risk is inherent in most military and civilian activities. Leaders must consider the **probability** and **severity** of harm before the activities occur. Even when there is high probability and severity, leaders must concern themselves with how to mitigate risk while still accomplishing the mission.

Risk appraisal occurs first, allowing the leader to understand the likelihood and severity of the risks. In the military context, there is an optimal decision window in which risks can adequately be managed and a forced, suboptimal decision window that allows the least amount of flexibility to manage risks. All members of the organisation are active participants in this process of identifying, appraising, and managing risks. Leaders must also encourage an organisational climate that prevents members from accepting unnecessary risk and encourages timely communication about risks.

Risk controls are actions or procedures taken to mitigate or eliminate risk. Developing adequate controls is an important part of the risk management process. If sufficient controls are not possible to mitigate the risk, the risk decision should then be elevated to the next level commander to either assume the risk or alter the activity. Leaders must allow for adequate time for all of the risk management steps to occur during the planning process as well as allowing time for their subordinates to appropriately execute the proposed mitigation steps. Effective risk mitigation brings the levels of risk to acceptable levels that allow for persistent realistic and safe training and execution of the mission.

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4   Arnhart & King (2018), "Are we there yet?"

Finally, leaders must establish an adequate mechanism that captures the mitigation measures and lessons learned so that as many members of the organisation have access to the products of the process and can utilise previous knowledge in future risk mitigation. Proper risk management provides long-term strategies to sustain operations and are a moral imperative of the leader, who must carefully balance risk necessary to accomplish the mission and the safety of the personnel and equipment.

Learning Objectives

1) Describe the three components of risk analysis.
2) Analyse how the timing of decision-making impacts risk analysis.
3) Describe the five components in the risk management process and the steps in each component.
4) Describe the risk mitigation matrix and what it provides the leader.
5) Identify risk controls.
6) Apply the risk management process when planning and executing military operations.

Issues for Consideration

a) How may leaders mitigate risks?
b) What are important considerations in conducting risk analysis?
c) How is the risk management process shared?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection, and reflective journaling.

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Module 4.1.5 Military Readiness

Goal(s)

The goal of this module is for leaders to understand how to develop and sustain a ready unit.

Description

Definitions of military readiness vary; however, readiness is commonly understood as a measure of how prepared a military organisation is to carry out assigned missions. Readiness may also be conceived as the ability to produce, deploy and sustain military forces that will perform successfully in combat. Whether viewed from the strategic, operational or the tactical level, the components of readiness are the same: manning, equipping and training units. A ready unit has the right mix of personnel with the right equipment and is trained to a high-level for the missions the unit is expected to perform. Ensuring a unit reaches and maintains a high level of readiness is among the most difficult challenges that military leaders will encounter while also being one of the most critical responsibilities within the profession of arms.

Military units typically progress through three stages of readiness. The first stage is providing training to enable individual task performance. The second stage focuses on improving individual task performance and training collective task. Units are often tested on mission performance and certified for deployment during this stage. In the third stage, additional training and equipment maintenance ensure that the unit remains ready for deployment. Throughout these stages, leaders play a significant role in planning, resourcing, and overseeing the preparedness of personnel, equipment.

Military readiness at the strategic level must be exercised carefully. Plans should be created to communicate priorities and risk tolerance within the context of military strategies which are derived from the national strategy. Leaders at every level must report the force readiness and recommend options to mitigate readiness challenges. Analytics for measuring and improving readiness should be incorporated wherever possible. Standardised reports can aid strategic decision makers in implementing readiness plans.

Learning Objectives

1) Describe how militaries approach readiness.
2) Explain the factors that contribute to training readiness, personnel readiness and equipment readiness.
3) Analyse how long-range and short-range training plans contribute to readiness.
4) Explain how to plan a sequence of individual and collective training events that will prepare a unit for a mission.
5) Explain how readiness is measured at the tactical, operational and strategic levels.

Issues for Consideration

a) What challenges must leaders overcome to ensure a unit is adequately staffed and has a high level of personnel readiness?
b) How can leaders generate and sustain readiness when resource shortages constrain training and equipment maintenance activities?
c) What indicators show that unit readiness may be declining?
d) At the strategic level, how do leaders balance the need to ready units with force modernisation efforts?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Leadership and Ethics Reference Curriculum (LERC) Meeting, Vienna, June 2022

Module 4.1.6 The Law of Armed Conflict

Goal(s)

The goal of this module is to describe the law of armed conflict, its significance and implications for the conduct of military operations.

