



LEADER DEVELOPMENT

**SYLLABUS
AY 21**

**JOINT PROFESSIONAL MILITARY EDUCATION PHASE I INTERMEDIATE LEVEL
COURSE**

**UNITED STATES AIR FORCE
AIR COMMAND AND STAFF COLLEGE
21st Century Leaders for 21st Century Challenges**

**AIR COMMAND AND STAFF COLLEGE
MAXWELL AFB, AL**

FOREWORD

This syllabus for the Leader Development Course for the Air Command and Staff College, September-October 2020, provides both an overview of the course narrative, objectives, and questions, as well as a detailed description of each lesson to assist students in their reading and preparation for lectures and seminars. Included herein is information about course methods of evaluation, the course schedule, and the fulfillment of joint professional military education core goals.

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LEADER DEVELOPMENT COURSE OVERVIEW

COURSE DESCRIPTION

This course explores the facets of leadership most critical to successful contributions in military service at the operational level, whether in command or staff positions: mental agility, moral composure, and skillful relational authenticity. The course is designed to assist in creating self-aware, authentic leaders who lead ethically, make good decisions, understand organizational behavior and can lead in complex, uncertain, and ambiguous circumstances. Leadership is identifying purposes and moving others toward them. In this course, students inquire how certain foundational precepts can develop them as operational leaders and prepare them to think strategically. Students will also practice **habits of mind** in two ACSC-mandated areas—**making ethically sound decisions** and **navigating complexity and uncertainty**. The course is not about the specifics of command, although it offers excellent development for command’s leadership challenges. **Joint Doctrine distinguishes leadership from command, stating that command is authority lawfully exercised with its unique responsibilities, while “the art of command resides in the commander’s ability to use leadership to maximize performance.”** Our Leadership and Command Elective addresses the specifics of command, while this Leader Development course focuses on the broader concepts and challenges that contribute to leadership.

Nor does this course present a checklist of tools. **Leadership comprises the mental habits to maximize performance in constantly changing circumstances, not as prescription, but as art.** Thus, there is no leadership formula, nor is there ever going to be a single, perfect list of tools suited for every leader in every situation. Complex and uncertain environments demand something more. They demand leadership that is both unswerving and agile, each toward the right things; authentic, virtuous, and ethical in character even amid great uncertainty and hazard; and critical-, creative-, and strategic-thinking rather than process- or compliance-based. Harmonizing constancy and agility to fit changing and unanticipated contexts grows trust, teamwork, willingness to sacrifice, courage, and resolve both in the leader and in those around them. This ability reflects the demands of twenty-first century leadership, and it reflects the following mandates regarding course content.

COURSE OBJECTIVES

The emphasis of this course is upon habits of mind and patterns of inquiry—supporting the cultivation of the underlying qualities that equate to great leadership. The end, or goal, of this course is to foster deeper thinking about the purpose of effective leadership, prior to cultivating the attributes of effective leadership, rather than presenting the attributes of effective leadership as ends in themselves. Our course objectives are:

1. Comprehend your purpose as a leader in the Profession of Arms.
2. Apply normative ethical principles to the challenges of operational-level military leadership.
3. Apply reflective thinking to organizational leadership at the operational level. Particular areas of emphasis for reflection are organizational culture, building trust, and

- empowering others.
4. Comprehend leadership qualities that optimize leading through complex, ambiguous, and/or uncertain times.

COURSE QUESTIONS

1. What are the demands and challenges of twenty-first century military service and military operations?
2. What attributes of leadership are required to meet these twenty-first century challenges?
3. How can these leadership attributes be cultivated?

To that end, the Leader Development course follows four phases, each of which may be characterized through the following phase questions:

1. Phase I: The Personal Dimension of Leadership – How does who you are affect how you lead and how you grow as a leader?
2. Phase II: The Ethical Dimension of Leadership – How do leaders interpret and apply the ethical demands on them to mission accomplishment?
3. Phase III – The Organizational Dimension of Leadership – How should leaders interact with their organizations and teams?
4. Phase IV – The Challenge Dimension of Leadership – How should leaders approach what they do not yet know or have never seen?

COURSE MANDATES

The Department of Defense requires that leaders be “ethical and effective.” Joint Doctrine (JP 3-0) includes “courage, ethical leadership, judgment, intuition, situational awareness, and the capacity to consider contrary views” among the qualities that comprise leadership. The Joint Staff/J-7 manages the US military’s educational programs, and from higher headquarters provides the most detailed description of ideal leaders in guidance, calling it the Desired Leader Attributes (DLAs). Found in the pages of Joint Force 2030 and in the J-7’s Officer Professional Military Education Program’s guiding document, the DLAs are:

1. The ability to understand the security environment and contributions of all elements of national power.
2. The ability to anticipate and respond to surprise and uncertainty.
3. The ability to anticipate and respond to change and lead transitions.
4. The ability to operate on intent through trust, empowerment, and understanding.
5. The ability to make ethical decisions based on the shared values of the Profession of Arms.
6. The ability to think critically and strategically and apply joint war fighting principles and concepts in joint operations spanning all levels of warfare.

At the level of ACSC, our command guidance has condensed the above into two of its five Program Outcomes, asserting that the program will enable graduates to:

*Apply normative ethical principles in professional military decision making, and
Articulate the complexity and uncertainty of operational leadership in the Profession of Arms.*

COURSE NARRATIVE

Leaders need to cultivate mental agility, moral composure, and skillful relational authenticity to lead well in contemporary and future environments. This is our way of capturing the essence of the mandates in the above DLAs and Program Outcomes. Leaders should assess where they stand relative to these attributes, make sure they possess them in some measure, and ensure their abilities in these attributes are increasing. The whole ACSC curriculum addresses the totality of the DLAs, but the Leader Development course directs most of its effort toward DLAs 2-6. The qualities of mental agility, moral composure, and relational skill and authenticity bear together on most of the topics in the course.

Leaders should be self-aware, authentic individuals who lead ethically, make good decisions, understand organizational behavior, and maintain composure in complex and ambiguous circumstances. The Leader Development Course follows a four-phase structure in response to that proposition: the first three phases study the leader as a person (self-awareness/authenticity), the leader as a decision-maker with moral agency (leading ethically/making good decisions), and leadership as a condition dependent upon the context of an organization and team (understanding organizational behavior); the final phase studies leadership as an act, examining four challenges leaders often face while leading in complex and ambiguous circumstances (leading with creativity, making connections, leading change, and leading in crisis).

In Phase I: The Personal Dimension of Leadership, students conduct guided inquiry into their own nature as leaders. This phase asks what leadership is and what its purpose is, particularly in the military sphere, then turns to who you are as a leader. Knowing yourself and leading yourself is the first step to leading others. Leaders need to find ways to be authentic to themselves while emulating best practices and continuing to learn and grow. Self-assessment for the leader can be about things that are comparatively fixed, like personality, and things that can be learned, like emotional intelligence.

