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Leadership in the Profession of Arms

National Security Affairs Department
Fleet Seminar Program



College of Distance Education

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NAVAL WAR COLLEGE
COLLEGE OF DISTANCE EDUCATION
NATIONAL SECURITY AFFAIRS DEPARTMENT
LEADERSHIP IN THE PROFESSION OF ARMS (LPA) COURSE
SYLLABUS AND STUDY GUIDE

Foreword

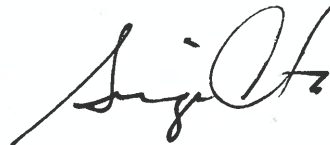
This syllabus contains an overview and detailed description of the Leadership in the Profession of Arms course of study. Prepared for the College of Naval Command and Staff for use in the Fleet Seminar Program of the College of Distance Education, this syllabus provides detailed session-by-session guidance, assignments, and study guide material for weekly class preparation.

Prepared By:



Prof. Michael W. Pratt
Chair,
National Security Affairs Department
michael.pratt@usnwc.edu

Approved By:



Sergio A. Costa, PhD, MEd
Dean
College of Distance Education

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LEADERSHIP IN THE PROFESSION OF ARMS (LPA) COURSE

SYLLABUS AND STUDY GUIDE

1. Course Overview. The National Security Affairs (NSA) Department prepares and delivers two separate and distinct Fleet Seminar Program (FSP) courses over the 34-week term. The first course, Leadership in the Profession of Arms (LPA), comprises the first five weeks of the term. The second course, Theater Security Decision Making (TSDM), comprises the remaining 29 weeks of the term. Although LPA and TSDM are separate courses of study, both will be taught sequentially by the same Professor over a contiguous 34-week period. However, students will receive a separate final grade for each course. This LPA syllabus outlines the course content, student expectations, and applicable NSA Department policies, many of which will remain consistent across both LPA and TSDM.

LPA is rooted in the premise that the profession of arms is sustained by leaders who build and maintain trust with the American people they serve. That trust depends on both competence and character. As the international security environment continues to evolve, so too must those who lead within it. By continually developing themselves and those they lead, leaders in the profession of arms are better prepared to assume increasingly complex responsibilities. The LPA sessions provide students with an opportunity to focus on themselves as leaders by reflecting on past performance, identifying areas for growth, and considering how they can lead more effectively in future roles. The course provides the time, space, tools, guidance, and encouragement necessary to do this difficult but essential work. Through reflection and deeper understanding, students can develop new competencies, strengthen character, and enhance their ability to lead in complex environments.

2. Course Intent. The goal of LPA is to provide an educational experience that combines conceptual rigor and professional relevance to prepare students to be more effective participants in the national security enterprise's decision making environment. Students may apply these skills as members of a major national security organization, such as a combatant command or Service staff, or while in command. The intended outcome of this graduate-level course is to foster Joint warfighting skills, regional awareness, strategic perspectives, critical thinking, and analytic rigor. These skills are needed by national security professionals who will be working in a complex staff environment or when in command. The primary goal is to help mid-level national security professionals become more self-aware, reflective, and trusted leaders who are prepared to assume greater responsibility in the profession of arms. Through focused reflection on competence, character, and leader development, students should leave LPA better equipped to lead themselves and others in complex environments while sustaining the trust essential to military service.

3. Officer Professional Military Education Policy (OPMEP). The Chairman of the Joint Chiefs of Staff Instruction, CJCSI 1800.01G (dated 15 April 2024), sets the policies, procedures, outcomes, and responsibilities for both officer Professional Military Education (PME) and JPME. The instruction directs the Services and Service schools to comply with the Officer Professional Military Education Policy (OPMEP) by meeting the Joint Learning Areas (JLAs) which are broad categories of Joint knowledge to inform the JPME curricula and meet the requirements for Joint officer education. The education continuum for JPME I outlined in the OPMEP is intended to prepare mid-career officers to conduct operations and campaigns in Service-specific and Joint

constructs and to be fully capable of serving as leaders and staff officers at the operational level of war.

4. Learning Outcomes. The Chairman of the Joint Chiefs of Staff (CJCS) has directed that JPME maintain a current and relevant curriculum that provides graduates with the knowledge, skills, and attributes necessary to perform successfully across a competition continuum comprising armed conflict, competition below armed conflict, and cooperation in both traditional and irregular warfare contexts. The CJCS further directed that this be adopted through an outcomes-based military education (OBME) approach in its development, delivery, and assessment. Given this, “outcomes” will be an integral part of JPME and the LPA curriculum. The desired outcomes for LPA are referred to as Course Learning Outcomes (CLOs) and are listed below. The LPA CLOs directly complement and support the Naval War College’s Program Learning Outcomes (PLOs) for JPME I. The Naval War College’s PLOs are the same across all modalities of JPME I, resident, FSP, Naval Command and Staff Online Program, and Naval War College-at-Naval Postgraduate School.

a. LPA Course Learning Outcomes (CLO). The CLO for LPA identifies the key concepts, skills, and competencies students are expected to articulate, demonstrate, or apply—both theoretically or pragmatically—upon completion of the sessions associated with each CLO. Student mastery of the CLOs will be assessed at various points throughout the curriculum. To earn credit for LPA, students must demonstrate mastery of the required CLOs by successfully completing the corresponding Summative Assessments (SA). The syllabus page for each LPA session identifies the relevant CLOs addressed in that session and indicates when and how those CLOs will be assessed. CLO-1 (below) outlines the learning outcomes required for LPA.

CLO-1 Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.

b. Naval War College Program Learning Outcomes (PLOs). The Naval War College’s PLOs were approved by the President, Naval War College and the Joint Staff J-7 for all Naval War College JPME I modalities. The Naval War College JPME I PLOs are achieved only after a student has successfully completed all assessments in LPA, TSDM, JMO, and S&W. An SA evaluating a PLO represents the “Key Assessment” for a specific course and assesses if a student has achieved competency in that PLO. The PLO aligned to LPA is PLO-3. The Naval War College’s JPME I PLOs are as follows:

PLO-1 Demonstrate joint planning and joint warfighting ability in military operations and campaigns across the continuum of competition. (JMO focus)

PLO-2 Create theater military strategies designed for contemporary security environments. (TSDM focus)

PLO-3 Apply the organizational and ethical concepts integral to the profession of arms to decision making. (LPA focus)

PLO-4 Apply theory, doctrine, and seapower through critical, structured thought in professional, written communication. (S&W and JMO focus)

5. LPA Course Approach. LPA will examine the foundations of the profession of arms, as understood jointly in the larger context of the national security enterprise. LPA asks students to examine and develop the foundations of the profession of arms beyond their own communities. Students will gain an appreciation for the complex environment they will encounter in more senior roles, and the imperative that their thinking needs to evolve as they lead at the operational level of war and beyond. Students should see themselves in the context of the profession of arms, exercising sound moral judgment guided by professional ethics, norms, and laws.

6. Course Organization. Each week in LPA there will be two distinct sessions. This structure separates specific topics so they may be examined individually while still being introduced during the same week and examined via Socratic dialogue. Despite the number of sessions, the student preparation materials (readings, videos, podcasts, etc.) for each week will be roughly equivalent to 125 pages of reading. An observant student will note that some sessions have a significant number of readings with respect to quantity. This is intentional so that students may be introduced to many different aspects and viewpoints of a complex topic. Despite the number of readings and videos, most of them will be very brief in length with the total page-count equivalent remaining within the limits outlined above. Similarly, some of the preparation material may appear dated with respect to their published date or content. This is also intentional. These readings explore enduring topics whose origins one must understand to effectively analyze the modern environment within the profession of arms. Such topics remain essential because they illuminate the enduring foundations of leadership in the profession of arms—trust, competence, character, ethical judgment, self-awareness, responsibility, and service—that continue to shape how military professionals lead in contemporary environments.

7. Course Requirements.

a. Individual Student Responsibilities. Students are expected to be fully prepared for each seminar session and to contribute actively and constructively to Socratic discussions. An inquisitive attitude and a willingness to engage thoughtfully with peers and faculty are essential to a successful graduate-level seminar experience. The “one-third” rule is the keystone of the seminar approach. The first third is a well-constructed, relevant curriculum. The second third is highly qualified faculty who present the material and guide discussion. The final and most important third is the thorough preparation, active participation, and meaningful contribution of each student.

b. Workload. Every effort has been made to maintain a consistent reading and preparation workload from week to week throughout LPA. As a graduate-level course, students should generally expect to devote approximately three (3) hours of preparation for every one hour of class time. Accordingly, students should anticipate approximately nine (9) hours of preparation each week in addition to the three-hour seminar. Students should also note that additional deliverables, including FAs, SAs, exercises, and group presentations, will be due throughout the course. Students are expected to review assignment due dates carefully and plan well in advance to manage their time and workload effectively.

c. Student Preparation. All student preparation materials, including readings, videos, podcasts, and other assigned materials, must be completed prior to class, as they serve as the foundation for informed and substantive Socratic discussion. Student preparation is a fundamental

component of the Preparation and Contribution grade students will earn in LPA. The goal of the seminar is to engage in LPA topics via Socratic discussion that are informed by the preparation materials, not simply to review each assigned item. Some syllabus pages may also identify “Supplemental Materials,” which provide optional readings or resources that offer greater depth on topics covered during that week’s sessions. From time to time, Professors may also identify optional recommended readings to provide additional background knowledge directly relevant to course concepts or to offer more current insights for seminar discussion.