Description

This module deals with the law of armed conflict also known as international humanitarian law or jus in bello. It is an area of public international law of critical importance to all military professionals. The overarching aim of the instruction is to explain and discuss how the law of armed conflict relates to the conduct of military operations regardless of the operational domain: land, air, sea, space or cyberspace. In meeting this aim, the instruction will address both the conduct of hostilities, which includes the means and methods of warfare, and the protection of the victims of war.

Learning Objectives

1) Explain the law of armed conflict principles and rules affecting the conduct of military operations. This includes both Hague Law (i.e., conduct of hostilities) and Geneva Law (i.e., principles and rules protecting the wounded, shipwrecked, prisoners, and civilians during armed conflicts).
2) Assess why compliance with the law of armed conflict is important in the conduct of military operations.
3) Analyse command responsibility under the law of armed conflict.
4) Evaluate how emerging technologies such as artificial intelligence, lethal autonomous weapons, cyber weapons, etc. are treated under existing legal frameworks under the law of armed conflict.

Issues for Consideration

a) What is the law of armed conflict and what are its sources? When does the law of armed conflict apply?
b) What are the important legal frameworks in understanding and applying the law of armed conflict to military operations? To whom does it apply?
c) What are the rights and obligations of the parties to an armed conflict as well as impacted civilians? What are the rights and duties of the parties during a belligerent occupation?
d) What are the duties and responsibilities of military leaders during an armed conflict?
e) How is the law of armed conflict enforced and accountability ensured?
f) How does the law of armed conflict address the use of emerging technologies? Is existing law sufficient to regulate new technologies, such as cyber capabilities, lethal autonomous weapons systems, hypersonic missiles, biotechnology, etc.?

Learning Methods

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 4.2 Thinking Strategically

Goal(s)

The goal of this block is to provide an overview of different ways of thinking and their implications for operational effectiveness and leadership.

Description

Globalisation and modern technologies have created multifaceted contexts that require different ways of thinking to better understand and lead in Volatile, Uncertain, Complex and Ambiguous (VUCA) environments.

Volatile means that things change rapidly without a clear predictable trend or pattern.

Uncertain means there are frequent disruptive changes. The past is not a predictor of the future.

Complex means that issues have multiple, interdependent causes.

Ambiguous means that there is little clarity about what is real or true.

Through professional military education and experience, leaders need to acquire thinking skills and knowledge to navigate VUCA contexts and as such be less reactive to circumstances. Thinking strategically is a purposeful process of sorting through and analysing critical information to arrive at the best possible and achievable outcome to an issue. It is intended as a framework to identify which information is missing and needs to be acquired to support effective and efficient decision-making. Thinking strategically requires employment of complex analytical and decision-making skills and knowledge such as systems thinking, critical thinking, creative thinking and cross-cultural awareness to enable the achievement of desired results.

This block consists of several modules that explore various forms of thinking and how those skills may be used in contexts that require thinking strategically. Together they strengthen the capacity of leaders to understand and navigate complex security environments.

Learning Objectives

1) Describe thinking strategically and its component parts.
2) Analyse the difference between thinking strategically and linear thinking.
3) Identify the advantages of implementing a consolidated process of thinking strategically within the military.
4) Explain how to implement thinking strategically at different organisational levels.
5) Identify the benefits of implementing critical, creative and systems thinking vice linear thinking.

Issues for Consideration

a) What is the role of the overall strategic leadership in NATO?
b) How could a strategic leadership programme be implemented?
c) How could strategic leadership objectives be measured?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.2.1 Critical Thinking

Goal(s)

The goal of this module is to examine the implications and benefits of critical thinking to the profession of arms and particularly to operations.

Description

Critical thinking is an essential component of thinking strategically as it allows thinkers to improve the quality of their thoughts and arrive at the best solutions. Critical thinking is the process of taking charge of the structures inherent in thought and imposing intellectual standards on them. To achieve this, critical thinkers need basic cognitive elements to construct their reasoning. The disposition to think critically is characterised by truth-seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness and maturity of judgment.

In the profession of arms, critical thinking is particularly important due to the uncertain and complex environments in which military leaders operate. As a component of thinking strategically, critical thinking helps leaders to consider various solutions to complex problems. As such, this module emphasises the significance of critical thinking as an essential analytical skill and attribute of leadership.

Learning Objectives

1) Explain the implications of critical thinking for fact-checking and strategic planning.
2) Describe how to implement critical thinking at different levels (personal, interpersonal, organisational, strategic).
3) Identify biases and assumptions that hinder critical thinking.
4) Assess how leaders' shortcomings in critical thinking may contribute to operational failures.