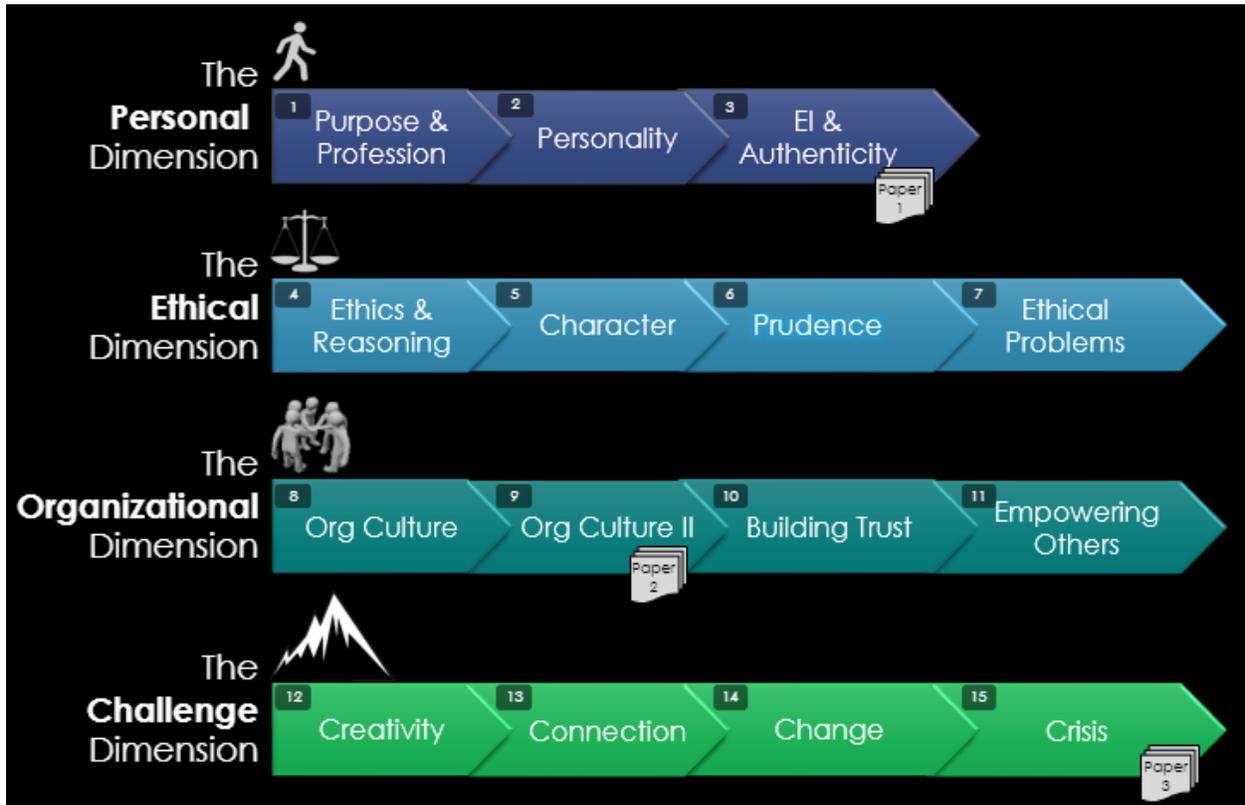
This look within continues in Phase II: The Ethical Dimension of Leadership. Here the course builds habits of mind to practice ethically sound decision-making. Instruction on ethics is often couched in negative terms: what not to do, what checklist to follow. But ethical reasoning, the ability to relate situations, ways, and means to professional and moral ends, is a core function of effective leadership decision-making. Ethical character, formed by habit over a lifetime, is the most effective path to both leading in general and to the ability to make ethical decisions when circumstances do not permit careful reflection.

Leadership is not a property of the leader alone, however, so Phase III: The Organizational Dimension, studies the leader in context. It takes the approach of diving into an organization, perhaps a new one—an experience we all have had and will have—and studies how organizations function through two days on organizational culture. If you are not shaping the culture, it will shape you. Learning and understanding organizational culture is a priority task for leaders. The last two days of Phase III turn to people, and to building trust, and empowering and coaching others to develop more leaders.

These studies permit a turn in the last quartet of class meetings, Phase IV: The Challenge Dimension, to the challenges of the unknown. Every leader will, at some point, need to exercise

creativity, make connections and influence others, lead change, overcome failures, and lead through crises small or large. Those in authority who avoid deep reflection on these actions risk becoming mere maintainers of the status quo, which is a weak hand with which to address the unknown. Leaders must exercise multiple attributes of leadership in concert to lead ethically, effectively, and efficiently through complexity, ambiguity, surprise, and uncertainty.

LEADER DEVELOPMENT COURSE MAP



JOINT LEARNING AREAS AND OBJECTIVES (JPME-1)

The Leader Development Course addresses Intermediate-Level College Joint Learning Areas and Objectives for Joint Professional Military Education (JPME), established by the Chairman of the Joint Chiefs of Staff via the Officer Professional Military Education Policy (OPMEP), CJCSI 1800.01E, signed 29 May 2015. The course supports the following Joint Learning Areas and Objectives, listed below:

Learning Area 6 – Joint Operational Leadership and the Profession of Arms

- a. Comprehend the role of the Profession of Arms in the contemporary environment.
 - The following lessons highlight the value of developing a variety of skills to enhance each member's role as a leader in the Profession of Arms: LD-502/503 "Purpose"; LD-509/511 "Ethical Reasoning"; LD-516 "Ethical Problems"; LD-517/518/519/520 "Organizational Culture I and II"; LD-601 "Personal Purpose Essay"; LD-603 "Leadership Philosophy"
- b. Comprehend critical thinking and decision-making skills needed to anticipate and recognize change, lead transitions, anticipate, and adapt to surprise and uncertainty.
 - The following lessons address critical thinking and decision-making skills while considering the adaptability to anticipate and recognize the unplanned dynamics of leading organizations given the elements of surprise and uncertainty: LD-504/505 "Personality"; LD-506/508 "Awareness & Authenticity"; LD-509/511 "Ethical Reasoning"; LD-514/515 "Prudence"; LD-516 "Ethical Problems"; LD-517/518 "Organizational Culture"; LD-521/522 "Building Trust"; LD-523/524 "Empowering Others"; LD-525/526 "Creativity"; LD-527/528 "Connection"; LD-529/530 "Connection"; LD-531/532 "Change"
- c. Comprehend the ethical dimension of operational leadership and the challenges it may present when considering the values of the Profession of Arms.
 - The following lessons focus on the ethical issues and values challenging leaders in the Profession of Arms: LD-502/503 "Purpose" LD-509/511 "Ethical Reasoning"; LD-512/513 "Character"; LD-514/515 "Prudence"; LD-516 "Ethical Problems"; LD-602 "Ethics Case Study Midterm"
- d. Analyze the application of mission command (intent through trust, empowerment, and understanding) in a Joint, Interagency, Intergovernmental and Multinational (JIIM) environment.
 - The following lessons address mission command while considering the issues of trust, empowerment, and understanding within a joint context: LD-521/522 "Building Trust"; LD-523/524 "Empowering Others"; LD-527/528 "Connection"; LD-531/532 "Crisis"

e. Communicate with clarity and precision.

- The following required assignments provide students with the opportunity to apply and develop their communication acumen: LD-523/524 “Empowering Others”; LD-527/528 “Connection”; LD-529/530 “Change” LD-601 “Personal Purpose Essay”; LD-602 “Midterm: Ethics Case Study”; LD-603 “Leadership Philosophy”

f. Analyze the importance of adaptation and innovation on military planning and operations.

- The following lessons describe the need for military organizations to adapt and innovate while considering the influence on organizational planning and operations: LD-515/515 “Prudence”; LD-523/524 “Empowering Others”; LD-525/526 “Creativity.”