d. Study Guidance. For each LPA session, the syllabus page identifies five distinct areas. Each week’s preparation should begin with a thorough review of the respective syllabus pages, paying particular attention to the “Guidance Questions” listed in Section C. The five areas of each syllabus page include:

- 1) Section A (Session Overview) offers a brief overview of that session and where it fits within the overall course.
- 2) Section B (Objectives) identifies the session objectives for that specific session, the relevant CLO for that session, and the supported Naval War College PLOs.
- 3) Section C (Guidance Questions) outlines specific questions for that session that should be used to thoroughly prepare for seminar discussion.
- 4) Section D (Student Preparation) materials, as mentioned above, are the required readings, videos, podcasts, etc., for that session. Supplemental materials may be offered for some sessions but are optional.
- 5) Section E (Student Deliverables) identifies any student deliverables and the associated suspense date.

e. Case Preparation. Case studies are frequently used in LPA to provide intellectual stimulation, demonstrate application of course concepts, and to develop student abilities to analyze, synthesize, and solve complex problems using the knowledge and skills honed throughout the course. Students will be tasked with analyzing, synthesizing, and evaluating the case study material. Those efforts must be completed prior to seminar sessions so that Socratic discussions can focus on deeper exploration of the concepts involved and analysis of the issues contained in the case. In some cases, the case preparation will include an interactive exercise during seminar where the student’s full preparation and participation in seminar will be essential.

f. End-of Course-Survey. Substantive feedback is an invaluable part of any learning experience. To support continuous course improvement, students are asked to complete a survey on their LPA experience. LPA will have a dedicated end of course survey that seeks student feedback on the curriculum, assessments, and Professor effectiveness. Students must submit the survey in order to receive a final grade in LPA. All survey submissions are anonymous, and survey data will be shared with Professors only after final grades have been submitted.

8. Attendance. Students are expected to attend every seminar meeting during the five weeks of LPA. Attendance is defined as a student’s physical presence in any Fleet Seminar Program meeting (exercise or discussion), whether it is in the home seminar or at another FSP location, as outlined

in paragraph 8a below. *Any student who does not attend a seminar meeting at an FSP location for that week shall be considered absent. There is no distinction between “excused” and “unexcused” absences; a student is either physically present for a seminar meeting or not.* A student who is absent from two (2) or more seminar meetings is, by accreditation standards, not eligible to receive credit for LPA, which is a required component of both the Naval War College M.A. degree and JPME I certification. Upon the maximum number of absences, or when the absence is anticipated, the specifics of the situation will be reported by the seminar Professor to the NSA Department Chair and Program Manager in Newport. A case-specific determination regarding eligibility for the Naval War College M.A. Degree, Naval War College Diploma and JPME I certification will be made by the Dean, CDE.

a. Attendance at an Alternate In-Person Seminar. The Fleet Seminar Program is structured so that any student who cannot be physically present in their normally assigned seminar on any given week may attend another physical location and earn credit for their attendance. Students are responsible for advising their Professor in advance of any anticipated absence, as well as assisting their Professor in the coordination for participation with another seminar. For example, if a student assigned to the Washington Navy Yard is traveling on temporary duty (TDY/TAD) to San Diego, the student will need to let their Navy Yard Professor know that they will be absent from seminar due to a TDY and of their desire to attend the San Diego seminar rather than incur an absence. The student’s Professor would coordinate via email with the gaining Professor in San Diego to facilitate the student’s attendance, provided there is space available. Once coordinated, the student’s Professor will put the student in touch with the gaining Professor via email so that the student can coordinate any requirements from the gaining Professor. After the student has attended a seminar at the alternate location, the Professor of the visited seminar will advise the Professor of the home seminar of the student’s actual attendance and level of Preparation and Contribution.

b. Request for Attendance in an Alternate Virtual Seminar. If an in-person seminar at another FSP location is not available, a student may request to be included in one of the two LPA virtual seminars *only if the student meets the requirements to qualify for attendance and if space is available.* In keeping with CDE policy, all requests for attendance in a virtual seminar *must be only for operational reasons where an in-person seminar option is not available, or the student is SIQ (sick in quarters).* Students should be as proactive as possible in anticipating and requesting a seat in one of the two LPA virtual seminars, as there are a limited number of spaces available each week. If the student’s reason for absence meets the requirements to warrant an assignment to an alternate virtual seminar, the student will then fill out the virtual seminar request attendance form found on the seminar’s Blackboard site. Once filled out, the student will send the completed form to their Professor who will ensure the validity of the student’s request and forward the student’s form along with a recommendation for approval to the NSA FSP Program Director.

The information required for approval must include the following:

- 1) Student’s name, email address, home seminar location, and Professor’s name.
- 2) Date the request was created

- 3) Date(s) and virtual location student is requesting attendance (East Coast Virtual meets on Tuesdays at 1730 EST; West Coast Virtual meets on Thursdays at 1730 PST).
- 4) Reason for virtual seminar request.
- 5) Additional comments or amplifying remarks that explain the reason for the virtual seminar request.

c. Approval of Attendance in an Alternate Virtual Seminar. If approved, the NSA FSP Program Director will email the student, the home Professor, and the gaining virtual Professor to confirm approval for attendance and the corresponding dates. Following the written approval, the student will coordinate with the gaining virtual Professor for any specific requirements for their pending attendance. Following the student's attendance in the virtual seminar, the Professor of the virtual seminar will advise the Professor at the home seminar of the student's actual attendance and level of Preparation and Contribution.

d. Requirements for Attendance in a Virtual Seminar. In order to earn credit for attendance in a virtual seminar—whether permanently assigned or visiting—students *must have full access to Blackboard via the internet and have and maintain the ability to project and receive both audio and video so that they may be full participants in the seminar experience*. Students must also be in a quiet and private location where their full participation can be expected without any distractions for themselves or classmates. If full audio and video capabilities are not available or the student is not in an appropriate private location, they will be asked to leave the virtual seminar and will not earn attendance credit for the session(s) missed. Examples of locations that are *not* appropriate for virtual seminar attendance include (but are not limited to) airports, moving vehicles, commercial eating/drinking/shopping establishments, or any area open to the public that could be distracting to other members of the seminar or where others might overhear student discussions meant to be for non-attribution.

e. Requirements for Seminar Absence. If a student is unable to attend an in-person seminar and has not been approved to attend a virtual seminar for the affected week or weeks, the student must submit a written essay for each missed LPA session. The Professor will assign a minimum of two Guidance Questions from the relevant syllabus pages for each missed session. If both sessions in a given week are missed, the student must answer four (4) total questions—two from each session. Each response should thoroughly address the assigned Guidance Questions and may not exceed 500 words per session. The essays must be of sufficient quality to demonstrate to the Professor that the student has mastered the CLO(s) and key course concepts for the missed session(s). This submission does not remove the recorded seminar absence, but it helps ensure the student has engaged substantively with the missed material. The quality of the written submission will be included as part of the student's overall Preparation and Contribution grade.

9. Assessments. The Professor will assess student progress throughout LPA using three means of assessment: formative assessments (FA), summative assessments (SA), and student Preparation and Contribution.

a. Formative Assessments. Formative Assessments (FAs) are ungraded assignments that provide students and Professors an opportunity to assess student progress and comprehension of course material before the student completes a graded assignment. Each FA is assessed by the Professor as either “Meets Standards” or “Not Yet.” Although FAs do not receive a numerical grade, a student’s work must be assessed as equivalent to an 80/B- or better in order to meet standards. Students must successfully complete all FAs to continue in the course. Any FA assessed as “Not Yet” must be re-accomplished in a manner determined by the Professor. Re-accomplishment will occur only after the Professor provides the student with substantive feedback and a remediation plan. The student must complete the remediation and successfully resubmit the FA within 48 hours of being assigned the remediation. Any student who receives a second “Not Yet” on the same FA will be referred to the NSA Department Chair and may be considered for involuntary disenrollment for failure to progress in the course. There is one FA in LPA, as indicated below.

FA #	Type of Assessment	Effort	Due
FA-1	Short Essay	Individual/Group	Week 3

b. Summative Assessments. Summative Assessments (SAs) are graded assessments that validate a student’s mastery of the CLO(s) being covered by that assessment. SAs will be graded with a number and letter grade (e.g., 87/B+). To be considered passing, an SA must earn a grade of 80/B- or higher. The SA in LPA must earn a grade of 80/B- or higher in order for a student to continue in the course. Any SA assessed by the Professor as being below a grade of 80 must be re-accomplished in a manner determined by the Professor. Re-accomplishment will occur only after the Professor provides the student with substantive feedback and a remediation plan. The student must complete the remediation and successfully resubmit the SA within 7 days of being assigned the remediation. If the second attempt on the SA earns a passing grade, the student will earn a final grade on that SA no higher than 80/B-. Any student who receives a second failure on the same SA will be referred to the NSA Department Chair and be considered for involuntary disenrollment for failure to progress in the course. SAs have a firm due date as outlined below. *Any late submission received after the due date without a written request from the student and written approval from the Professor will earn a grade no higher than an 80/B-.*

c. Student Seminar Preparation and Contribution. The final means of graded assessment is student seminar Preparation and Contribution. This assessment will be evaluated (with a numeric and corresponding letter grade) throughout the course based on how well a student prepared for each seminar and their effectiveness at applying applicable course concepts, demonstrating critical and creative thinking, and communicating these skills in seminar discussions, in-class exercises, and other course activities. LPA will have a single Preparation and Contribution grade based on cumulative performance across each session in the course.