Issues for Consideration

a) What is the role of critical thinking in an organisation such as NATO?
b) What could NATO do to increase critical thinking throughout the organisation?
c) How could critical thinking be evaluated in an organisation such as NATO?
d) What are some of the challenges associated with developing military leaders' critical thinking skills?
e) How can military leaders foster a culture of critical thinking in their organisations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.2.2 Creative and Lateral Thinking

Goal(s)

This module discusses the importance of creative thinking for leading in the profession of arms.

Description

Creative thinking refers to techniques of enlisting people skills and abilities to examine problems from different angles and developing a creative plan to address them. It consists of reasoning flexibility and the ability to devise different solutions to the same problem. The most efficient way to obtain a creative solution is *lateral thinking*, which refers to a manner of solving problems using an indirect and creative approach through reasoning that is not immediately obvious. Lateral thinking involves identifying personal constraints, searching in less obvious areas and employing other lines of reasoning to develop a solution.

A person who knows how to use creative thinking can connect seemingly distant and disparate ideas and find new solutions. These thinkers consider the elements characterising a situation, identify the relationships between the elements and possess the capacity to organise them in a different way. Creative thinking and innovation are linked. In today's fast-paced and rapidly changing world, individuals who can think creatively and laterally are necessary to plan and execute military operations.

Learning Objectives

1) Describe the creative thinking process.
2) Explain how to foster a culture of creativity.
3) Explain the implications of creative thinking at different levels (personal, interpersonal, organisational and strategic).
4) Describe how to implement creative thinking at different levels.
5) Analyse the possible causes of leaders', therefore military organisations', failures related to not implementing creative thinking.

Issues for Consideration

a) What is the role of creative thinking?
b) What could the military do to increase creative thinking through the organisation?

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c) How could creative thinking be implemented and evaluated in a military organisation?

d) How could you measure the use of creative thinking and the relative benefits?

e) What characteristics of military culture may inhibit creative thinking?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.2.3 Systems Thinking in VUCA

Goal(s)

This module discusses the importance of systems thinking in a Volatile, Uncertain, Complex and Ambiguous (VUCA) operating environment.

Description

Military leaders are responsible for making critical decisions that can have significant impacts on their organisations, their personnel and the overall mission. However, in today's rapidly changing operational environment, making informed decisions can be difficult. This is where systems thinking comes into play. Systems thinking is an approach that recognises the interconnectedness of different parts of a system and the impact that changes in one part can have overall. In the military context, systems thinking involves understanding how various elements, such as personnel, equipment, training, logistics and intelligence interact with each other to achieve mission success.

Systems thinking is particularly useful in a VUCA environment, where threat prevention is uncertain, conflicts are unpredictable and the ability to defend national or international interests may be constrained. In these situations, the relationship among the different elements is critical. Military leaders who adopt a systems thinking approach are better equipped to identify and analyse the underlying causes of problems, rather than just the symptoms. They can also anticipate and mitigate unintended consequences, recognise potential trade-offs and identify leverage points to achieve desired outcomes.

Learning Objectives

1) Describe systems thinking and its associated benefits.
2) Distinguish between systems thinking and linear thinking.
3) Describe the implications of systems thinking at different levels (personal, interpersonal, organisational and strategic) and its role in leading in a VUCA environment.
4) Explain how to implement systems thinking within a political and bureaucratic context.
5) Explain how to implement systems thinking at different levels.
6) Analyse the risks associated with not using systems thinking in VUCA environments.

Issues for Consideration

a) Why is systems thinking in a VUCA environment important for the military?

b) How could we develop and evaluate systems thinking in an organisation such as NATO?

c) What are the differences between systems thinking and other decision-making approaches?

d) How does systems thinking complement creative and critical thinking?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.2.4 Applying Systems Thinking in Institutional (Political and Bureaucratic) Contexts

Goal(s)

The goal of this module is to connect systems thinking to leadership in political and bureaucratic contexts.

Description

Military organisations exist and operate within political and bureaucratic contexts. Most often they must function within whole of government approaches to operations and defence strategy. Therefore, whether leading at the tactical, operational or strategic level, military leaders must understand how to enlist systems thinking to understanding and navigating the multiple levels of the political and bureaucratic landscape in which they are participating and leading. Application of systems thinking in such contexts is commonly referred to as institutional thinking.

Institutional thinking is a form of systems thinking that can help leaders to understand the relationships between different actors and organisations, and the factors that drive their behaviour. By taking an institutional thinking approach, leaders can identify the underlying causes of problems and develop more effective strategies to address them.