COURSE REQUIREMENTS

- 1. READINGS.** Students are expected to complete all assigned readings for the day prior to lecture and seminar. Students are encouraged to review the lesson objectives and overviews provided in the syllabus before reading the assigned texts.
- 2. LECTURES.** Students will attend lectures by faculty and external speakers relating to assigned readings and seminar. These presentations complement the readings and seminar discussion, and therefore enhance knowledge of the course concepts.
- 3. SEMINAR PARTICIPATION/CONTRIBUTION.** Student participation in seminar discussions is vital to the individual learning and success. Each member of the seminar is expected to contribute to the discussion.
- 4. METHODS OF EVALUATION.** Students will complete three graded written assignments for this course:

LD-600 (E): LEADERSHIP REFLECTION: PERSONALITY AND PURPOSE

Students will write a two-page paper in which they will examine how their unique personality relates to the common purpose of military service. (20% of course grade)

LD-601 (E): CASE STUDY: ETHICAL REASONING PAPER

Students will write a three-to-four page paper in which they will present their ethical reasoning model, and use it to analyze a case they select from Day 6-7 course material. (40% of course grade)

LD-602 (E): PERSONAL LEADERSHIP PHILOSOPHY WITH REFLECTIVE COMMENTARY

Students will write a two-page ungraded Personal Leadership Philosophy. In addition, they will write a four-to-five page reflective commentary in which they will answer three questions asking them to relate their leadership philosophy to the course phases. (Reflective commentary is 40% of course grade)

Note: Students will be expected to briefly present their leadership philosophy during seminar on day fifteen. This is not a graded event.

COURSE ADMINISTRATION

There are two types of readings in this course: 1) readings from books issued by ACSC; and 2) selected electronic files posted on Canvas indicated as “[EL]” (electronic). Students can access the syllabus, lecture videos, electronic readings, and other supplemental materials online through Canvas.

ACSC provides students with copies of the following course books, which must be returned at the conclusion of the course:

- Aurelius, Marcus. *The Emperor’s Handbook*. Edited and translated by Scot Hicks, and David Hicks. New York: Scribner, 2002.
- Clausewitz, Carl von. *On War*. Edited and translated by Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press, 1976.
- DeGraff, Jeffrey. *The Innovation Code: The Creative Power of Constructive Conflict*. Oakland, CA: Berrett-Koehler Publishers, 2017.
- Fischer, David Hackett. *Washington’s Crossing*. New York: Oxford University Press, 2004.
- Hughes, Thomas A. *Over Lord: General Pete Quesada and the Triumph of Tactical Air Power in World War II*. New York: The Free Press, 1995.
- Kahneman, Daniel. *Thinking, Fast and Slow*. New York: Macmillan, 2013.
- McChrystal, Stanley. *Team of Teams: New Rules of Engagement for a Complex World*. New York: Penguin, 2015.
- McChrystal, Stanley. *Leaders: Myth and Reality*. New York: Penguin, 2018.
- Pfeffer, Jeffery. *Leadership BS*. New York: Harper-Collins, 2015.
- Schein, Edgar. *Organizational Culture and Leadership*. 4th ed. San Francisco: Jossey-Bass, 2010.
- Springer, Paul J. *Outsourcing War to Machines: The Military Robotics Revolution*. Santa Barbara, CA: Praeger Security International, 2018.

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PHASE I

THE PERSONAL DIMENSION OF LEADERSHIP

DAY 1 – PURPOSE AND PROFESSION

DATE: 8 September 2020

LESSON OBJECTIVES

1. Comprehend military service as a profession endowed with sacred trust.
2. Comprehend the demands on contemporary and near-future military leaders.
3. Relate purpose to military leadership and professionalism.

LESSON OVERVIEW

What a bad man cannot be is a good sailor, soldier or airman. Military institutions thus form a repository of moral resource that should always be a source of strength within the state.

-- Sir John Winthrop Hackett

Trustworthy military leaders know their own strengths, limitations, and their purpose in service. They demonstrate consistency in words and deeds, and exhibit professionalism by knowing what to sacrifice and what not to. They lead by guiding, motivating, and providing purpose to achieve shared ends. In an era of technological expansion and demands for technical proficiency, and concurrent impetus for maintaining continuing advantage, leadership and professionalism can fade into the background. Instead these qualities should be more important than ever.

Excellence in leadership rests upon the cultivation of habits of reflection, patterns of inquiry, humility, and composure. In a technological environment where time for deliberation may not be afforded, how can leaders be “always on” to fulfill their purpose as professionals endowed with the nation’s sacred trust? Finally, how do leaders navigate when confronted with two conflicting “right things to do” or when the “right thing” is not clear?

LD-501 (L): The Purpose of Leadership. VADM (r) William Lee (USCG) will open the course with a question: how do leaders choose between two right things to do?, He will also explore where leaders can turn for clarity and determination. *CONTACT HOURS: 1-hour lecture.*

LD-502 (S): Leading in the Profession of Arms

1. GEN (r) Martin Dempsey, CJCS White Paper, *The Profession of Arms*, 1-6. [EL]
Context: General Dempsey, former CJCS, warns of the importance of the US military not losing its bearings as a profession while striving to adapt to change and hold onto technological advantages.

2. Martin Cook, "Moral Foundations of Military Service," *Parameters* 30.1 (Spring 2000), 117-29. [EL] Context: Dr. Cook asks us to consider why we exist as a military, and how the answer can inform our purpose and goals as a service and as individual leaders.
3. William Deresiewicz, "Solitude and Leadership," *The American Scholar* (Spring 2010), 1-10. [EL] Context: Dr. Deresiewicz challenges conventional thinking on the best means of leadership growth in the transcript of an address to cadets at West Point in 2010.
4. GEN (r) Stanley McChrystal, *Leaders: Myth and Reality*, 1-15, 367-408. Context: McChrystal argues that most thinking on leadership organizes around three myths that only confuse or distort clear thinking on how to develop as a leader. What is his alternative?
5. Marcus Aurelius, *Emperor's Handbook*, Book I, 19-26. Context: This introduction provides Emperor Marcus Aurelius' reflections on "what he learned" from others who led or influenced him.

CONTACT HOURS: 90-minute seminar.

DAY 2 – PERSONALITY

DATE: 10 September 2020

LESSON OBJECTIVES

1. Comprehend personality typologies.
2. Assess your own personality and relate it to the task of becoming a better leader.
3. Apply personality type to experiences of leading and following.

LESSON OVERVIEW

Can anyone be a leader? How does leadership depend upon different personalities? Should leaders invent a leadership persona that accords with a model, or lead from their own personal preferences?

The study of personality is a subfield of psychology and attempts to identify the orientation of a person's innate preferences. The model employed in this course, derived from the Jungian school of psychology, is just one of many ways to study personality, but is scientifically verifiable with some caveats. If someone takes a personality study in the mindset of their leadership or professional persona, their results are likely to reflect those elements. Someone may experience proficiency in some things but preference for others, struggle with a baked-in persona nearly indistinguishable from personality or possess moderate and mixed preferences. For these and other reasons, results in personality tests are not meant to tell you who you are, but to guide you in reflecting on and self-assessing your personality. The study of personality type is also one way to grow appreciation for cognitive diversity, even within otherwise homogeneous populations. This level of diversity and personalization raises many questions about how we lead, how we follow, and how we should continue to grow as leaders. What role should personality play in our development as leaders? Is it of vital importance, is it largely irrelevant to the demands of military leadership, or is the truth somewhere in-between?

LD-503 (L): Bringing Personality to Practice in Military Leadership. Dr. Jason Newcomer will cover briefly the fundamentals of personality theory and then discuss how the complex interactions resulting from typology create opportunities for educated leaders to capitalize on personality to improve multiple areas of organizational effectiveness.

CONTACT HOURS: 1-hour lecture.