***An important note regarding seminar Preparation and Contribution grade.** Thorough preparation for each seminar, meticulously absorbing student preparation materials, and substantive contributions during seminar discussions are key aspects of the learning construct. Students will therefore be assessed on the cumulative quality of their individual seminar Preparation and Contributions. Student contribution is assessed by its quality. The goal is not

to measure the number of times students have spoken, but how well they have demonstrated that they have prepared and understood the subject matter, enriched discussion, and contributed to a positive and active learning dynamic. This caliber of commitment requires students to arrive prepared to take part in every seminar discussion by absorbing the readings, listening attentively, thinking critically, and offering informed comments on session topics. Students are expected to prepare for and be thoughtfully engaged in each seminar session.

10. LPA Graded Assessments. The following is a composite listing of the LPA course requirements, type of effort, basis of evaluation, time due, and their relative weight:

ASSESSMENT	TYPE OF EFFORT	BASIS OF EVALUATION	DUE DATE	WEIGHT
SA-1 (LPA)	Individual	Ability to analyze a case study and apply course concepts in a logical & concise way. (CLO-1) (PLO-3 Key Assessment)	Prior to IS-1 in Week 5	75% of LPA Grade
Preparation and Contribution (LPA)	Individual	Quality of student seminar Preparation and Contribution in seminar discussions and written thought pieces.	Continuous throughout LPA	25% of LPA Grade

a. Grading Criteria. A course grade will be assigned based on grades earned for SAs and Preparation and Contribution. Students must complete, with an 80/B- or better grade, each of the Naval War College core courses (LPA, TSDM, JMO, S&W) for the master's degree program and receipt of JPME Phase I certification. All work in the prescribed curricula for the intermediate program will be graded using the standards below.

- 1) Final course grades will be expressed as the unrounded numerical average of the weighted course assessments in the table above, to two decimal places, along with the corresponding letter grades with pluses or minuses.
- 2) General rubrics (in paragraph 10b. below) are provided so students will know the general performance criteria for SAs, FAs, and student Preparation and Contribution.
- 3) Grades for all LPA assignments are based on the standards set forth in the 2024 Naval War College Faculty Handbook (page 44), which states in part:

Historical evidence indicates that a grade distribution of 35% - 45% 'As' and 55% - 65% Bs and 'Cs' can be expected from the overall Naval War College student population. While variations from this norm might occur from seminar to seminar and subject to subject, it will rarely if ever reach an overall 'A' to 'B/C' ratio of greater than or equal to an even 50/50 distribution.

4) Late work submitted without prior written approval—that is, work turned in past the deadline without previous *written notification* from the student to the Professor and *written approval* from the Professor—will receive a grade of not greater than a B- (80). Work submitted more than 14 days late without the prior *written approval* of the Professor will be referred to the NSA Department Chair and may result in the student’s removal from the course. Professors are available to assist students with course material, to review a student’s progress, and to provide counseling as required. Students with individual concerns are encouraged to discuss them as early as possible so the Professor can render assistance in a timely manner. In any case, work submitted more than 30 days past the due date will be referred by the Professor to the NSA Department Chair and Program Manager in Newport, with disenrollment the likely outcome.

5) All LPA course assessments are open-book and open-notes. Students may consult any of the student preparation materials or course resources while completing the assessments. Collaboration between students on assessments is NOT permitted unless specifically authorized or required by the Professor. The use of commercially available computer software for proofreading a student’s work (e.g., Grammarly) prior to submission is not only authorized, but also highly encouraged.

b. Grading Standards. All graded activities in LPA will be evaluated using the following rubrics.

1) Summative Assessments. In addition to the substantive criteria specified below, the written response must be editorially correct (spelling, punctuation, grammar, syntax, format, etc.).

A+	(97-100)	Work of truly superior quality. Organized, coherent, and extremely well-written response that offers a genuinely new understanding of the subject. Completely addresses the question(s). Covers all applicable major and key minor points. Demonstrates total grasp and comprehension of the topic. Ready to be published “as is” in a peer-reviewed journal. Demonstrates mastery of all Course Learning Outcomes evaluated.
A	(94-96)	Work of exceptional quality. Demonstrates an outstanding grasp of the topic, addressing all major issues and key minor points. Organized, coherent and very well-written. Ready for publication in a peer-reviewed journal with minor edits. Demonstrates mastery of all Course Learning Outcomes evaluated.
A-	(90-93)	Work of very high quality and well above average graduate level. Demonstrates an excellent grasp of the topic. Addresses all major and most of the minor points in a clear and coherent manner. Demonstrates mastery of all Course Learning Outcomes evaluated.
B+	(87-89)	Very good quality and indicative of graduate-level work. Well-crafted answer that discusses all relevant important concepts with supporting rationale for analysis. Demonstrates mastery of all Course Learning Outcomes evaluated.

B	(84-86)	Good work, but slightly below graduate-level performance. A successful consideration of the topic overall, but either lacking depth or containing statements for which the supporting rationale is not sufficiently argued. However, demonstrates acceptable mastery of all Course Learning Outcomes evaluated.
B-	(80-83)	Acceptable, but well-below average graduate work. Addresses the question and demonstrates a fair understanding of the topic, but does not address all key concepts or is weak in rationale and clarity. However, demonstrates acceptable mastery of all Course Learning Outcomes evaluated.
<B-	(<80)	Failing and requires remediation.

2) *Student Seminar Preparation and Contribution.* Seminar Preparation and Contribution will be graded at the end of LPA as a whole number on a 100-point scale. Preparation and Contribution grades are determined by Professor evaluation of the quality of a student's preparedness and contributions to seminar discussions, projects, exercises, and other course activities. The evaluation will consider a student's critical and creative thinking as demonstrated in oral or written communication when contributing to seminar activities. All students are expected to have completed all student preparation materials, substantively contribute to each seminar session, and to listen and respond respectfully when fellow students or the Professor offer ideas. This overall expectation underlies all criteria described below. Interruptive, discourteous, disrespectful, or unprofessional conduct or attitude detracts from the overall learning experience for the seminar and will negatively affect the contribution grade. When a student's contribution grade falls to a B- or below (or trending toward it) the Professor will intervene and ensure that the student understands that a contribution grade of B- or better is required for successful completion of LPA. The student will be provided the opportunity to increase the contribution grade through remediation provided by the Professor. Remediation must be determined by the Professor to be of high quality to warrant an increase in the student's contribution grade. A final contribution grade below a B- will result in the student not successfully completing course requirements. The key criteria used to evaluate seminar contribution are:

A+	(97-100):	Preparation and Contributions provide a wholly new understanding of the topic, expressed in a clear and concise manner. Demonstrates exceptional preparation for each session as reflected in the quality of contributions to discussions. Strikes an outstanding balance of "listening" and "contributing," engaging with classmates in a way that elevates the overall level of seminar discourse.
A	(94-96):	Preparation and Contribution is always of superior quality. Unfailingly thinks through the issue at hand before comment. Can be relied upon to be fully prepared for every seminar, and contributions are highlighted by insightful thought, understanding, and in part original interpretation of complex concepts. Thoughts

are expressed clearly and concisely, and engage with contributions of others.

- | | | |
|-----|------------------|---|
| A- | (90-93): | Preparation and Contribution are always of excellent quality. Fully engaged in seminar discussions and commands the respect of colleagues through the insightful quality of their contribution and ability to listen to, analyze, and build upon the comments of others. Ideas are generally expressed clearly. Well above the average expected of a graduate student. |
| B+ | (87-89): | Excellent Preparation and Contribution, expected graduate-level. A positive contributor to seminar meetings who joins in most discussions and whose contributions reflect understanding of the material. Contributes original and well-developed insights. Above the average expected of a graduate student. |
| B | (84-86): | Slightly below average graduate-level Preparation and Contribution. Involvement in discussions reflects adequate preparation for seminar with the occasional contribution of original and insightful thought, with some consideration of others' contributions. Ideas may sometimes be difficult to follow. |
| B- | (80-83): | Well-below average graduate-level Preparation and Contribution. Contributes, but sometimes speaks out without having thought through the issue well enough to marshal logical supporting evidence, address counterarguments, or present a structurally sound position. Sometimes expresses thoughts that are off-track, not in keeping with the direction of the discussion. Minimally acceptable graduate-level preparation and participation for individual lessons. |
| <B- | (<80): | Failing and requires remediation. |

c. Grade Appeals

1) *Formative Assessments:* Formative Assessments are tools of various types used by the student and the Professor to measure a student's progress toward mastery of CLOs. They are not graded events per se and, as such, are not subject to appeal.

2) *Failing Summative Assessments:* Following remediation, students receiving a grade of less than 80 (B-) on their second attempt to complete an SA may appeal within 72 hours after receipt of the grade in order to continue in the course of study. Contested grades shall be appealed first to the Professor who assigned the grade, and then, if unresolved, to the NSA Department Chair. An additional grader will be assigned who will grade the submission in the blind (i.e., without specific knowledge of the initially assigned grade). This review may sustain, lower, or raise the assigned grade. If this review results in a grade of 80 (B-) or above, the student will receive a grade of 80/B- for the assignment and proceed with the course of study. If the initially assigned grade is sustained or lowered, the student

may further contest the newly assigned grade by submitting, in writing and within 48 hours of receipt of the grade, a request that his/her appeal be taken to the Dean, CDE. The determination of the Dean, CDE is final. During the appellate process for a Summative Assessment grade, the student must satisfactorily complete follow-on coursework and graded assignments, if any, in order to remain in the course pending resolution of the appeal.