Leaders may need to navigate multiple political and bureaucratic stakeholders with competing interests and objectives. Institutional thinking can help leaders to understand the various political, bureaucratic and social systems at play and how they interact with each other. This can allow leaders to identify areas of common ground and to develop solutions that are acceptable to all parties involved. Using system thinking leaders can identify the various parts of the bureaucracy that are implicated in each situation, how they interact with each other and the potential impact of their actions on decision making. Institutional thinking is a necessary and essential skill and knowledge to have in leading military organisations effectively in the contemporary security environment.

Learning Objectives

1) Describe the implications of systems thinking in political and bureaucratic context.
2) Explain how to implement institutional thinking at different levels to lead the military within political and bureaucratic contexts.

3) Analyse the causes of possible failures related to not implementing institutional thinking in political and bureaucratic contexts.

Issues for Consideration

a) How can military leaders use institutional thinking to overcome barriers in political and bureaucratic contexts?
b) Why is institutional thinking in political and bureaucratic contexts important for a military organisation?
c) How does institutional thinking help leaders navigate the territoriality of political obligations in a bureaucracy?
d) How does understanding the political landscape and bureaucracy improve leaders' decision making and improve the outcomes of military operations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.2.5 Cross-Cultural Thinking

Goal(s)

The goal of this module is to convey the importance and contribution of cross-cultural awareness to the success of military operations.

Description

In today's global security environment, cultural competence is a crucial leadership skill. Military engagements abroad frequently demand working in multinational coalitions and among local populations. Those engagements present a formidable challenge to both military personnel and civilians alike. The success of missions often hinges on leaders' adeptness in engaging with allied militaries and local communities. This ability is particularly crucial at the tactical level, where cross-cultural competence becomes paramount for forging connections within areas of operation.

Effective cross-cultural competence encompasses not only the acquisition of local knowledge, customs and beliefs but also the cultivation of robust communication and interpersonal skills. The absence of such competence can inadvertently lead to unintended consequences, alienating local communities and undermining mission success. Leaders must recognise the profound impact of their actions and decisions, ensuring alignment with the perceptions and interests of local populations to prevent adverse outcomes.

This module emphasises the indispensable role of cross-cultural understanding, especially in the context of Operations Other-Than-War (OOTW). OOTW encompass diverse tasks such as conflict resolution, peace promotion and humanitarian aid. These operations may or may not involve the use of force and increasingly are conducted by multinational coalitions. In these contexts, leaders must understand and respect the cultures of coalition partners and the local population.

Learning Objectives

1) Define cultural awareness and cross-cultural competence.

2) Explain the importance of cross-cultural awareness in Operations Other-Than-War.

3) Describe how to implement cross-cultural awareness at different levels of military organisations.

4) Integrate cultural considerations into military planning and operations.

Issues for Consideration

a) Why is cross-cultural awareness necessary for military leaders?

b) How does cross-cultural awareness improve the effectiveness of multinational coalitions?

c) What can NATO do to enhance cross-cultural awareness in operations Other-Than-War?

d) How can military leaders include cross-cultural awareness in training and pre-deployment plans?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 4.3 Tactical, Operational and Strategic Leadership

Goal(s)

This block addresses the complexity and nuance of leadership in resilient military organisations at the tactical, operational and strategic levels of command.

Description

Leadership at the tactical and operational levels includes unique characteristics due to the high stakes of the mission, and the general ambiguity and volatility that are endemic to conflict situations. Within tactical and operational leadership, leaders utilise mission command - the decentralised execution of mission-type orders exercising disciplined initiative and a thorough understanding of the commander's intent - and implicit communication to nurture resilient teams and organisations that can bounce back from the tremendously adverse conditions and complexities of conflict.

Tactical and operational leadership each have distinctive components that present special challenges to the leader and the organisation. Although there are some common elements such as cultural competency, strong communication skills, operating within the enemy's decision cycle and making decisions with imperfect and limited information, some aspects of tactical leadership - leading from as far forward as possible and adaptability - are uniquely important and may not be prioritised in operational leadership.

Operational leadership requires leaders to leverage operational thinking - maintaining a deep knowledge of the situation, reducing complexities to their most essential elements, linking disparate events and envisioning trends well into the future - to formulate an operational vision that resides within the enemy's decision cycle. Understanding the potential action, reaction, counter-reaction and counter-counter-reaction enables leaders to effectively employ the tactical level forces to accomplish operational objectives in support of strategic aims. Operational leadership must also strike a careful and equally weighted balance between military operations and civilian affairs.

At the strategic level, leaders use all the instruments of national power - diplomatic, informational, military and economic (DIME) - in a concerted effort to achieve national strategic objectives. Strategic leadership at the national level takes form as part of a dynamic interplay between civilian leaders and the military. National strategy without military support is doomed to fail. Likewise, military action without clear national direction will meet with a similar fate.