LD-504 (S): Leadership Personas and Typological Diversity

1. CDR David T. Buckwalter, "The Myers-Briggs Type Indicator: A Primer," Naval War College Faculty Paper (April 2007), 1-8. [EL] Context: This reading contains an overview of the Jungian type assessments, and their utility in military leadership.
2. Lt Col Jason Newcomer & Dan Connelly, "Personality and Leadership: The Potential Impact to Future Strategic Thinking," *Air and Space Power Journal* 34.2 (Summer 2020), 36-54. [EL] Context: This reading presents a review of personality assessment at Air Command & Staff College. What implications here can inform our use of knowledge about personality in our development as leaders? What are the limitations of personality theory?

3. David Hackett Fischer, *Washington's Crossing*, 1-30. Context: This reading permits a study of diversity within groups that, at the surface, may appear homogeneous. The distinctions here are not about personality preferences but about what sorts of personality may appeal to different constituencies in diverse groups.

CONTACT HOURS: 90-minute seminar.

DELIVERABLES

1. Bring results (electronically or printed) from the NERIS Type Explorer®/16 Personality Types assessment for discussion during seminar.

DAY 3 – EMOTIONAL INTELLIGENCE AND AUTHENTICITY

DATE: 11 September 2020

LESSON OBJECTIVES

1. Comprehend emotional intelligence and its contributions to your leadership.
2. Comprehend authenticity and its contributions to leadership.
3. Assess the linkages between emotional intelligence and authentic leadership.

LESSON OVERVIEW

It is commonly accepted that aware, highly perceptive leaders perform better than disengaged leaders. And if you ask if people would prefer (to have or to be) an authentic leader or inauthentic one, many would unreservedly pick the former. But how can leaders become authentic, engaged, and aware? This third day of the course proposes that there are important links between Emotional Intelligence (EI) and aware, authentic leadership.

What does it mean to have emotional intelligence? How do you use emotional intelligence in acts of leadership? Are there risks in leading without it? Emotional intelligence recognizes that emotions influence our thoughts, actions, and attitudes. It comprises self-awareness, social-awareness, self-management, and relationship-management. It challenges leaders to be aware and intentional. And yet, are there obstacles to cultivating or exercising EI in military leadership?

Just as some write off emotional intelligence as involving too much of the touchy-feely, so some write off authentic leadership as license for leaders to unleash their inner dark side, or a requirement to reveal everything they think or feel. What does it mean to lead with authenticity? How does authenticity relate to the challenges of military leadership? Is authentic leadership cultivable, like EI, or comparatively fixed, like personality? What is the relationship between EI, authenticity, and leading in a crisis? Do you as a leader need to apply more EI as the severity of the crisis increases, or less, because emotions get in the way of clear thinking? How can leaders grow their facility with EI, while also leading authentically in relation to their personality?

LD-505 (L): Emotional Intelligence for Leaders. Dr. Helena Kim will discuss emotional intelligence, considering whether leaders of any personality type can significantly improve this quality in themselves, and how to begin the process. *CONTACT HOURS: 1-hour lecture.*

LD-506 (S): Emotional Intelligence and Authenticity

1. Daniel Goleman, “Primal Leadership: The Hidden Driver of Great Performance,” *Harvard Business Review* (December 2001), 43-51. **[EL]** Context: Dr. Goleman’s classic article lays out his case for the indispensability of EI to better leadership.
2. GEN (r) Stanley McChrystal, “Walt Disney,” in *Leaders: Myth and Reality*, 49-68. Context: This chapter reveals the tie between Disney’s emotions and their effect on his organization.

3. Jeffrey Pfeffer, *Leadership BS*, 1-18, 85-103. Context: Dr. Pfeffer's work challenges the popular emphasis on leader self-growth and self-awareness. Isn't the whole point to have a certain effect on your followers? What is the point of spending time on actual self-knowledge, instead of simply determining what personas to adopt to get desired results? Reflecting on this phase as a whole, if results are what matters, what difference do topics such as purpose, personality, and emotional states make?

4. **[Optional Reading]** Craig Bullis & George Reed, "The Impact of Destructive Leadership on Senior Military Officers and Civilian Employees," *Armed Forces and Society Journal* 36.1 (2009), 5-18. **[EL]** Context: Drs. Bullis and Reed share data on the nature, prevalence, and effects of destructive leadership.

CONTACT HOURS: 90-minute seminar.

DELIVERABLES

1. Submit assignment one - **LD-600 (E): LEADERSHIP REFLECTION: PERSONALITY AND PURPOSE** - in accordance with instructions on Canvas.

2. Bring results (electronically or printed) from the ESAP Emotional Intelligence assessment for discussion during seminar.

PHASE II

THE ETHICAL DIMENSION OF LEADERSHIP

DAY 4 – ETHICS AND ETHICAL REASONING

DATE: 15 September 2020

LESSON OBJECTIVES

1. Comprehend normative ethics.¹
2. Comprehend how ethics, leadership and decision-making relate.
3. Apply ethical reasoning to various dilemmas.

LESSON OVERVIEW

Save the moment by doing what is reasonable and right.
-- Marcus Aurelius, *The Emperor's Handbook*, IV.26

How do we think ethically when moral dilemmas present themselves in life and the profession?

Much of leadership literature is not fundamentally moral or immoral, but amoral (unconcerned with rightness or wrongness), devoted to skills useful for directing or influencing others in more or less efficient or effective ways. Phase II of the course is committed to the idea that military leadership, endowed with the sacred trust of the nation and profound responsibilities, is fundamentally a moral act. Ethics is the study of moral principles; normative ethics is the study of how to conduct one's life in accordance with a consistent moral standard. The military is literally devoted to ends, ways, and means. The study of the ends, and how ways and means do and should align with ends, is ethics. Military leaders who lack facility in ethical reasoning are susceptible to being lapped in crisis or lapsing into amoral or immoral decision-making which in turn harms our services, our followers and ultimately ourselves. The below lecture will serve to demonstrate how leaders can put ethics into practice across a host of situations that result in ethically informed decisions.

LD-507 (L): Ethical Reasoning. Dr. Daniel Strand, Air University Ethics Chair, will lecture on how to integrate ethical reasoning into real world decision making in life in general, as well as operational and combat situations. *CONTACT HOURS: 1-hour lecture.*

¹ Normative ethics is the study of ethical conduct or action. It is the branch of philosophical ethics that investigates the questions that arise when considering how one ought to act, morally speaking; that is, it is concerned with right and wrong action, determined according to a moral standard. Ethics, generally speaking, is the study of moral standards and foundations; normative ethics is the study of conducting one's actions in accordance with moral standards.

LD-508 (S): Ethics and Leadership

1. Brig Gen (r) Malham Wakin, “The Ethics of Leadership,” *American Behavioral Scientist* 19.5 (1976), 567-88. **[EL]** Context: Here General Wakin examines the relationship between ethics and military leadership. He ponders whether there can be moral guidance for military operations that supersedes circumstances or the situation, and attempts to link the concepts of loyalty and trust to this question.
2. Daniel Strand, “Ethical Reasoning and Military Leadership,” *ACSC curriculum*. **[EL]** Context: Dr. Strand presents the basics on ethical reasoning and reduces the complexity for today’s military and professional leaders.
3. GEN (r) Stanley McChrystal, “Martin Luther King,” in *Leaders: Myth and Reality*, 329-360. Context: This chapter examines the ethical reasoning King employed in how to ethically achieve the goals of the civil rights movement without betraying its essence at the same time.
4. Marcus Aurelius, *Emperor’s Handbook*, 34-36 (paras. 4-6), 57-58 (para. 12), 70-71 (para. 30). Context: These timeless thoughts of Aurelius point to the tension between success and ethics.
5. **[Optional Reading]** Donald Dreschler and Charles Allen, “Why Senior Military Leaders Fail,” *Armed Forces Journal* (2009), 34-45. **[EL]** Context: The authors address a timeless observation, that we repeat failures far more often than learn from them. What can leaders do to break this cycle?