3) *Passing Grade on Summative Assessments:* Students must meet submission deadlines for appeals of unsatisfactory Summative Assessments as discussed above, but may appeal a graded event for which they receive a grade of 80 (B-) or above within fifteen (15) days after receipt of the grade. Contested grades shall be appealed first to the Professor who assigned the grade, and then, if unresolved, to the NSA Department Chair. An additional grader will be assigned who will grade the submission in the blind (i.e., without specific knowledge of the initially assigned grade). This review may sustain, lower, or raise the assigned grade. In the event this grade is also subsequently contested, the student must submit, in writing and within 48 hours of receipt of that grade, a request that the appeal be taken to the Dean, CDE. The determination of the Dean, CDE is final.

4) *Preparation and Contribution Grades:* Students may only appeal Preparation and Contribution grades to the Professor who assigned the grade. That Professor will consider the student's feedback, make a final determination, and present the situation and the final determination to the NSA Department Chair.

5) *Final Course Grades:* A final course grade is not subject to review except for computational accuracy.

11. Use of Generative Artificial Intelligence (GAI)

a. Background. Artificial intelligence (AI) literacy is an essential element of information literacy. GAI tools continue to evolve rapidly, including DoD approved secure platforms that are available only to authorized users, and access to such tools is not uniform across the Naval War College's student body. The guidance under this paragraph follows that of Naval War College Instruction (NAVWARCOLINST) 5230.1 which is applicable to all Naval War College JPME students.

b. Definitions

1) *GAI:* Digital systems or platforms that use machine learning and natural language processing algorithms to automatically generate content, including text, images, audio, or video.

2) *Academic Integrity:* The commitment to honesty, trust, fairness, respect, and responsibility in student work.

3) *Student Academic Work:* Student work produced as part of course standard assignments, including, but not limited to assignments, essays, exams, research projects, term papers, and presentations.

c. Use of GAI in LPA. The use of GAI in all LPA student deliverables will only be authorized when approved in writing on the individual assignments found on the LPA learning management system and only for that student deliverable. If authorized, students must strictly adhere to student responsibility and adherence to academic integrity as outlined below.

d. Student Responsibility

- 1) Students are individually responsible for verifying the accuracy, quality, and reliability of any AI-generated content incorporated into their work.
- 2) Students are responsible for confirming and reviewing source material referenced by any AI outputs and to ensure that those sources are correctly cited according to academic standards and policies as outlined in the LPA syllabus.

e. Adherence to Academic Integrity

- 1) All students' academic work must fully comply with the Naval War College's standards for academic integrity as defined in the LPA syllabus and the Naval War College Faculty Handbook. Falsification of the origin of content by omitting GAI tool attribution constitutes academic dishonesty and will be subject to discipline as outlined in the LPA syllabus and Naval War College Faculty Handbook.
- 2) Any use of GAI as a source of information, ideas, or opinions must be cited as any other external source would be. If external sources are not allowed on a specific student deliverable, then GAI use as a source is also prohibited. If GAI is authorized for a specific student deliverable, it will be approved in writing on that specific student deliverable. The use of any GAI information on such a deliverable must be cited as part of the assignment. The method and format for citing any such GAI information will be outlined in the individual student deliverable as found on the LPA learning management system.

12. Academic Integrity

a. Honor Code. (Excerpted from the 2024 Naval War College Faculty Handbook) The Naval War College diligently enforces a strict academic code requiring authors to credit properly the source of materials directly cited in any written work submitted in fulfillment of diploma/degree requirements. Simply put: plagiarism is prohibited. Likewise, this academic code prohibits cheating and the misrepresentation of a paper as an author's original thought. Plagiarism, cheating, and misrepresentation are inconsistent with the professional standards required of all military personnel and government employees. Furthermore, in the case of U.S. military officers, such conduct clearly violates the "Exemplary Conduct Standards" delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force).

b. Plagiarism. Plagiarism is the use of someone else's work without giving proper credit to the author or creator of the work. It is passing off as one's own another's words, ideas, analysis, or other products. Whether intentional or unintentional, plagiarism is a serious violation of academic integrity and will be treated as such. Plagiarism includes but is not limited to the following actions:

- 1) The verbatim use of others' words without quotation marks (or block quotations) and citation;
- 2) The paraphrasing of others' words or ideas without citation;
- 3) Any use of others' work (other than facts that are widely accepted as common knowledge) found in books, journals, newspapers, websites, interviews, government documents, course materials, lecture notes, films, etc., without giving credit.
- 4) Authors are expected to give full credit in written submissions when utilizing another's words or ideas. Such utilization, with proper attribution, is not prohibited by this code. However, a substantially borrowed but attributed paper may lack the originality expected of graduate-level work; submission of such a paper may merit a low or failing grade but is not plagiarism.

c. *Cheating.* Cheating is defined as the giving, receiving, or using of unauthorized aid in support of one's own efforts, or the efforts of another student. Cheating includes the following:

- 1) Gaining unauthorized access to exams (FAs, SAs, etc.);
- 2) Assisting or receiving assistance from other students or other individuals in the preparation of written assignments or during tests, unless specifically permitted;
- 3) Utilizing unauthorized materials during assessments (notes, texts, crib sheets, GAI, and the like, in paper or electronic form).

d. *Misrepresentation.* Misrepresentation is defined as reusing a single paper for more than one purpose without permission or acknowledgment. Misrepresentation includes the following:

- 1) Submitting a single paper or substantially the same paper for more than one course at Naval War College without permission of the instructors;
- 2) Submitting a paper or substantially the same paper previously prepared for some other purpose outside Naval War College without acknowledging that it is an earlier work.

e. *Actions in Case of Suspected Violations.*

- 1) If a student's submitted written work appears to violate this code of conduct, the following procedures shall be followed:
 - (a) The Deputy Dean, CDE, will be notified and will initiate an investigation. The Department Chair will provide all supporting documentation. In the event that a formal investigation is warranted, the student will be informed of the nature of the case and be allowed to submit information on his/her behalf. The results of the investigation will be delivered to the Dean, CDE.

(b) The Dean, CDE, will forward the results of the investigation and a disposition recommendation to the Provost who will determine whether the case should be referred to the Academic Integrity Review Committee (AIRC).

(c) The Provost may elect to have the case settled by the Dean, CDE, or refer it to the AIRC, in which case the President, NWC will be notified of the pending action.

(d) If the case is forwarded to the AIRC, the AIRC will thoroughly review the case, interview the student if feasible, make findings of fact, and recommend appropriate action to the President via the Provost. This action may include any or all of the following:

i. Lowering of grades on the affected work or on the entire course of instruction (this will be a letter grade of F and a numerical grade of between 0 and 59).

ii. Inclusion of remarks in fitness reports.

iii. Letters to appropriate branches of the Service, agencies, offices, or governments.

iv. Dismissal from the Naval War College.

v. Referral for disciplinary action under the Uniform Code of Military Justice, or for appropriate action under rules governing civilian personnel.

2) Violations discovered after graduation will be processed similarly and may result in referral to the current command or office of the individual concerned and, if appropriate, revocation of the Naval War College diploma, master's degree and JPME credit.

13. Diploma Offered. A Naval War College, College of Naval Command and Staff diploma may be earned through successful completion of all core courses (LPA, TSDM, JMO, and S&W) through the Fleet Seminar Program. A diploma is awarded for satisfactory completion (overall grade of "B-" or higher) of the core courses.

14. General Schedule of Seminar Meetings. Seminars meet one evening per week, for 180 minutes of class time. The schedule showing meeting dates for the year is contained in Annex A.

15. Key Personnel Contacts. If you require additional information in your studies or if interpersonal problems develop that cannot be dealt with to your satisfaction by your Professor, please contact one of the following Professors:

National Security Affairs
Department Chair
College of Distance Education

Prof Michael W. Pratt
Tel: 401-856-5545
michael.pratt@usnwc.edu

National Security Affairs
Fleet Seminar Course Director
College of Distance Education

Prof Michael J. Mooney
401-856-5538
michael.mooney@usnwc.edu

Leadership in the Profession of Arms
Course Director
College of Distance Education

Prof Bradley S. Hawksworth
401-856-5556
bradley.hawksworth@usnwc.edu

ANNEX A

LPA MASTER COURSE SCHEDULE ACADEMIC YEAR 2026-2027 (Each meeting will be 3.0 hours of class time)

Meeting Number	Week of	Session Number	Session Title
LEADERSHIP IN THE PROFESSION OF ARMS COURSE			
<u>Leadership in the Profession of Arms (LPA)</u>			
1	7 Sep	LPA-1 LPA-2	Introduction to Leadership in the Profession of Arms Complexity, Vertical Development, and Decision Making Theories
2	14 Sep	LPA-3 LPA-4	Complexity and Decision Making (Heuristics and Pitfalls) Moral Perspectives
<i>FA-1 Due 48 Hours Prior to Start of LPA-5</i>			
3	21 Sep	LPA-5 LPA-6	The Profession of Arms Ethics and Decision Making
4	28 Sep	LPA-7 LPA-8	Self-Assessment Empathy, Humility, Vulnerability, and Trust
5	5 Oct	LPA-9 LPA-10	Organizational Culture and Climate Leading Organizational Change
Summative Assessment 1 and Key Assessment for PLO-3 Due no later than 7 days following completion of LPA-10			

ANNEX B
LEADERSHIP IN THE PROFESSION OF ARMS
STUDY GUIDE

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Summative Assessment 1 and Key Assessment for PLO-3
Due no later than 7 days following completion of LPA-10

LEADERSHIP IN THE PROFESSION OF ARMS

STUDY GUIDE

Leadership in the Profession of Arms Overview

The Leadership in the Profession of Arms (LPA) course focuses on the student's personal development as a leader and how they fit into organizational decision making. It is designed to prepare students for command and staff positions through the study of foundational leadership, self-reflection and decision making principles. These concepts will be revisited throughout the follow-on course, Theater Security Decision Making, especially in the Foreign Policy Analysis (FPA) sessions and the Strategy Development Exercise (SDX).