Learning Objectives

1) Describe mission command and implicit communication in the context of tactical and operational leadership.
2) Describe tactical leadership and the unique challenges leaders face.
3) Describe operational leadership and the delicate balance between tactical and strategic levels of command.
4) Describe the characteristics of leadership in multinational operations.

Issues for Consideration

a) How does cultural competency and societal norms influence elements of mission command?
b) How is tactical and operational leadership unique from general forms of leadership?
c) Describe the relationship between individual resilience, organisational resilience and strategic national resilience.
d) What qualities must a leader embrace to transition from tactical to operational leadership?
e) What special considerations regarding cultural competencies are necessary in operational leadership as well as leading in multi-national operations?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.3.1 Mission Command

Goal(s)

The goal of this module is to provide an overview of the command and control necessary to integrate all military activities towards accomplishing mission objectives.

Description

Mission command - command and control - empowers decision making at subordinate levels and synchronises processes within a decentralised structure. The concept traces its roots to the German concept of *Auftragstaktik* (mission-type tactics) that emerged after the defeat of the Prussian army by Napoleon in 1809. Mission command encourages innovation and decisive action by subordinates aligned to a commander's intent to achieve the mission. This occurs through a relationship between the commander and their subordinate commanders based on seven key principles: competence, mutual trust, shared understanding, commander's intent, mission orders, disciplined initiative and risk acceptance.

Command and control under this concept consists of **four elements of command**: authority, responsibility, decision making and leadership and **four elements of control**: direction, feedback, information and communication. These elements in the inherently chaotic and uncertain environment of war, helps commanders capitalise on the ingenuity, innovation and decision-making abilities of their subordinates to accomplish the mission.

Command resides primarily with the commander and their authority and responsibility to effectively use the available resources and the employment of their subordinate units to accomplish the mission. It includes the responsibility for the health, welfare, morale and discipline of their personnel. This is not possible without control. Control involves receiving and communicating information for the shared understanding of the battlefield to effectively make decisions, provide commander's intent and establish control measures. This process is multidirectional, moving both up and down the chain of command as well as laterally across units.

Using mission command, commanders must determine the appropriate level of control for the situation that provides their subordinates with the greatest freedom of action commensurate with the highest acceptable level of risk the commander is willing to incur. There are many variables that factor into the commander's ability

to exercise a certain level of control such as the enemy, terrain and weather, time available, level of training, level of trust and civil-military relations considerations. These along with other considerations determine the level of control the commander has with their subordinates in each situation.

Learning Objectives

1) Describe mission command.
2) Discuss the principles necessary for mission command.
3) Describe command and control.
4) Explain how leaders use the elements of command.
5) Explain how leaders use the elements of control.
6) Analyse the interrelatedness and interdependencies between command and control.

Issues for Consideration

a) How is mission command different from command and control?
b) How does a leader employ mission command effectively?
c) How do military structures, procedures, and policies influence mission command?
d) How does local considerations affect mission command?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.3.2 Tactical Leadership

Goal(s)

The goal of this module is to provide an overview of leadership concepts that are important in a tactical environment.

Description

Leaders at the tactical level must consider a variety of factors such as the operational environment, the local population, limited time and opposing force(s) in order to accomplish the mission. Tactical-level leadership, which is often found within squads, platoons, companies and squadrons, must also exist within a larger operational framework that includes battalions, brigades and groups. Leaders at the tactical level must influence subordinates within the unit and interact with the larger, upper-level leaders to influence the operational picture and strategy.

Due to the incredibly dynamic nature of tactical environments, most often found in combat, tactical leaders must react quickly, often with little guidance from above, and strive to reduce friction in order to accomplish the mission objectives. Tactical leadership tasks include: i) expect and embrace uncertainty; ii) reduce the need for leader intervention; iii) allow time for subordinate planning/rehearsals; iv) provide maximum autonomy for subordinate action within the scope of the mission; v) encourage cross communication between units; vi) lead from as far forward as possible to make critical decisions in a timely manner and vii) understand the tactical picture to include the enemy situation, the friendly position and the commander's intent at least one level above the leader. Each of these tasks are necessary to reduce the fog of war, mitigate uncertainty and secure mission success.

Success as this level demands that one operates within the decision cycle of an adversary's Observe, Orient, Decide and Act (OODA) loop. The leader with the faster tempo appears ambiguous to their adversary creating confusion and disorientation, which provides the leader with a tactical advantage. It also limits the adversary's ability to adapt as they must continue to respond rather than take the initiative.

Learning Objectives

1) Define tactical leadership.
2) Explain the seven leadership tasks at the tactical level.
3) Describe Boyd's OODA loop and how it relates to tactical leadership.
4) Analyse what tactical leaders must do with their situational understanding as well as with their adversary's understanding.