CONTACT HOURS: 90-minute seminar.

DAY 5 – CHARACTER

DATE: 17 September 2020

LESSON OBJECTIVES

1. Comprehend the primary moral facets of character.
2. Assess your personal strengths, weaknesses, tendencies, preferences, and blind spots.
3. Apply character and integrity to leading well.

LESSON OVERVIEW

We do not hold the common view that a man's highest good is to survive and simply continue to exist. His highest good is to become as virtuous as possible and to continue to exist in that state as long as life lasts. -- Plato, The Laws

Where does character come from, and what is it? What is the relationship between character and leadership? Does character shape leadership? Does character affect the success of our leadership?

Your **character** is your unique collection of habituated attributes (both virtues and vices) that affect your attitudes, reasoning, *and* action. Because character informs our attitudes, reasoning, and actions, leaders must determine how to develop their character to meet future challenges. Traditionally, good character means some composition of virtue predominates within a person, built up through, in the words of political philosopher James Wilson, the “regular repetition of right actions” (*On Character*, p. 108). In ancient Mediterranean-Near Eastern tradition, virtue derives from three categories of moral behavior: justice, courage, and self-governance (or temperance), with the intellectual virtue of practical wisdom—prudence—to govern them. Are these behaviors requirements or pre-requisites for leadership? Is it sometimes necessary to put them aside to be a successful leader? Can these behaviors be exercised in a moment of requirement if not habituated in times of freedom? What are the costs that can stem from the content of our character, to ourselves and others? How does our character affect our performance in a crisis?

LD-509 (L): George Washington: Growing into Virtue. Dr. Paul Springer (ACSC) will lecture from the life of George Washington on the relationship between character and military leadership. *CONTACT HOURS: 1-hour lecture.*

LD-510 (S): Cultivating Character and Moral Virtue

1. Brig Gen (r) Malham Wakin, “Ethics, Leadership and Character,” *AU-24*, 67-73. [EL] Context: In this piece Wakin pursues the connection between ethics and character. Are they totally distinct, or closely related to each other? What are the implications of either position?
2. David Hackett Fischer, *Washington's Crossing*, 81-159. Context: How does General Washington's character grow during this section of the book? What effect does this have on his decision-making? How is the evolution of his character related to his performance as a leader?

3. GEN (r) Stanley McChrystal, "Zealots," in *Leaders: Myth and Reality*, 151-199.
Context: These studies of Maximilian Robespierre and Abu Musab Al-Zarqawi look at commitments to a virtue system unmoderated by humanism. Does ideological purity turn virtue into vice, or did a willingness to accept means irreconcilable with ends turn these leaders into failed zealots?

CONTACT HOURS: 90-minute seminar.

DAY 6 - PRUDENCE

DATE: 18 September 2020

LESSON OBJECTIVES

1. Comprehend the intellectual virtue of prudence.
2. Compare and contrast competing interpretations of what it means to lead with prudence.
3. Assess the implications of a leader's position on and exercise of prudence.

LESSON OVERVIEW

Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power. --Lao Tzu, Tao Te Ching

Comprehending your world and making decisions within it comprise the intellectual cardinal virtue, in Greek *phronesis*, often translated as “practical wisdom” or “prudence.” *Phronesis* entails situational awareness and the application of abstract wisdom to see and know how in given circumstances to connect ways and means toward the right ends. Its purpose in leadership is to help the leader move from moral knowledge to moral action, particularly when the pathway connecting moral principle, situational obstacle, and moral action is unclear. This lesson is committed to comprehending practical wisdom and its practice within military leadership. Today’s military leaders require excellent judgment, as do any leaders responsible for many lives and resources. But what is involved in possessing this excellent judgment? Surely, we expect our leaders to use resources effectively and efficiently. Yet many bad decisions began with good intent but fell apart because of a failure to anticipate long-term negative effects or consequences.

What mental habits can leaders cultivate to see their way through to make effective and efficient decisions resistant to such failures and to long-term negative effects? It is said wisdom includes the habit of connecting the best means to the best ends. But what does this mean today? After all, sometimes the best means to achieve certain ends might be wrong in themselves or repugnant to many people. Are there circumstances which might call on leaders to do terrible things for desirable reasons, such as personal or unit survival, or national interests? How do leaders navigate situations in which the right answer is elusive?

LD-511 (L): Practical Wisdom and Deliberating Well. Dr. Paul Johnston (ACSC) will lecture on practical wisdom from the perspectives of two major camps, the Aristotelian and Machiavellian, using a historical case study to explain what practical wisdom is, how it is cultivated, and why it matters. *CONTACT HOURS: 1-hour lecture.*

LD-512 (S): Prudence and Pragmatism

1. David Hackett Fischer, *Washington's Crossing*, 66-80, 160-181. Context: The occupation of New Jersey by British forces provides an opportunity to study the relation between means and ends, and how miscalculation here can destroy long-term ends.

2. Niccolò Machiavelli, *The Prince*, VI, XV, and XVIII, 14 pages [EL] and Marcus Aurelius, *The Emperor's Handbook* (VIII.1-17 and IX.1-31) 91-110. Context: These excerpts range against one another the pragmatism of Machiavelli and the ends-directed resolve characteristic of Classical Greek tradition, from Socrates to Aristotle to the Emperor Aurelius. In the pursuit of what is ethical *and* effective *and* efficient, what is to be done when it seems one must choose to eschew at least one of these criteria?

3. USS *Theodore Roosevelt* COVID-19 Case Study [EL] Context: This collection of primary documents includes Captain Crozier's leaked letter about the viral outbreak about CVN-71, the transcript of Acting Secretary of the Navy Modly's speech to the crew of the carrier, and a couple of analysis pieces written about the event.

CONTACT HOURS: 90-minute seminar.

DAY 7 – ETHICAL PROBLEMS

DATE: 21 September 2020

LESSON OBJECTIVES

1. Comprehend ethics as a component of decision-making at the operational level.
2. Comprehend present and future challenges to ethical military leadership.
3. Apply ethical reasoning approaches to contemporary leadership scenarios.

LESSON OVERVIEW

In the make-up of a rational being, I can see no virtue incompatible with justice, but I do find a virtue at odds with pleasure: self-control.
-- Marcus Aurelius, *The Emperor's Handbook*, VIII.39

Ethical reasoning is difficult to master, so much so one can wonder if it is worth the effort or reflection to try. For one thing, how do we get our bearings on a foundation from which to reason in the first place? After all different cultures have different ways of looking at right and wrong, and those same differences often exist within a culture. Secondly, what do we do when the urgency of the crisis seems to suggest that any means be considered to achieve it? In those cases, how do we know how far is too far? Lastly, technological advances have produced ethical questions never faced, seemingly, by earlier militaries. Do we need a new set of ethical rules to respond to these circumstances?

This lesson concludes Phase II of the course by addressing four ethical challenges. The first challenge considers the so-called “generals’ revolt” against the GWOT in its early stages. How do you get your bearings in the first place to make a judgment call on the ethical behavior of others? Were these senior leaders right to speak out, or insubordinate and unethical? The second asks students to identify and evaluate the ethical system revealed in the French Army’s proposal for dismantling the terrorist network in the Kasbah of Algiers during the French-Algerian War. The third challenge is an examination of the ethical use of high-tech weapon platforms as a springboard from which to consider the chief ethical questions likely to confront military leaders in the near future. The final challenge is that of authority and its friction points with moral conduct.

