MODULE 1 – FOUNDATION

INTRODUCTION

1.   The purpose of Module 1 is to develop cognitive and communication competencies required by military strategic leaders with emphasis on strategic thinking. The module will discuss the essentials of Service writing, public speaking and critical thinking. This weaves together the components of essential foundation knowledge into useful steps for addressing subsequent requirements during the course. Participants will be expected to participate in a debate and submit a 2000-word analytical paper on a contemporary situation. It is necessary to detail the module contents and the provisional timetable for the module topics. This brochure will cover specific module readings and lesson descriptions.

AIM

2.   The aim of this brochure is to spell out the learning specifications of Module 1.

LEARNING OBJECTIVE

3.   The Learning Objective of Module 1 is to develop cognitive and communication competencies required by military strategic

leaders with emphasis on strategic thinking (LO1).

ENABLING OBJECTIVES AND KEY LEARNING POINTS

Enabling Objectives (EOs)	Key Learning Points (KLPs)	Sub-Key Learning Points (SKLPs)
(a)	(b)	(c)
EO 1.1: Develop the participants' skills as effective communicators.	KLP 1.1.1 Revise the essentials of Service Writing.	
	KLP 1.1.2 Practice the participants on how to compose the 'Introduction' Sub-head.	
	KLP 1.1.3 Practice how to compose the 'Main Body' of a Service Paper.	
	KLP 1.1.4 Practice how to write the 'Conclusion' 'Recommendation'(s) and 'Annexes'.	
	KLP 1.1.5 Explain the benefits of brainstorming/ dialogue and discussions	
	KLP 1.1.6 Discuss Interview Techniques and Group Interview Sessions in Module 3.	

(a)	(b)	(c)
EO 1.2: Practice Public Speaking skills.	KLP 1.2.1 Explain the Principles of Public Speaking.	
	KLP 1.2.2 Develop the attributes of an effective communicator.	
	KLP 1.2.3 Describe the different approaches to overcome fear and confidence management to deliver a coherent speech.	
	KLP 1.2.4 Demonstrate how to speak in public.	
EO 1.3: Apply Systems Thinking approach to solve contemporary challenges.	KLP 1.3.1 Analyse some problem-solving template.	SKLP 1.3.1.1 Examine a complex crisis situation in Systems Thinking.
	KLP 1.3.2 Examine Systems Thinking Tools/Analytics.	
	KLP 1.3.3 Interpret the laws of Systems Thinking.	
	KLP 1.3.4 Discuss Systems Thinking Archetypes.	
	KLP 1.3.5 Analyse causation in Systems Thinking.	SKLP 1.3.5.1 Application of the strategic framework for thinking about causation in a complex environment.

(a)	(b)	(c)
EO 1.4: Apply Critical Thinking skills to define a wicked problem.	KLP 1.4.1 Describe the elements of thought and intellectual standards.	
	KLP 1.4.2 Illustrate the impact of assumptions in Decision Making.	
	KLP 1.4.3 Practice the Socratic questioning techniques.	
	KLP 1.4.4 Justify the need for a change of Mental Models.	
EO 1.5: Apply Creative Thinking skills to develop options.	KLP 1.5.1 Explain Divergent/Convergent Thinking.	
	KLP 1.5.2 Outline the Dimensions of Creativity.	

SCOPE

4.   The module will cover the following topics:

a   **Communicative Arts**. The world is increasingly uncertain and complex, making proficient communication a pivotal competency for military strategic leaders. AWCN strives to identify ways to enhance communication proficiency. This goal is shared by the faculty and the larger professional community affiliated with AWCN. Fundamental communication

4

competencies include reading diverse texts and information sources, listening effectively and efficiently to voluminous information flows, speaking with substance, clarity, and confidence to diverse audiences, and writing economically, articulately, and persuasively using compelling arguments built on solid evidence. The lessons taught in this package are essential for Service writing, public speaking and interview techniques conducted in Module 3.

b. **<u>Systems Thinking Tools/Analytics</u>**. Systems are everywhere. Systems thinking is the process of understanding how the elements of a system influence one another within a whole, and how the system as a whole behaves and evolves. The purpose of this lesson is to examine systems complexity as an element of the operational and strategic environment. What are complex adaptive systems (CAS)? How do strategic leaders make sense of such systems, and how does an understanding of CAS help leaders develop and implement successful strategies? A holistic understanding of the system in which a problem arises aids understanding of the problem itself.

(1) **<u>Reading List</u>**.

(a) Andrew Hill, *The Devil You Know: An Introduction to Complex Adaptive Systems*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, June 2014).

(b) Andrew Hill, *Stuff Happens: A Strategic Framework for Thinking about Causation in Complex Systems*, Working Paper (Carlisle Barracks, PA: U.S. Army War College, August 2015).

(c) Malcolm Glad well, "The Mosquito Killer," *The New Yorker* 77, no. 17 (July 2, 2001): 42-51, in ProQuest (accessed May 26, 2015).

(d) USAID Bureau for Latin America and the Caribbean, Office of Regional Sustainable Development, "Central America and Mexico Gang Assessment," April 2006, 9-40.

(e) Clare RibandoSeelke, *Gangs in Central America* (Washington, DC: U.S. Library of Congress, Congressional

Research Service, February 20, 2014), 1-21.