In TSDM students will consider many of the factors in the security environment that influence the formulation of strategy, along with domestic and internal dynamics that shape how states develop and implement foreign policy decisions. But all of this takes place via individuals who are *led by someone*. That leader's views on ethics and professionalism, their experiences, their ability to think critically, and their education in such matters can have a profound effect on their decision making process. These factors ultimately impact the course of action they choose, both for themselves and their organization.

The profession of arms is maintained by leaders who build trust and confidence with the American people whom they serve. The degree of trust and confidence they foster is based on the combination of the leader's competence and character.

As the global environment continues to evolve, so must those who lead in it. By continuously developing themselves and their people, leaders in the profession of arms are better prepared for future positions of increasing scope, complexity, and uncertainty.

The LPA sessions give students the opportunity to focus on themselves as leaders, by reflecting on past performance and identifying potential growth areas. In LPA, students are provided time, intellectual space, tools, guidance, and encouragement to do the hard work of self-development. Through reflection and understanding, students will develop new competencies, strengthen personal character, and enhance their ability to lead in complex and dynamic environments.

Related to this, the complexity and challenges facing today's military leaders, even at the O-4/O-5 level, can have national and international security implications. They must take a wider view beyond just their "tactical-level" organization and consider factors such as external stakeholder expectations, alignment with the theater/strategic mission, how to effectively identify the best way forward from multiple courses of action, how best to implement change, and a host of other issues. Additionally, effective staff officers must consider the issues weighing on their higher-level leadership be it a joint task force commander, combatant commander, or other high-level official, to provide the best military advice. The LPA sessions provide students an opportunity to think deeply about leadership and examine several decision making aspects allowing them to serve

more successfully in these command and staff assignments while considering "the larger picture" as it relates to theater-level security.

The LPA session concepts include decision making theories, complexity, vertical development, heuristics and biases, moral perspectives, the profession of arms, self-assessment, empathy, humility, vulnerability, and trust, along with some organizational dynamics such as climate, culture, and change. This will help students define themselves as a leader and decision maker while also providing insights into their profession and other individual decision makers in the national security environment.

The sessions begin with an examination of decision making theories along with the concepts of complexity and vertical development. Differing definitions of the profession of arms are mostly descriptive definitions, articulating what a profession is, or its expected characteristics. They do not explain how one becomes a professional in their profession, nor who should be considered a professional. These questions will be explored during LPA-5. But as a starting point, it is important to understand that as individual leaders, YOU ARE the profession. As such, you have the responsibility to continue to grow ourselves and those you lead. This course provides a prescriptive view on what leaders must do to fulfill this professional obligation. The core components are:

Reflection – Understanding – Acceptance – Commitment

Reflection: Leaders in a profession must take an internal inventory to establish what their starting point is as a reference for further growth. Most people think they know who they are, but “It matters more how others see them.” Good leadership is based on an ability to influence others to achieve objectives. This requires developing relationships that allow others to be internally motivated enough to follow along. Those relationships include a host of dynamics, based on interpersonal interactions. Leaders must examine how others view them if they are to improve as leaders.

Understanding: The special expertise necessary for members in the profession of arms extends beyond technical competence to drive ships, fly aircraft, and support our global operations. Leaders must maintain intellectual curiosity and take the time to dig deeper into concepts that expose them to personal development opportunities. The Navy Leader Development Framework 3.0 states, “The intensity of our self-guided learning efforts is perhaps the most direct reflection of our drive to be the best leaders possible.” Leaders need to understand the theories, various perspectives, and the science behind factors that influence them in leading. This knowledge provides the contextual framework behind who they are and develops their ability to become more adaptive thinkers.

Acceptance: When we look at ourselves, we must have the humility to acknowledge and accept that some elements of our character are strengths, while others are weaknesses. Leaders must understand and accept that external and cognitive factors influence their decision making. To develop as leaders, we need to examine these factors and the influence they have on our behaviors, decision-making, and belief systems. In accepting that we, and those we interact with, look at the world through different lenses, we can make better and more informed decisions.

Commitment: Unlike the many descriptive views on what comprises a profession, this course requires leaders to internalize their commitment to the profession and commit to

developing others. As leaders in a profession, your fundamental responsibility requires a deliberate, active role in maintaining the profession. As you develop others and yourselves, you fulfill our obligation to preserve your profession.

The early LPA sessions focus on the individual. Here students will be introduced to several moral perspectives and models of decision making. They will consider topics ranging from humility (I don't know everything), to moral philosophy (how do I know what is right?), to self-awareness (how do others see me?), through decision science (heuristics & biases), Snowden's complexity, and Kegan's vertical development.

The course flows quickly, as students develop a deeper sense of their role in their profession, and how reflection, understanding, acceptance, and commitment have a significant impact on their development. A key course objective is for students to find value in reflection. As one student put it, "Self-reflection is important. If this class made me realize anything, in addition to the lessons presented, it was that my growth went unchecked. I grew, but it was without reflection."

Leadership in the Profession of Arms Deliverables

The primary student deliverable for the LPA course is an analytic essay (SA-1) that demonstrates application of key course concepts and mastery of CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-1

INTRODUCTION TO LEADERSHIP IN THE PROFESSION OF ARMS

A. Session Overview

The College of Distance Education's (CDE's) National Security Affairs (NSA) Department educates military officers and U.S. government civilians in contemporary national and international security studies as one key element of a wider educational continuum. The Leadership in the Profession of Arms (LPA) course focuses on the foundations of the profession of arms, which is understood jointly in the larger context of the national security enterprise. LPA asks students to examine and develop the foundations of the Profession of Arms beyond their own communities. Students will gain an appreciation for the complex environment they will encounter in more senior roles, and the imperative that their thinking needs to evolve as they lead at the operational level of war. Students should see themselves in the context of the Profession of Arms, exercising sound moral judgment guided by professional ethics, norms, and laws.

This introductory session will introduce students to the overall framework of the course. The course takes a contemporary view of the profession of arms, examines the importance of individual growth, and stresses personal leader development. This session introduces the philosophy and structure of the sub-course, as well as requirements, timelines, and other administrative items. Additionally, it will consider the personal and individual nature of leadership and decision-making, leadership as employed in command and staff assignments, and the utility of leadership and management tools.

The session will also introduce students to the U.S. Naval War College, College of Distance Education, and National Security Affairs Department policies that will carry on into the follow-on Theater Security Decision Making (TSDM) course.

B. Objectives

- Session Objectives
 - Understand the LPA course structure, all student deliverables and due dates, and the expectations of students both in and out of seminar.
 - Identify the backgrounds, expertise, and experiences of the students in seminar.
 - Understand and discuss the importance that leadership plays in the military profession, and what it means to be a professional in the profession of arms.

- **Learning Outcomes**

- CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
- Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. What is the course structure of LPA, and what are the expectations, assignments, due dates, attendance, and NWC, CDE and NSA Department policies?
2. What do I expect to gain, and what should I emphasize for my own personal leader development over the next five weeks?

D. Student Preparation (23 pp; ~126 min video)

1. National Security Affairs Faculty. "Leadership in the Profession of Arms (LPA) Syllabus Academic Year 2026-2027," U.S. Naval War College, June 2026, 1-23. (23 pp)
2. Video: Johnson, Olenda E., "Fold-In Your Mirrors," U.S. Naval War College, YouTube video, 20 Aug 2015, (00:00 – 19:36). (~20 min)
3. Video: Mattis, General James, USMC (ret). Secretary of Defense, 2017-2019. "Critical Thinking: Our Greatest Weapon to Winning Tomorrow's War?" A speech given to The U.S. Naval Institute, YouTube video, 25 October 2023, (2:00 – 49:33). (~47 min)
4. Video: Gates, Robert M. "Exercise of Power: American Failures, Successes, and a New Path Forward in the Post-Cold War World," The Aspen Institute, YouTube video, 02 July 2020, (00:00-58:40). (~59 min)

Student Deliverables

48 hours prior to the start of LPA-5 in Week 3, students are required to successfully complete FA-1, addressing CLO-1. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-2

COMPLEXITY, VERTICAL DEVELOPMENT, AND DECISION MAKING THEORIES

A. Session Overview

Everyone makes decisions. Decision science shows that when people make decisions, they use a combination of feeling, knowledge, and intuition. Too often we end up oversimplifying these decisions, ignoring facts that do not conform to our perception of reality and ultimately making a poor decision. This is not about hindsight – this is about opening our minds to seeing what is really around us, not just what we want to see. Leveraging work by Paul J.H. Schoemaker, J. Edward Russo, Daniel Kahneman, and Amos Tversky, we now understand far more about how decisions are made than ever before.