LD-513 (S): Ethical Problems in Military Leadership

1. CASE 1: Martin Cook, “Revolt of the Generals: A Case Study in Professional Ethics,” *Parameters* 38.1 (2008), 4-15. [EL] Context: Dr. Cook provides analysis of the behaviors of some senior military leaders in reaction to the early stages of the GWOT and proposes a way ahead on how to view these behaviors ethically.
2. CASE 2: Roger Trinquier, *Modern Warfare*, 16-25, 113-115 [EL] Context: This is Colonel Trinquier’s classic text set during the French-Algerian War, and his advocacy of the use of all available means in cases of apparent existential crisis. How can one evaluate the ethical nature of this position?

3. CASE 3: Paul Springer, *Outsourcing War to Machines*, “Morality for Machines?” 147-168. Context: The use of autonomous lethal weapons: challenges and ethical judgment. Autonomous lethal weapons no longer require a human operator to kill. How does one make ethical judgments regarding the development and use of such weapons?
4. CASE 4: Dean Ludwig and Clinton Longenecker, “The Bathsheba Syndrome,” *Journal of Business Ethics* 12.4 (1993), 265-273. **[EL]** Context: How does success enable moral failures, and what can leaders do to insulate themselves and their organizations from this tendency?
5. **[Optional Reading]** Paul Robinson, “Ethics Training and Development in the Military,” *Parameters* 37.1 (2007), 23-36. **[EL]** Context: Dr. Robinson asserts that learning on ethics in the military is difficult, vitally important, and that one has to start somewhere to provide a coherent approach to the topic.

CONTACT HOURS: 90-minute seminar.

PHASE III

THE ORGANIZATIONAL DIMENSION OF LEADERSHIP

DAY 8 – ORGANIZATIONAL CULTURE

DATE: 22 September 2020

LESSON OBJECTIVES

1. Comprehend Schein's theory of organizational culture.
2. Apply organizational culture theory to American military service cultures.
3. Apply organizational culture theory to your own organizational experiences.

LESSON OVERVIEW

It is easy to think of any organization as a collection of individual people joined by a hierarchy and organized to accomplish collective goals. But we recognize there is something deeper here, something about the nature of all organizations that leaders must grasp to be truly successful. If organizations are not simply collections of individuals, what are they? They are cultures. Comprehending organizational culture helps explain why organizations can be hard to lead and especially hard to improve. Edgar Schein, in his classic on organizational culture, defined it as the “pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration” (*Organizational Culture and Leadership*, p. 18). The pattern of assumptions and symbols that comprise an organizational culture helps its members understand their world and communicate with one another within it. Cultures represent continuity but are also constantly evolving and can be actively changed.

This lesson opens Phase III of the course, which is committed to the context or operating environment of leadership. This phase begins with diving into an organization to understand and assess its culture and foundational beliefs, then shifts to leading the people within an organization through building trust and empowering others. This lesson is focused on Edgar Schein's theory of organizational culture, utilizing American service cultures as exemplars. How do the services exhibit organizational culture, and how do their cultures shape their leaders? How can leaders influence their cultures? Organizational culture spans from the service level to the squadron level, or within specializations across services or even nations. The study of cultural theory helps leaders know what to look for to understand the cultures of organizations they already inhabit or those they may enter in the future. How are cultures shaping you, and how are you shaping them?

LD-514 (L): American Service Branch Cultures. Col Jeffrey Donnithorne, PhD (SAASS) will lecture on the organizational cultures of American military services, how organizational culture gives demand signals for leadership qualities, and the relation between service cultures and the culture of the joint environment. *CONTACT HOURS: 1-hour lecture.*

LD-515 (S): Organizational Culture

1. Edgar Schein, *Organizational Culture and Leadership*, 1-33, 197-258. Context: Dr. Schein's seminal text has been influential in organizational studies for decades. The first assigned portion of the book offers an introduction to culture, the analysis of which began among anthropologists and historians before being adopted for the study of organizational behavior. The latter assigned portion addresses the value for leaders in understanding cultures and culture change.
2. Maj Jason M. Newcomer & Daniel Connelly, "Elements of an Effective Squadron: An Air Force Organizational Study," *Air & Space Power Journal*, 32.1 (Spring, 2018), 65-79 [EL] Context: Maj Newcomer and Dr. Connelly use a phenomenological study to interview 30 graduated commanders of various squadrons from across the Air Force. They explore seven areas of organizational culture, to include: leadership teams, training, customer service, performance improvement, change management, communication, and employee relations. They conclude with a cluster diagram that connects complex organization relationships for future commanders to capitalize on as they enter command.

CONTACT HOURS: 90-minute seminar.

CURRICULUM CONNECTIONS

Service cultures figure in AP1's history of the creation of the Air Force, while disjunctures within joint C2 related to service culture figure prominently in the historical case studies of AP2. Organizational culture and its impacts on decision-making are the subject of a lesson in IS2.

DAY 9 – ORGANIZATIONAL CULTURE II (BIASES)

DATE: 24 September 2020

LESSON OVERVIEW

1. Comprehend Kahneman’s “system 1-system 2” theory of bias and critical thinking.
2. Comprehend underlying basic assumptions and their centrality within cultures.
3. Apply system 2 critical thinking to examine system 1 basic assumptions.

LESSON OVERVIEW

Every culture has its received truths: shared basic assumptions that hardly need to be communicated, comprise a significant part of the organization’s foundation, and themselves shape the organization over time. These assumptions are useful biases: they are lubricant for normative thought and behavior within the culture. And yet leaders need to be aware of these useful biases and be able to put them under critical scrutiny from time to time to weed out harmful biases, prune those that outgrow their purpose, and further develop those that are helping the organization. Identifying and reviewing an organization’s shared basic assumptions is one of the most important and challenging tasks any leader faces, and a vital step towards guiding organizations toward morally sound and effective practices, and diagnosing and treating slides into immoral and ineffective practices.

LD-516 (L): Winged Defiance: The Air Force and Preventive Nuclear War in the Early Cold War. Col (r) Edwin Redman, PhD (ACSC) will lecture on the underlying basic assumptions that shaped 1950s airpower culture and were shaped by particular leaders in the nascent Air Force. *CONTACT HOURS: 1-hour lecture.*

LD-517 (S): Organizational Bias

1. Daniel Kahneman, *Thinking, Fast and Slow*, 19-30, 71-88, 199-221, 234-244. Context: Kahneman’s celebrated investigation of human cognitive biases helps us to uncover and question those biases, and to examine their effects, which are crucial steps for organizational leaders.
2. Case Study: Tony Kern, *Darker Shades of Blue* [EL] Context: USAF officer Tony Kern reviews the organizational factors behind the Fairchild AFB B-52 crash.

CONTACT HOURS: 90-minute seminar.

DELIVERABLES

1. Submit assignment two - **LD-601 (E): CASE STUDY: ETHICAL REASONING PAPER** - in accordance with instructions on Canvas.

DAY 10 – BUILDING TRUST

DATE: 29 September 2020

LESSON OBJECTIVES

1. Incorporate Phase I and Phase II material into a discussion of building trust.
2. Assess how leadership style—especially in managing risk and anticipating change, surprise, and uncertainty—relates to trust.