(f)   Ana Arana, "How the Street Gangs Took Central America," *Foreign Affairs* 84, no. 3 (May 2005): 98-110, in ProQuest.

c.   **Critical Thinking**. As military officers progress in their careers, operational issues increase in complexity and ambiguity and the consequences of decisions are more far-reaching. Therefore, the need exists to analyze issues in depth and in a more systematic manner. In recognition of this requirement, both in the military environment and the civilian sector, many military leaders have asserted the need for a more intense focus on the development of critical thinking skills. The purpose of this lesson is to provide students with a basic foundation and understanding of critical thinking concepts and skills that you should apply not only to your study at AWCN, but also in your future responsibilities.

(1)   **Reading List**.

(a)   Stephen   J.   Gerras, "Thinking   Critically   about

Critical Thinking: A Fundamental Guide for Strategic Leaders," in *Planner's Handbook for Operations Design,* Version 1.0 (Suffolk, VA: Joint Staff, J-7, October 7, 2011), C-1 - C-27.31 August 2015 (0830-1130) Dr. Stephen J. Gerras.

(b)   Sarah B. Ivory, "Becoming a Critical Thinker," (New York: Oxford University Press, 2021).

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

(d)   Nicholas D. Krist of, "Immigration Enriches You and Me," *New York Times* (November 23, 2014): SR.9, in ProQuest (accessed on May 29, 2015).

d.   **Creative Thinking**. The contemporary operational environment requires that our senior leadership be skilled in developing and applying creative strategies to problems that we are not even aware of in the complex, and ambiguous realm of the operational/strategic environment. This

lesson begins with the examination of methodologies and processes that will enhance your individual creativity and learning to increase your effectiveness as an operational thinker. This lesson will present and ask you to apply various tools and techniques that you can use to develop your skills to generate new perspectives and novel solutions to problems.

(1) **Reading List**.

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

(b) Charles D. Allen, *Creative Thinking for Senior Leaders*, Faculty Paper (Carlisle Barracks, PA: U.S. Army War College, June 2014).

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

(d) Joseph V. Anderson, "Weirder Than Fiction: The

9

Reality and Myths of Creativity," *Academy of Management Executive* 6, no. 4 (1992).

(e) Julian Birkinshaw, Cyril Bouquet, and Jean-Louis Barsoux, "The 5 Myths of Innovation," *MIT Sloan Management Review* 52, no. 2 (Winter 2011): 43-50, in ProQuest (accessed May 26, 2015).

(f) Linda A. Hill et al., "Collective Genius," *Harvard Business Review,* June 2014, 95-102.

(g) Linda A. Hill, "Innovation is a Collective Genius," October 28, 2014, *YouTube,* streaming video, 17:29, https://www.youtube.com/watch?v=ImmtTHYU5GQ (accessed May 26, 2015). **[Online].**

ASSESSMENT

5. Module 1 has a debate and a 2000-word paper that will draw out participants' knowledge of the course contents. Further exercise instructions and details of the paper will be issued

in the 'white' given to participants at an appropriate date.

LEARNING OUTCOMES

6.   At the end of the module, participants will be able to:

a.   Effectively communicate their views verbally and in writing.

b.   Apply strategic thinking skills to address complex problems.

c.   Apply various problem-solving tools and techniques to address contemporary problems.

SUMMARY

7.   The summary is as follows:

a.   **Plenary Sessions**. 11 periods each in Weeks 1 and 2. This sums up to a total of 22 plenary periods.

b.   **Syndicate Room Discussions**.   3 Periods, 45 mins and 45 mins respectively in Week 2. This translates to 3 Periods of Syndicate Room Discussions.

c.   **Syndicate Interactive Sessions**.   2 Periods of 30 mins each in Week 1, 3 Periods

of 30 mins each in Week 2 and 1 Period of 30 mins in Week 3. This translates to 6 Periods of Syndicate Interactive Sessions.

    d.   **Syndicate Seminars**. The Syndicate Seminars is 2 Periods.

    e.   **Participants Concluding Discussion**. The PCD is 2 Periods.

LECTURES AND EXERCISES FOR MODULE 1

8.   The lectures and exercises for Module 1 are as follows:

    a.   **Pre-Course Reading Lectures**. Revision of JSWM.

    b.   **5 Feb 24**.

        a.   Experience from AWCN Alumni.

        b.   Mindfulness: Beyond Stress.

        c.   Health Sensitization.

    c.   **6 Feb 24**.

        (1)   AWCN Guidelines to Writing.

        (2)   Writing Executive Summaries/Staff Briefs.

        (3)   Writing of Service Paper.

d. **7 Feb 24**.

    (1)   Writing Lab.

    (2)   Introduction to Critical Thinking.

e. **8 Feb 24**.

    (1)   Introduction to Creative, Divergent and Convergent Thinking.

    (2)   Creative Thinking Tutorial.

    (3)   Executive Summary/Staff Brief Tutorial.

f. **9 Feb 24**.

    (1)   Critical Thinking.

    (2)   Hunting Assumptions in Problem Solving.

g. **12 Feb 24**.

    (1)   Creative Thinking.

    (2)   Critical, Creative, Divergent and Convergent Thinking Tutorial.

    (3)   Strategic Communication.

h. **13 Feb 24**.   Understanding Dialogue, Discussion and Brainstorming.

i.　**14 Feb 24**.

    (1)　Systems Thinking in Practice.

    (2)　 Systems Thinking Tools.

j.　**15 Feb 24**.

    (1)　Becoming a Public Speaker.

    (2)　Promoting Military Professionalism through Professional Military Education.

    (3)　Systems Thinking Tools.

k.　**19 Feb 24**.

    (1)　Course Debate.

    (2)　Participants Concluding Discussion for Module 1.