Issues for Consideration

a) What role does trust play at the tactical level?
b) How can a leader demonstrate tactical leadership effectively?
c) Why is cultural competence important at the tactical level?
d) How do local considerations affect tactical leadership?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.3.3 Operational Leadership

Goal(s)

The goal of this module is to describe how leaders at the operational level employ forces to accomplish operational, campaign or theatre objectives.

Description

The operational level links strategic objectives to tactical level operations. Operational leadership refers to leadership at the operational level of command, typically seen as theatre, campaign or major named operations. Leaders at the operational level must expect uncertainty, allow subordinate autonomy, communicate effectively and think critically. Operational leadership requires both operational thinking and operational vision.

Operational thinking requires leaders to have deep knowledge of both the military and non-military situations in their theatre, reduce complexities to their most essential elements, link disparate events to deduce patterns and envision trends that shape future understanding of the environment. It requires an understanding of the connection between tactical, operational and strategic levels and how operational decisions support the strategic aims.

Operational thinking is required to have operational vision, which is the ability to correctly envision a flow of events that ultimately leads to the accomplishing of the operational objectives. Prussian General Gerhard von Scharnhorst noted "one has to see the whole before seeing its parts". Operational vision is operating within the enemy's decision cycle, understanding the action, reaction, counter-reaction, counter-counter reaction decisions to properly employ the tactical level forces and efforts. Operational leadership requires an unwavering focus on the operational objectives through judicious utilisation of tactical efforts.

Learning Objectives

1) Define operational leadership.
2) Analyse the relationships between operational leadership and the tactical and strategic levels.
3) Describe the tenets of operational thinking and how to develop operational thinking.
4) Explain how operational vision supports tactical efforts.

Issues for Consideration

a) What are the societal and national influences that impact operational leadership?

b) How is operational leadership different from tactical and strategic leadership?

c) Why is operational vision critical to mission success?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.3.4 Strategic Leadership

Goal(s)

The goal of this module is to describe how leaders at the strategic level employ forces to accomplish national policy or strategic objectives.

Description

Strategic leadership incorporates concepts and plans for utilising all the instruments of national power (diplomatic, informational, military and economic) and preparing the armed forces to achieve national strategic objectives. In essence, strategic leadership is the national strategy that links the ends, ways and means. National policy and military strategy must be continuous and indivisible. A national policy without military support is doomed to fail. Military action without a clear national direction will meet with a similar fate.

Strategic leadership can come in the form of speeches by national and/or senior military leaders, documents - such as a national military strategy which provide a framework for protecting and advancing national interests - or treaty obligations. These strategic communications can be intentional and, in some cases, unintentional through the actions of individuals not normally viewed as strategic leaders. Finally, effective strategic leadership provides the prioritisation of national resources to support the national strategy objectives.

Learning Objectives

1) Define strategic leadership.

2) Analyse the interaction between strategic leadership and operational and tactical levels of leadership.

3) Identify the sources and methods of strategic leadership.

4) Describe how strategic leadership can be influenced unintentionally.

5) Explain how national policy decisions affect resource prioritisation at the strategic level.

Issues for Consideration

a) What happens when strategic military leadership does not align with national civilian strategy?

b) How is strategic leadership different from tactical and operational leadership?

c) Why is leading at the strategic level difficult?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Block 4.4 Contemporary Issues for Military Leaders

Goal(s)

The goal of this block is to explore emergent leadership topics arising from recent operations and lessons learned.

Description

Rapid advancements in technology coupled with changes in society and the character of war requires constant adaptation of military organisations and in particular leadership to these developments. This block captures some of the pertinent areas of concern for military organisations, highlighting the changing roles and responsibilities of leaders. This block consists of the following modules: the first, focuses on leading in the information age; the second module considers the roles and responsibilities of military leaders to mental health issues including its management and impact on individuals, families and organisations. The third module addresses leadership obligations to military families and veterans. The final module considers the impact of disruptive technologies on the conduct of operations. Together, these topics provide leaders with insights and lessons learned from recent operations on ways they can support personnel and their families for the overall betterment of the organisation and to enhance military readiness.

Learning Objectives

1) Analyse how the information environment affects military organisations.

2) Assess how leaders manage the effects of post-traumatic stress and moral injury in their organisations.

3) Describe how leadership can support military families and veterans.

4) Analyse how disruptive technologies impact the armed forces.