LESSON OVERVIEW

“If you cannot create harmony—even vicious harmony—on the battlefield based on trust across service lines, across coalition and national lines, and across civilian/military lines, you really need to go home, because your leadership style is obsolete.” – General James Mattis, remarks to Joint Warfighting Conference 2010

Who do you trust, and who trusts you? How do you earn trust, and how have others earned yours? How and when does leadership depend upon trust?

Trust presents in different forms. Different people build trust for different reasons, and trust may exist in different facets. Competence, composure, and a moral compass often contribute to trust. Relational skill and communication often do as well, which can even suggest the former attributes may not be necessary to build trust. Leaders should ask themselves, however, whether that would then constitute manipulation. How do vision and bearing relate to trust? How does risk-management relate to trust? The Clausewitz reading assigned for this day asks students to reflect on genius in military leadership. Brilliant, aggressive, and radical, producing exceptional outcomes through unique foresight and situational awareness, genius asks others to accept great apparent risks for greater rewards. How may this visionary style of leadership contribute to or imperil trust depending on the audience or situation? The first two days of Phase III focused upon the organization; this day and the next focus on people in the organization.

LD-518 (L): Building Trust. Brig Gen (r) Gwyn Armfield lectures on the significance of trust and forging trust in military leadership. *CONTACT HOURS: 1-hour lecture.*

LD-519 (S): Building Trust

1. David Sniffen, “The Dynamics and Value of ‘Trust’ in the Military,” *Small Wars Journal* (2014) [EL] Context: Dr. Sniffen, a US Army psychologist, in this primer on trust attempts to pierce the concept’s true essence and operation for military leaders.
2. Carl von Clausewitz, *On War*, 100-112. Context: Clausewitz examines the topic of military genius and asks what kind of leader do we trust in a crisis? What are the implications of this contest between genius and efficient manager in terms of how we as leaders can build or lose the trust of others in us?

3. GEN (r) Stanley McChrystal, *Leaders: Myth and Reality*, “The Power Brokers,” 245-300. Context: These two cases investigating the leadership of Boss Tweed and Margaret Thatcher bring up questions about the sources and operation of trust between leader, followers and the public.

4. David Hackett Fischer, *Washington’s Crossing*, “The Opportunity,” 182-205. Context: This chapter explores the lessons that could be learned from the British occupation of New Jersey, and General Washington’s opportunity to strategically seize the momentum and also to secure (or lose) long-term gains not just for the Continental Army but for the new country.

CONTACT HOURS: 90-minute seminar.

DAY 11 – EMPOWERING OTHERS

DATE: 1 October 2020

LESSON OBJECTIVES

1. Comprehend the purpose, merits, and risks of mission command² in military leadership.
2. Comprehend various forms of follower development activities directed toward building leaders and how it relates to mission command.
3. Comprehend successful mission command and empowerment of others as the fruit of trust.

LESSON OVERVIEW

Have you ever experienced micromanagement as a form of centralized command, or experienced a lack of guidance as a form of decentralized execution? Why do you think that occurred? How should leaders invest in creating more leaders? How do leaders know how and when to empower other leaders?

Mission-type orders typically empower lower echelons with limited decision-making authority. Empowering junior leaders shoulders one kind of risk (that they are not ready) because the risks and opportunities of the situation make it worthwhile. The effectiveness of this approach hinges upon the competence of junior leaders and the senior leader's willingness to trust while providing guidance and accountability. Will the junior leaders possess understanding of the leader's intent, the leader's trust, and the leadership and decision-making abilities to align ways, means, and ends to fulfill intent? How can a leader develop others to assume this level of responsibility and achieve productive and meaningful outcomes? What leadership tools can contribute to building up other leaders and make decentralized leadership more effective. This day concludes Phase III, and intentionally looks forward to Phase IV on the challenges presented to leaders by the unknown.

LD 520 (L): Developing Leaders. Dr. Daryl Watkins will describe when and how to use coaching, mentoring, advising, and other forms of follower development.

CONTACT HOURS: 1-hour lecture.

LD 521 (S): Developing Leaders and Mission Command

1. Lt Col (r) James Harvard, "Airmen and Mission Command," *Air and Space Power Journal* (2013), 131-146. **[EL] Context:** Harvard presents a brief historical narrative on mission command, reviews the four services in their application of mission command as a concept, and clarifies how the USAF understands it and can use it better.

² Mission Command is "the conduct of military operations through decentralized execution based upon mission-type orders. Successful mission command demands that subordinate leaders at all echelons exercise disciplined initiative and act aggressively and independently to accomplish the mission." (JP 3-31, Command and Control for Joint Land Operations). Air Force doctrine contains a similar idea in centralized command, decentralized execution: "Execution should be decentralized within a C2 architecture that exploits the ability of frontline decision makers (such as strike package leaders, air battle managers, forward air controllers) to make on-scene decisions during complex, rapidly unfolding operations" (AFDD 1).

2. GEN (r) Stanley McChrystal, *Team of Teams*, 13-32, 115-132. Context: These excerpts set the stage for and explain the *team of teams* concept as an application of mission command and its emphasis on flexibility at lower echelons by explaining the non-hierarchical nature of many of today's contemporary threats, and the benefits of a response in kind.
3. Col (r) Jim Thomas and Lt Col (r) Ted Thomas, "Mentoring, Coaching, and Counseling: Toward A Common Understanding," *Military Review* (2015), 50-57. [EL] Context: Empowerment is not something leaders "fire and forget;" rather, it requires follow-up and adjustments as required. This article defines three of the most common ways to develop followers, explains how they differ, and how each of the four services uses these terms.
4. David Hackett Fischer, *Washington's Crossing*, 206-262. Context: These chapters chronicle General Washington's growth from maturing self-aware leader to an increasingly effective leader of an organization and its culture. What lessons are most prominent for today's leaders? How do we empower the leaders around us, below us to achieve more?

CONTACT HOURS: 90-minute seminar.

PHASE IV

THE CHALLENGE DIMENSION OF LEADERSHIP

DAY 12 – CREATIVITY

DATE: 2 October 2020

LESSON OBJECTIVES

1. Comprehend the importance of creative thinking in uncertain, complex, or ambiguous situations.
2. Comprehend the contribution of cognitively diverse teams to the creative process.
3. Apply creative thinking in teams to begin a design planning process.

LESSON OVERVIEW

Living is more like wrestling than dancing; you have to stay on your feet, ready and unruffled, while blows are rained down on you, sometimes from unexpected quarters.

-- Marcus Aurelius, *The Emperor's Handbook*, VII.61

In the business world as well as the military, creativity is broadly recognized as one of the most desirable attributes of successful leaders. Why is creativity important? What is creativity for? What does it mean to be creative, and can anyone do it? Is creativity even compatible with military leadership?

The culture of the military tends to create impediments to creativity, but the security environment inherently produces surprise, uncertainty, complexity, and ambiguity, conditions for which creative solutions are well-suited. Joint Doctrine says that the “ability to think creatively enhances the ability to employ operational art” (JP 3-0 II.3.d). Balancing creativity and risk-management is a common challenge. Military organizations often end up with heavily bureaucratized, incremental innovation rather than rapid, radical change derived from creative thinking. Is this an accurate characterization? How problematic or even fatal might that be to a modern military today or tomorrow? How are creative thinking, critical thinking, and strategic thinking related? How is creativity related to prudence/practical wisdom? Where should leaders find the firmness on the right things on which to be firm in order to flex toward the things that require flexibility?