This session will also introduce the concepts of cognitive diversity, complexity, and a growth mindset and their impacts on the decision making process. In the TSDM course, students will gain an understanding of the volatile, uncertain, complex, ambiguous (VUCA) nature of the international security environment in which national security professionals make decisions. Students will then learn to apply the fundamental concepts of decision making, introduced in LPA, within the U.S. national security enterprise.

B. Objectives

- Session Objectives
 - Identify the various factors and contexts that are critical to decision making.
 - Understand the rational actor model, together with the advantages and disadvantages associated with this approach to decision making.
 - Understand “alternative” models to the rational actor model and the advantages and disadvantages associated with each.
 - Understand how different environments impact decision making.
 - Understand vertical development, and the role of mental complexity in developing self and others.
- Learning Outcomes
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. What unique leadership experience or expertise do you bring to the cohort?
2. Reflect on your personal leadership style, strengths and weaknesses. How can self-reflection help you develop as a leader?
3. What are the factors critical to decision making, and how do differing contexts affect consideration of those factors?
4. What is the rational actor model of decision making, why is it important, and what are its underlying assumptions, strengths, and weaknesses?
5. For each “alternative” to the rational actor model, what are the key components of the model, its underlying assumptions, strengths, and weaknesses?
6. How does Daniel Kahneman's cognitive model relate to the rational actor model?
7. How do the complex patterns and connections between ideas create competing interpretations of the problem?
8. What is vertical development and how do the LPA sessions support your personal vertical development?

D. Student Preparation (55 pp; ~37 min video)

1. National Security Affairs Faculty. “Decision Making Theories: A Primer,” U.S. Naval War College, June 2020. Revised for the College of Distance Education by Professor Bradley Hawksworth, July 2024. (26 pp)
2. Video: Kahneman, Daniel. “10 Questions for Nobel Laureate Daniel Kahneman,” *Time*, 26 November 2011, (00:00-06:06). (~6 min)
3. Video: Berger, Jennifer. “Making Sense of Complexity,” YouTube video, 24 July 2017, (00:00-04:07). (~4 min)
4. Video: Cavallaro, Liz. “Complexity & Vertical Development,” U.S. Naval War College, 03 September 2021. (00:00-19:38). (~20 min)
5. Wignall, N. “Adaptive Thinking: The Mental Mechanics of High-Performers,” *The Startup*, Feb 2019. (7 pp)
6. Hill, Ryan. “Thinking Like a Round Table Leader,” *Journal of Character & Leadership Development*, 8(1), 116-130, 2021. (14 pp)
7. Powell, Colin. “Spheres and Pyramids,” in *It Worked for Me*, Harper Collins, 2010. (8 pp)
8. Video: Syed, Matthew. “Pursuing Cognitive Diversity,” *The RSA*, YouTube video, Sep 20 September 2019, (00:00-06:56). (~7min)

E. Student Deliverables

48 hours prior to the start of LPA-5 in Week 3, students are required to successfully complete FA-1, addressing CLO-1. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-3

COMPLEXITY AND DECISION MAKING (HEURISTICS AND PITFALLS)

A. Session Overview

LPA-3 builds on the theories presented in LPA-2 and focuses on the process of decision making, specifically the part played by heuristics, rules of thumb, intuition, rationality, and dual-process thought. Heuristics are cognitive shortcuts that help speed up the decision making process, but that comes with inherent risk. Some examples of heuristics which will be introduced are recency bias (more recent events are overvalued), confirmation bias (information which confirms existing beliefs is overvalued), and primacy (information received first is overvalued). These concepts are used to better understand the specific ways in which individual decision makers are influenced by different factors. Students will also consider the concepts of perspective taking and the subject-object shift and how these tools can help to enhance the decision making process.

B. Objectives

- Session Objectives
 - Comprehend how heuristics and biases affect decision making.
 - Apply information to discover different patterns and connections between ideas.
 - Examine complex problems to discover competing interpretations.
- Learning Outcomes
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. How do personal heuristics and biases affect one's decision making?
2. What are common decision traps, and how do they impact decision making?
3. How can one use knowledge of common decision traps to improve personal decision making, and the decision making of the organization?
4. How do the factors and contexts of decision making create complex patterns and connections between ideas?

D. Student Preparation (39 pp)

1. Williams, B. S. "Heuristics and Biases in Military Decision Making," *Military Review*, 90(5), 58-70, 2010. (13 pp)
2. Bazerman, Max H. and Dolly Chugh. "Decisions Without Blinders," *Harvard Business Review*, 84(1), 88-97, 2006. (9 pp)
3. Russo, J. E., & P. J. H. Schoemaker. "Decision Traps and How to Avoid Them," *Chemical Engineering*, 98(5), 181-185, 1991. (4 pp)
4. Hammond, John S., Ralph L. Keeney and Howard Raiffa. "The Hidden Traps in Decision Making," *Harvard Business Review*, 76(5), 47-52, 1998. (6 pp)
5. Soll, Jack B., Katherine L. Milkman, and John W. Payne. "Outsmart Your Own Biases," *Harvard Business Review*, 93(5), 64-71, 2015. (7 pp)

E. Student Deliverables

48 hours prior to the start of LPA-5 in Week 3, students are required to successfully complete FA-1, addressing CLO-1. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-4

MORAL PERSPECTIVES

A. Session Overview

There are many different perspectives of moral behavior, and everyone has a slightly different approach to ethical dilemmas. This session exposes students to several philosophical perspectives on ethics and demonstrates their applicability to the military profession by using them in analysis and discussion. It draws on Admiral Stockdale's argument that philosophy should be a part of professional military development because it provides tools for dealing with modern leadership challenges.

In one sense, philosophy is a form of character development in that it helps you frame choices in moral terms so that you are better able to make decisions in line with the principles to which you (or your profession) adhere. It can also increase resiliency and the ability to cope with stress. Finally, philosophy can enhance your ability to cope with complexity by giving you access to different perspectives. Philosophy can be extremely challenging and there is insufficient time in this course to delve deeply into any one school of thought, much less several. As a result, this session focuses on practical aspects of the major philosophical schools: virtue ethics, deontological (duty) ethics, consequentialist ethics, and the ethics of care.

B. Objectives

- Session Objectives
 - Understand the four major moral perspectives.
 - Apply the four major moral perspectives to challenges within the profession of arms.
 - Understand one's own preferred moral paradigm and how it affects decision making.
- Learning Outcomes
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. What are the basic premises, strengths and weaknesses of each of the four major moral perspectives? Which do you tend to follow? When might you deviate from this perspective?
2. How do the four major moral perspectives relate to the application of military force, and the profession of arms?

3. What moral paradigm do you favor? Are you able to recognize the limits of this paradigm and expand your thinking when making decisions?

D. Student Preparation (55 pp; ~70 min video)

Note: Entries 1, 3, 5, and 7 below consist of a webpage with an embedded video. Students are expected to both read the page and watch the video.

1. Video: "Ethics Explainer: Deontology," *The Ethics Centre*, 18 February 2016. (00:00-03:10), (2pp; ~3 min)
2. Video: "Mother Forkin' Morals with Dr. Todd May - Part 4: Deontology - The Good Place (Digital Exclusive)," YouTube video, 03 January 2019, (00:00-04:00). (~4 min)
3. Video: "Ethics Explainer: Consequentialism," *The Ethics Centre*, 01 November 2023, (00:00-04:03). (1 p; ~4 min)
4. Video: "Mother Forkin' Morals with Dr. Todd May - Part 2: Utilitarianism - The Good Place (Exclusive)," YouTube video, 21 December 2018, (00:00-04:34). (~5 min)
5. Video: "Ethics Explainer: Virtue Ethics," *The Ethics Centre*, 01 November 2023. (2 pp; 00:00-03:19). (~3 min).
6. Video: "Aristotle & Virtue [Ethics]: Crash Course Philosophy #38," YouTube video, (00:00-09:21). (~10 min)
7. Video: D'Olimpio, Laura. "Ethics Explainer: Ethics of Care," *The Ethics Centre*, 16 May 2019, (00:00-05:26). (2 pp; ~5 min)
8. May, Todd. "Decency Toward Those Around Us," in *A Decent Life: Morality for the Rest of Us*, Ch 2: 35-69. Chicago: The University of Chicago Press. (36 pp)
9. Video: Shanks Kaurin, Pauline. "The Four Major Moral Perspectives," U.S. Naval War College Lecture, 2021, (00:00-35:10). (~35 min)
10. Le Guin, Ursula K. "The Ones Who Walk Away from Omelas," in *The Wind's Twelve Quarters*, 275-284. 1975. New York: Harper & Row. (12 pp)

E. Student Deliverables

48 hours prior to the start of LPA-5 in Week 3, students are required to successfully complete FA-1, addressing CLO-1. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-5

THE PROFESSION OF ARMS

A. Session Overview

In the past, there has been little serious debate about whether the “profession of arms” is indeed a profession. However, the claim is now being reexamined in various circles. This examination has included a harder look at who exactly is considered a true “professional” within the military. Most would agree that the act of merely joining the military “profession” does not, ipso facto, make one a professional. But there is little consensus as to when exactly a member of the profession of arms becomes a military professional. In recent history, most discussions that attend to military professionalism have focused on various dimensions of military ethics, which were discussed in LPA-4, or civil-military relations, which will be considered in TSDM. This session will primarily look at military professionalism and the questions that should arise when students consider what exactly makes them a professional in the truest sense of the word. Placing these discussions into a decision making context, students will consider how the decisions of leaders within organizations at every level impact, and are impacted by, how the leader and organization understand military professionalism.