Issues for Consideration

a) What responsibilities do leaders owe to military members, families and veterans beyond combat operations?

b) How do mobile technologies and social media change how one leads?

c) How can leaders contribute to mental health awareness and management?

d) How can leaders of deployed members support their families?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.4.1 Leading in the Information Environment

Goal(s)

The goal of this module is to discuss some of the implications and challenges of leading in the modern information environment.

Description

Historically the use of information and disinformation to influence operational outcomes has fallen within the realm of psychological warfare. The contemporary information environment however is characterised by a constant influx of data, disinformation and propaganda that can significantly impact the human psyche and decision-making processes. In today's rapidly evolving information landscape, military leaders face unprecedented challenges in effectively leading their units. This module is designed to help leaders employ strategies that will improve the psychological safety of their units. As leaders navigate this intricate terrain, understanding the profound influence of information and its potential to shape perceptions and behaviours is paramount.

The psychological effects of information cannot be underestimated. Information has the power to shape beliefs, attitudes and emotions, both individually and collectively. Military leaders must recognise that their personnel are not immune to the psychological impact of information, making it essential to cultivate resilience and critical thinking skills within units. Instilling a culture of media literacy and encouraging a discerning approach to information consumption equips military members to navigate the information landscape effectively, minimising the risk of cognitive biases and manipulation.

Propaganda, a potent tool in the modern information environment, poses significant risks to military units. Dissemination of false or misleading information can erode trust, sow discord, and even compromise operational security. Military leaders must be adept at recognising propaganda tactics, analysing the intent behind them and preparing their units to counter such influences. This requires a multifaceted approach that includes education, open dialogue and the development of strategies to counter misinformation with accurate and credible information.

Protecting military members from information operations demands proactive measures. Leaders must foster an environment of trust and transparency, enabling open communication channels where concerns and doubts can be addressed. By emphasising the importance of verifying sources, fact-checking information and collaborating with intelligence professionals, military units can mitigate the potential impact of disinformation campaigns. Additionally, integrating technology and tools that aid in information verification and threat analysis enhances a unit's ability to operate effectively in the face of information warfare.

Learning Objectives

1) Describe how humans interact with information and susceptibility to misinformation.

2) Explain how information is used to influence the human psyche and the risks for military members.

3) Analyse diverse information materials for the presence of misinformation and divisive content.

4) Apply strategies to ensure individual psychological security during information warfare.

5) Provide information and psychological protection for the personnel of units in peacetime and during operations.

Issues for Consideration

a) What information is vital to a person in combat?

b) How can the information principles and main messages of military propaganda be described?

c) What types of information does the enemy use during psychological warfare?

d) How can the concept of individual information and psychological security be formulated?

e) How may leaders manage the impact of near constant access to social media?

Learning Methodology

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.4.2 PTSD/Moral Injury

Goal(s)

The goal of this module is to help leaders prepare members for the emotional, psychological and spiritual challenges of military service.

Description

Stories of survivors of warfare and disasters displaying long lasting psychological symptoms precede the modern era. Whilst previously unrecognised and under-reported, psychological research of soldiers in the aftermath of the two world wars of the 20th century and traumatic experiences in the civilian sector have increased attention on Post Traumatic Stress Disorder (PTSD) and treatment options.

In this module, military leaders will examine the intricacies of PTSD, including the range of symptoms from intrusive memories and nightmares to hyperarousal and emotional numbing. By comprehending the underlying causes of PTSD, including exposure to traumatic events and prolonged stress, leaders can better identify and empathise with affected personnel.

Leaders must also understand the concept of PTSD as a moral injury, including the moral and ethical dimensions that may contribute to psychological distress. Military leaders will delve into the internal conflicts that arise when individuals are confronted with situations that challenge their deeply held values and principles. Armed with this knowledge, leaders provide the necessary support to mitigate the effects of PTSD and moral injury.

Addressing PTSD involves a multifaceted approach. Leaders will explore therapeutic techniques, such as cognitive-behavioral therapy and exposure therapy, that have shown efficacy in helping individuals manage their PTSD symptoms and regain a sense of control. By understanding these treatment modalities, leaders can facilitate the access and utilisation of appropriate resources for their team members. Furthermore, this module underscores the importance of extending support not only to military personnel but also to their families who may be impacted by PTSD.

Learning Objectives

1) Identify the symptoms of PTSD and moral injury.
2) Describe the causes of PTSD and moral injury.
3) Analyse whether PTSD and moral injury can be prevented.
4) Describe successful treatments for PTSD and moral injury.
5) Explain how PTSD affects military family members and ways leaders can support families of military members experiencing PTSD.

Issues for Consideration

a) Is moral injury inherent to PTSD?
b) Do PTSD and moral injury share symptoms?
c) Is the remorse experienced by the morally injured always warranted?
d) For the morally injured is deep character harm always accompanied by remorse?
e) Why must leaders also be conscious of how these injuries affect service members' families?