LD-522 (L): Creative teams and Cognitive Diversity. Dr. Jeff DeGraff (U of Michigan) will lecture on a structural concept for creativity and innovation. *CONTACT HOURS: 1-hour lecture.*

LD-523 (S): Creativity in Military Leadership

1. Milan Vego, "On Military Creativity" *Joint Forces Quarterly* 70.3 (2013), 83-90. [EL] Context: Dr. Vego deals with the historical tendency of military organizations to stifle creativity and the costs.
2. Teresa Amabile and Mukti Khaire, "Creativity and the Role of the Leader," *Harvard Business Review* (2008), 100-109. [EL] Context: The authors ponder how leaders can possibly promote creativity instead of stifle it as a typical consequence of the practice of directing and controlling people and resources.
3. Jeff DeGraff *Innovation Code*, 1-48. Context: The author helps readers isolate their unique creativity profile and understand how to fuel creative thinking given certain realities of group dynamics.
4. David Hackett Fischer, *Washington's Crossing*, 263-76. Context: This section details General Washington's opportunity to grow as a leader by changing his appreciation of creativity.

CONTACT HOURS: 90-minute seminar.

DAY 13 – CONNECTION

DATE: 5 October 2020

LESSON OVERVIEW

1. Comprehend the challenges of leading outside organizational hierarchies and authorities.
2. Comprehend a model for using connection and influence to lead inside, outside, and beyond organizational hierarchies and authorities.
3. Apply connection and influence to the challenges of military leadership in joint, interagency, intergovernmental, or multinational environments.

LESSON OVERVIEW

Command involves the exercise of given authority. How should one lead in the absence of or outside of given authority?

All leadership does not take place within the confines of command, and commanders must often lead outside their specific authorities. Leadership takes place within broader networks, up, down, across, and beyond. The joint and coalition operating environment dramatically compounds the importance of leadership outside of command. How should leaders lead outside of authority, across organizations, or across services? How should leaders prepare themselves in advance for these sorts of changes and challenges?

LD-524 (L): Meta-Leadership. Department of Leadership Chair Col (r) Bill DeMarco will lecture on networked leadership, building connection and employing influence outside strict chains of authority. *CONTACT HOURS: 1-hour lecture.*

LD-525 (S): Connection and Influence

1. GEN (r) Stanley McChrystal, *Team of Teams*, 135-154, 201-251. Context: These excerpts chronicle McChrystal's learning curve on leading leaders, and using influence and example and empowerment to lead non-hierarchically.
2. David Hackett Fischer, *Washington's Crossing*, 308-323. Context: This excerpt notes General Washington's turn from control to empowerment as a leader of leaders.
3. GEN (r) Stanley McChrystal, *Leaders: Myth and Reality*, "Harriet Tubman", 222-244. Context: This section explores Tubman's extraordinary leadership that she exercised without legal or positional authority.

CONTACT HOURS: 90-minute seminar.

CURRICULUM CONNECTIONS

The challenges of leading up and across as well as down may be usefully applied to the whole of the Joint Warfighting curriculum as means to enhance the Joint Planning Process by emphasizing the importance of non-hierarchical agency and organizational relationships, especially as opportunities to mitigate the uncertainty of future threat environments. The emphasis on connection and networks also has bearing on IS1's coverage of military alliances.

DAY 14 – CHANGE

DATE: 6 October 2020

LESSON OBJECTIVES

1. Comprehend the challenges of change in an organization.
2. Comprehend the demands of leading in times of change.
3. Comprehend the difficulty of leading after organizational failure.

LESSON OVERVIEW

By welcoming an obstacle and by calmly adapting your action to it, you will be able to do some other thing in harmony with your goals and the sort of life you are seeking to build.

-- Marcus Aurelius, *The Emperor's Handbook*, VIII.32

In an era of uncertainty, surprise, and change, leaders must be ready to lead change. How can leaders responsibly and effectively lead change? What happens when change goes wrong, or other failures occur? How do leaders recover from organizational failures? How should leaders lead when inheriting failure?

Leadership is always confronting things that have gone wrong or are vulnerable to going wrong. Leading change to either avoid failure or get through it is a critical requirement of leadership. Leading change and through failure requires the exercise of all the components of leadership emphasized across this course: mental agility, moral composure, and relational skills and authenticity. This day of the course considers how to bring themes and material from across the course together to address two of the greatest challenges leaders face: leading change, and leading through failure. These great challenges are also common: it is altogether probable that some in this course will find themselves tasked with leading and changing a failing organization in the near future. What are the challenges of identifying change requirements and leading people while leading change? How can leaders plan for an organizational change after an organizational failure?

LD-526 (L): Leading Difficult Change. Col (r) Jon Rhone will lecture on leading change and overcoming failure. *CONTACT HOURS: 1-hour lecture.*

LD-527 (S): Change and Leadership

1. Edgar Schein, *Organizational Culture*, 273-328, 365-383. Context: The author explains what happens when culture and change collide, and what leaders can do about this.
2. John P. Kotter, "Leading Change: Why Transformation Efforts Fail" *Harvard Business Review* 1995. [EL] Context: This article looks at Dr. Kotter's phased approach to leading change despite typical organizational barriers that resist such transformation.
3. David Hackett Fischer, *Washington's Crossing*, "Conclusion," 363-379. Context: The author wraps up his study of General Washington by proposing that despite or due to his many flaws and failures, he had nevertheless invented a "new American way of war."

CONTACT HOURS: 90-minute seminar.

DAY 15 – CRISIS

DATE: 8 October 2020

LESSON OBJECTIVES

1. Comprehend the challenges of crisis leadership.
2. Compare leadership philosophies among military professionals in seminar.

LESSON OVERVIEW

When facing whatever happens outside your control, be calm; when taking actions for which you are responsible, be fair. In other words, whether acting or reacting, make your aim the aid and betterment of others, in fulfillment of nature's laws.

--Marcus Aurelius, *The Emperor's Handbook*, IX.31

How should leaders prepare for crisis? What should leaders do in crisis, and learn from crises?

Since the end of the Cold War the United States has enjoyed relative global hegemony and experienced threats of fairly low salience and/or seriousness, despite the violence and hardship of counterterrorism, counterinsurgency, and other recent missions. As critical vulnerabilities become *both* more critical to the nation and to the American-led world order *and* more vulnerable, a generation of supremacy could be coming to an end. How will a health crisis like the COVID-19 pandemic affect American security and hegemony? The lecture for the day offers a municipal case study in crisis leadership, where a powerful tornado ripped a town to pieces. How should leaders respond in moments that move from normalcy to crisis with little to no warning? How do the facets of leadership and habits of self-development studied in this course bear on leading well in crisis? In that moment, do animal instinct, technology, and routine reign, or does the leader's humanity get a vote?

LD-528 (L): Crisis: The Tuscaloosa Tornado. Mayor Walter Maddox reflects on leading through the Tuscaloosa Tornado. *CONTACT HOURS: 1-hour lecture.*

LD-529 (S): Crisis and Clarity

1. Thomas Hughes, *Over Lord: General Pete Quesada and the Triumph of Tactical Air Power in World War II*, 1-19. Context: The author's summary of General Quesada's leadership in crisis demonstrates the relevance of all four days of this phase, by also addressing creativity, connection, and change.

CONTACT HOURS: 90-minute seminar.

DELIVERABLES

1. 8 Oct: Seminar members will share the main ideas of their own leadership philosophies and field comments and questions from classmates and their course instructor.
2. 9 Oct: Submit assignment three - **LD-602 (E): PERSONAL LEADERSHIP PHILOSOPHY WITH REFLECTIVE COMMENTARY** - in accordance with instructions on Canvas.