B. Objectives

- Session Objectives
 - Analyze views of military professionalism and how they may affect decision making.
 - Understand the issues and challenges faced by commanders and staff officers that complicate professional decision making.
 - Relate one’s own personal morals with obligations within the profession of arms.
 - Understand the relevance of the unique obligations of the profession of arms.
- Learning Outcomes
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. How do differing views of military professionalism affect decision making?
2. What factors might complicate the decisions of commanders and staff officers to enhance military professionalism?

3. What does it mean for civilians to control the military?
4. Is military professionalism sufficient to ensure civilian control, or are “external” control methods also necessary?

D. Student Preparation (50 pp; ~12 min video)

1. National Security Affairs Faculty. “Thinking Critically about the Military Profession,” Faculty paper, U.S. Naval War College, Newport, RI, June 2013. Revised by Professor Bradley Hawksworth, July 2024. (22 pp)
2. Dempsey, Martin E., General, U.S. Army. “America’s Military – A Profession of Arms,” CJCS White Paper, 2012. (4 pp)
3. Cook, Martin. “Moral Foundations of Military Service,” *Parameters*. 30(1), 117-129. 2000. (13 pp)
4. Howe, P. Gardner, RADM, U.S. Navy. “Professionalism, Leader Development Key to Future,” Naval War College, Newport, R.I., 19 May 2015. (6 pp)
5. Video: Hill, Donn H., Brig Gen, U.S. Army. “Educating the Force on the Profession,” Army University Press, YouTube video, 01 March 2021, (00:00-11:57). (~12 min)
6. “To Support and Defend: Principles of Civilian Control and Best Practices of Civil-Military Relations,” *War on the Rocks*, 06 September 2022. (5 pp)

Supplemental Materials

1. Davidson, Janine, “The Contemporary Presidency: Civil-Military Friction and Presidential Decision-making: Explaining the Broken Dialogue.” *Presidential Studies Quarterly* 43, no. 1, 2013, 129-145. (16 pp)
2. Karlin, Mara E. “The Military’s Relationship with Its Overseers: The Crisis of Meaningful Civilian Control,” in *The Inheritance*, Ch. 4, 49-80, United States: Brookings Institution Press, 2021. (30 pp)
3. Video: Cohn, Lindsay. “NWC Talks: Civil-Military Relations with Lindsay Cohn,” U.S. Naval War College, 24 March 2020, (00:00-19:01). (~19 min)
4. Video: Brooks, Risa A. “Dr. Risa Brooks on the Theory and Paradoxes of Civil-Military Relations (Part I of 4),” UC3P Public Policy Podcasts, YouTube video, 09 March 2020, (00:38-15:01). (~15 min)

E. Student Deliverables

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-6

ETHICS AND DECISION MAKING

A. Session Overview

This session builds on the premise that an individual formulates a moral worldview based on various influences such as personal and social influences. This view, along with their preferred moral framework, can result in conclusions that vary significantly from person to person. In the case of national security professionals, that view must also be reconciled with the common demands and standards of the profession of arms, which were explored in LPA-5. Ethics is important to consider as one engages in the continual leadership study necessary to take on greater professional responsibilities. At senior leadership levels, one's actions communicate deeper professional and ethical messages to subordinates and to the organization. Accompanying these ethical messages are also important implications concerning organizational values, trust, loyalty, standards of integrity, and stewardship. To that end, students will be introduced to and practice applying an ethical decision framework for the military profession, to help them to make decisions that are ethically informed.

B. Objectives

- Session Objectives
 - Relate one's own personal morals to one's obligations within the profession of arms
 - Comprehend the differences between moral failures and moral dilemmas.
 - Understand the ethical slippery slope that can often occur, especially among high-performance people in high-performance organizations.
 - Analyze organizational challenges in manners that incorporate ethical deliberation to inform operational decision making.
- Learning Outcomes
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. How does your personal moral decision making compare to your professional obligations?
2. When have you faced a moral dilemma, either personally or professionally? How could it have become a moral failure?

3. Have you allowed prior successes to influence your decision making? How has/could this lead to incrementally more questionable decisions?

D. Student Preparation (63 pp)

1. National Security Affairs Faculty. "Personal Ethics and Moral Decision Making," Faculty paper, U.S. Naval War College, National Security Affairs Department, Newport, RI, May 2015. Revised by Professor Bradley Hawksworth, July 2024. (11 pp)
2. National Security Affairs Faculty. "A Tool for Thinking About Ethical Challenges," Faculty paper, U.S. Naval War College, National Security Affairs Department, Newport, RI, April 2016. Updated by Professor Bradley Hawksworth, July 2024. (2 pp)
3. Walzer, Michael. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Third ed., New York: Basic Books, 2000, 34-47. (13 pp)
4. Wong, Leonard and Stephen J. Gerras. "Lying to Ourselves: Dishonesty in the Army Profession," 1-28. Strategic Studies Institute and U.S. Army War College Press, February 2015. (28 pp)
5. Ludwig, Dean C. and Clinton O. Longenecker. "The Bathsheba Syndrome: The Ethical Failure of Successful Leaders," *Journal of Business Ethics*, April 1993. (9 pp)

E. Student Deliverables

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-7

SELF-ASSESSMENT

A. Session Overview

Two areas that are essential to being an effective national security professional and decision maker are the ability to think critically and self-assessment. At all levels, many national security professionals believe they are effective critical thinkers. For example, would most Americans agree that effective critical thinking was utilized during the prosecution of the Vietnam War? What about the 20-plus years of the Global War on Terrorism?

In reality, many people are unable to articulate exactly what constitutes critical thinking. Simply put, critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills can: (1) understand the logical connections between ideas (2) identify, construct, and evaluate arguments (3) detect inconsistencies and common mistakes in reasoning (4) solve problems systematically (5) identify the relevance and importance of ideas and (6) reflect on the justification of one's own beliefs and values.

Critical thinking is not a matter of accumulating information; it is a specific skill acquired over time based on practice and reflection. A person with a good memory and who knows a lot of facts is not necessarily a good critical thinker. Critical thinkers seek relevant sources of information, deduce likely consequences from what they find, and know how to make use of that information in solving problems.

Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, it can also play an important role in cooperative reasoning and constructive tasks. Used effectively, this form of thinking helps one acquire knowledge, improve one's theories, and strengthen arguments. Critical thinking can be used to enhance work processes. It is also an essential prerequisite for being an effective participant in LPA.

Self-assessment is a skill closely related to critical thinking. In LPA-3, we began to consider bias in decision making. This session asks us to look more closely at our own personality and how bias may affect our decision making.

Students will be provided background on the personality assessment conducted prior to this session. Students will explore the importance of individual reflection and how they might best use the information found in their self-assessment. This will be useful in both their current position and what they anticipate as their next assignment.

Character is a major component in how we see ourselves, and how we see and judge others. Like many concepts in this course, everyone has an idea of what character is but can rarely articulate it, much less do so succinctly and accurately. Character is inextricably linked to self-

awareness, leadership, and mentoring. The personal assessments should be viewed as an opportunity to identify new doors that can be opened to further develop as a leader, as well as gaps that could be addressed.

B. Objectives

- Session Objectives
 - Examine how critical thinking is tied to national security professions.
 - Understand why improving the quality of one's thinking leads to greater awareness of situations and self.
 - Understand the results of the personality assessment tool and its importance.
 - Understand the idea of individual reflection as it applies to self-assessment.
 - Assess individual traits and the relationship between self-awareness and leader development.
 - Assess individual resilience and readiness for effective operational joint-warfighting leadership.
- Course Learning Outcomes (CLOs)
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. Why is critical thinking a vital skill for national security professionals to possess?
2. What results will a well-cultivated critical thinker achieve?
3. Do any of the results of your personality assessment surprise you? Why or why not?
4. How will reflection help you to understand results and implement a development plan?
5. What individual traits do you value as or in a leader, and how does self-awareness help one develop those traits?

D. Student Preparation (54 pp; ~94 min video)

1. Paul, Richard and Linda Elder. "Critical Thinking in Everyday Life: 9 Strategies," Modified from the book *Critical Thinking: Tools for Taking Charge of Your Learning and*

Your Life. The Foundation Thinker's Guide Library, Foundation for Critical Thinking. 2001. (6 pp)

2. Paul, Richard and Linda Elder. "The Miniature Guide to Critical Thinking Concepts and Tools, Seventh Edition," The Foundation Thinker's Guide Library, *Foundation for Critical Thinking*, 2014. (5 pp)
3. Gerras, Stephen J. and Leonard Wong. "Moving Beyond the MBTI," *Military Review*, 92(6), 54-57, 2016. (5 pp)
4. Vinney, C. "Understanding the Big Five Personality Traits," ThoughtCo. 27 September 2018. (7 pp)
5. Bigfive-test.com "Free open-source BigFive personality traits test," <https://bigfive-test.com/> (~10 min)
6. Video: Andersen, Gene R. "Big 5 SA LPA," U.S. Naval War College, College of Leadership and Ethics, Dec 2023, (00:16-1:06:59). (~67 min)
7. DiBella, Anthony J. "Military Leaders and Global Leaders: Contrasts, Contradictions, and Opportunities," *Prism*, 4(3), 28-37. 2013. (10 pp)
8. Kaufman, Scott B. "Can Personality Be Changed?," *The Atlantic*, 26 July 2016. (4 pp)
9. Sharot, Tali. "How to Motivate Yourself to Change Your Behavior," YouTube video. 28 October 2014, (00:00-16:48). (17 min)

E. Student Deliverables

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-8

EMPATHY, HUMILITY, VULNERABILITY, AND TRUST

A. Session Overview

Empathy, humility, vulnerability, and trust are key leadership factors. While these are trending concepts in leadership, they also have deep roots in ethical and philosophical study. Reflecting on LPA-3 (Complexity and Decision Making) students can see how these concepts can help to avoid bias; and reflecting on LPA-7 (Self-Assessment) they can see how they can enhance critical thinking and self-assessment. In this session, students explore empathy, humility and vulnerability individually, and how they work together to build trust, and improve decision making.