Learning Methods

Learning methods may include lectures, guest speakers, video case studies, role playing, blogging, case studies, practical exercises, readings, research, article reviews, small-group exercises, self-reflection and reflective journaling.

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Module 4.4.3 Military Families and Veterans

Goal(s)

The aim of this module is to enhance knowledge about military families writ large.

Description

Deployments are challenging for service personnel and their families. Extended and repeated deployments can cause significant stress and strain on relationships broadly and on military families in particular. For spouses of military personnel, deployments to unknown and hostile locations, which is an aspect of the profession, mean several months of separation from their loved ones. For military children, deployments mean months without a parent. In this module the learner will gain knowledge and understanding of how military families adapt to the challenges of a military lifestyle, including recurrent moves to new work environments and frequent family separation, addiction and the risk of personnel being wounded or even killed in service to country. Against this background, it is important to gain greater knowledge and understanding not only of military culture but also the impact of emergent clinical diagnosis such as post-traumatic stress disorder (PTSD) on military families. In addition, it is important to identify strategies to help active and former military personnel, their spouses and children to better cope effectively with some of these hardships and challenges.

Learning Objectives

1) Discuss and explain the potential tensions between the military organisation and family life.
2) Identify and discuss the effects of different characteristics of deployments, type of mission, deployment duration, deployment load on stress and adaptation in the family.
3) Describe how military members' PTSD can affect the mental health of families.
4) Identify and discuss strategies and programmes for the treatment of PTSD.
5) Discuss and explain the impact of soldiers' physical or mental injuries on the functioning of the family.

Issues for Consideration

a) What are the patterns and trends in experiences, personal changes over time, during military deployments and in peacetime?

b) What are the likely effects of changes in social conceptions of the family on military families?

c) What are the effects of changes and developments in society?

d) How do family relationships affect military retention

e) How will appropriate social support arrangements and networks enhance retention?

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Module 4.4.4 Emerging and Disruptive Technologies.

Goal(s)

This module aims to examine how Emerging and Disruptive Technologies (EDTs) are changing the character of warfare and leading within the armed forces.

Description

In an era of rapid technological change, leaders must possess a deep understanding of the potential impacts of emerging technologies on their units, strategies and decision-making processes. This module is designed to equip military leaders with the knowledge and skills needed to effectively navigate the ever-evolving landscape of technological advancements that will shape the future of military operations and the profession of arms. Leaders will gain insights into trends such as autonomous weapons systems, integrating artificial intelligence into sensors and command and control systems, quantum computing, cyber warfare and advanced data analytics. By comprehending the broader technological landscape, leaders can anticipate potential disruptions and opportunities, enabling them to make informed decisions and drive innovation.

Emerging technologies provide opportunities and threats that leaders must consider. While technology is changing the character of modern warfare, a close examination shows that leaders must consider how new capabilities affect strategies, decision making, organisational structures and military operations. The rapid proliferation and use of emerging technologies also requires leaders to consider the ethical and legal implications of employing a technology.

In this module, military leaders will learn strategies for effectively integrating emerging technologies into their operational plans and decision-making processes. This involves assessing the relevance and applicability of specific technologies to mission requirements, understanding the potential risks and benefits, and formulating effective implementation strategies. The module emphasises the importance of ethical and legal considerations when adopting and utilising emerging technologies and how to foster a culture of innovation within their units, encouraging open dialogue, experimentation and adaptation. Lastly, leaders must learn to adopt a forward-looking mindset, enabling them to predict how emerging technologies might evolve over time. By

developing a foundational understanding of the principles driving technological advancements, leaders will be better equipped to make strategic decisions that endure, regardless of specific technologies that may appear.

Learning Objectives

1) Analyse how Emerging Disruptive Technologies (EDTs) is changing the character of warfare.

2) Evaluate how EDTs may be used by the military.

3) Identify the ethical and legal considerations associated with employing EDTs.

4) Assess the impacts that EDTs have on leading in the armed forces.

Issues for Consideration

a) Which areas - in the military sphere - will be most revolutionised by EDTs?

b) What are the benefits of human-machine teaming?

c) How could EDTs shape organisational vision, culture and values in military domain?

d) Which are the tasks that EDTs with no human supervision could perform?

e) What are the ethical issues related to the EDTs' development?

f) Why is the defence sector often the catalyst for the creation of EDTs?

Learning Methodology

In addition to the individual study of and research into supplied references, learning objectives will be accomplished by lectures; discussions; in-class exercises, small group discussion and participation; scholarly articles and reflective journaling**.**

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