Along with these concepts, the session will also consider perspective taking as a decision making approach. Closely linked to empathy, being able to consider how others perceive a problem is an important method to drive consideration of alternate approaches. This skill is vitally important in the VUCA environment in which national security professionals formulate strategy and make decisions. Finally, this session will look at the growth mindset and how it helps to drive continuous learning and improvement.

B. Objectives

- Session Objectives
 - Understand the importance of empathy, humility, vulnerability, and trust in decision making.
 - Comprehend how subject-object relationships and mental complexity can shape a leader's ability to frame problems effectively.
 - Understand the concept of a growth mindset and its relationship to decision making in a VUCA environment.
 - Assess human factors associated with operational-level leadership.
 - Consider how understanding of oneself, others, and how others see oneself can help build effective teams.
- Learning Outcomes
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. How do empathy, humility, and vulnerability help to build trust in relationships? How does this promote or hinder decision making?
2. How can considering subject-object relationships and competing interpretations of the problem help a leader frame a problem effectively?
3. How does a growth mindset improve decision making in a VUCA environment? Are there any drawbacks?

D. Student Preparation (17 pp; ~40 min video)

1. Frei, Frances and Anne Morris. "Begin With Trust," *Harvard Business Review*. May-June 2020, 112-121. (9 pp)
2. Gourguechon, Prudy. "Empathy Is An Essential Leadership Skill -- And There's Nothing Soft About It," *Forbes*, 26 December 2017. (4 pp)
3. Video: Hogan, Robert. "Robert Hogan on the Importance of Humility in Leaders," *Hogan Assessments*, YouTube video, 29 March 2020, (00:00-04:52). (~5 min)
4. Video: Brown, Brené. "Embracing Vulnerability," *Sounds True*. YouTube video, 07 January 2013, (00:00-05:55). (~6 min)
5. Video: Syed, Matthew. "Pursuing Cognitive Diversity," YouTube video, 20 September 2019, (00:00-06:56). (~7 min)
6. Video: Facts Verse. "Photos That Will Make You Appreciate Life from Others Perspectives," YouTube video, 22 February 2018, (00:00-06:00). (~6 min)
7. Platt, Michael, Vera Ludwig, Elizabeth Johnson, and Per Hugander. "Perspective Taking – A Brain Hack That Can Help You Make Better Decisions," *Knowledge at Wharton*, 22 March 2021. (4 pp)
8. Video: Syed, Matthew. "Why You Should Have Your Own Black Box," YouTube video, 31 May 2016, (00:00-15:33). (~16 min)

E. Student Deliverables

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-9

ORGANIZATIONAL CULTURE AND CLIMATE

A. Session Overview

Crucial to exercising sound leadership is the ability to understand the importance of organizational culture and climate. The Encyclopedia of Applied Psychology defines organizational culture as follows: “A term used to refer to the configuration of values, implicit assumptions, and understandings that are expressed in overt statements, patterns of behavior, and interpretations of symbols that distinguish one organization from others.” Organizational culture is a shared, collective phenomenon, and can exist at many levels. For example, the U.S. Navy has an organizational culture which differs from the other armed services. And within the naval service there are the individual warfare communities, and within these there are different sub-communities, each with their own cultural artifacts and organizational essence. Again, consider for example the organizational culture, similarities and differences within the surface warfare community between the aircraft carrier and amphibious communities. Having a keen appreciation for the nuances and intricacies for the unique organizational culture within which you are leading and operating will greatly increase the effectiveness of your leadership and decision making.

Organizational climate, on the other hand, as explained in this session’s third reading, “refers to an employee’s long-lasting perception of the working environment...every organization has a unique climate.” It essentially answers the question, “What is it like to work here?,” and is influenced by elements such as flexibility, responsibility, standards, rewards, clarity, and team commitment. It is important to note that an organization may possess a strong culture but poor organizational climate, and that your individual leadership style will have a substantial impact on both. It is the responsibility of leaders at every level to work tirelessly to ensure that both the culture and climate of our organization are as strong and positive as possible due to its significant impact on mission accomplishment.

B. Objectives

- Session Objectives
 - Comprehend the concept of “organizational culture,” its levels or layers, and how leaders influence or are influenced by organizational culture.
 - Comprehend the concept of “organizational climate,” its constituent elements, and how the individual actions of leaders can add or detract from a positive organizational climate.
 - Evaluate the relationship between organizational culture, climate, and leadership.
 - Understand how mid-level leaders can influence change in their organization.

- Describe how organizational concepts will impact the ability to lead and sustain effective teams.
- Course Learning Outcomes (CLOs)
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. How does organizational climate differ from organizational culture, and how are they related?
2. How have you impacted climate in your organization?
3. How have you influenced organizational culture, and how has that same culture impacted you?
4. How does organizational culture influence strategy and leadership approach, and how do strategy and leadership approach influence culture?

D. Student Preparation (62 pp)

1. Chatman, Jennifer A., and Charles A. O'Reilly. "Paradigm Lost: Reinvigorating the Study of Organizational Culture." *Research in Organizational Behavior* 36: 199–224, 2016. (26 pp)
2. Hofstede, Gert. "Culture's Causes: The Next Challenge." *Cross Cultural Management* 22 (4): 545–569, January 2015. (26 pp)
3. Watkins, Michael. "What Is Organizational Culture? And Why Should We Care?," *Harvard Business Review*, 15 May 2013, 2-5. (4 pp)
4. Jay, Shani. "What Is Organizational Climate? 7 Steps to Improve Yours," *Academy to Innovate HR*, 21 March 2022. (6 pp)

E. Student Deliverables

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

LEADERSHIP IN THE PROFESSION OF ARMS-10

LEADING ORGANIZATIONAL CHANGE

A. Session Overview

Successful leaders constantly evaluate their organization to determine whether it is meeting the mission of the organization and the needs of all stakeholders. When it is not, leaders and organizations must plan for and execute change. In LPA-9, we considered organizational culture and climate. This session will examine strategies for implementing change. Organizational change, whether to the structure of the organization, the culture, or the climate will invariably meet friction and resistance. To be successful, a leader, regardless of the level, must learn how to maximize their influence both up and down the chain of command. For mid-level leaders, decisions are rarely made based on one's positional authority. As such, this session also examines how mid-level leaders can use what power and influence they do have in order to lead, albeit from the middle.

B. Objectives

- Session Objectives
 - Understand the various barriers to organizational change and strategies for how those barriers may be overcome.
 - Understand how mid-level leaders can influence change in their organization.
 - Describe how organizational concepts will impact the ability to lead and sustain effective teams.
- Course Learning Outcomes (CLOs)
 - CLO-1: Understand the professional and ethical responsibilities and challenges associated with decision making as a national security professional.
 - Supports NWC PLO-3: Apply the organizational and ethical concepts integral to the profession of arms at the operational level of war.

C. Guidance Questions

1. What barriers to change have you observed in organizations you have served in? What are factors that allowed those barriers to prevent change? What are strategies which enabled change to succeed?
2. What are challenges that mid-level leaders may face, and what skills are helpful in navigating those challenges?

3. How can you apply what you learned about yourself in the previous sessions to help you develop as a mid-level leader?

D. Student Preparation (61 pp)

1. Kotter, John P. "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review*, 85(1), 96-103, 1995. (8 pp)
2. Miller, Billy and Ken Turner. "Leading Organizational Change: A Leader's Role," Fort Leavenworth, KS: Command and General Staff College, August 2013. (9 pp)
3. Groysberg, Boris, Jeremiah Lee, Jesse Price, and J. Yo-Jud Cheng. "The Leader's Guide to Corporate Culture: How to Manage the Eight Critical Elements of Organizational Life," *Harvard Business Review* 96 (1): 44–52, 2018. (8 pp)
4. Pratt, Michael W. "Power and Influence," Adapted from National Security Affairs Faculty Paper. Newport, RI: Naval War College faculty paper, June 2023. (8 pp)
5. Sullivan, Edward, and John Baird. "How to Lead When You're Not in Charge," *Fast Company*, 24 March 2021. (3 pp)
6. Nickerson, Jackson. *Leading Change from the Middle: A Practical Guide to Building Extraordinary Capabilities*, Washington DC, Brookings Institution Press, 2014. Chapter 1, 1-19. (19 pp)
7. U.S. Navy, Leadership and Management Education and Training Division. "Navigating a New Course to Command Excellence," 1-6. (6 pp)

E. Student Deliverables

No later than the start of TSDM in Week 6, students are required to submit and successfully complete SA-1 addressing CLO-1 and PLO-3. Specific instructions for this deliverable can be found on Blackboard with additional guidance provided by the Professor.

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