

# Joint Education Transformation Initiative



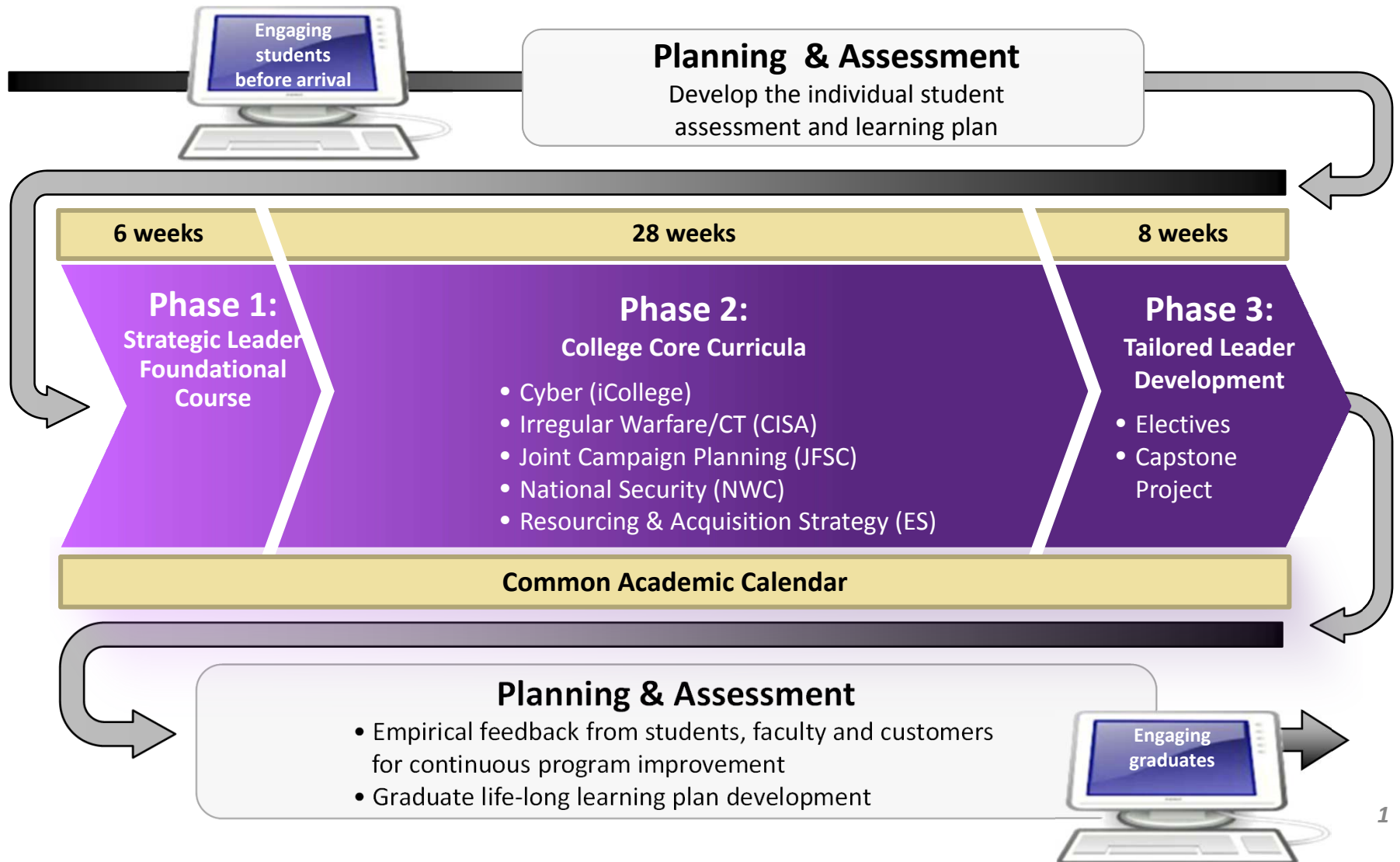
**Dr. John W. Yaeger**  
**Provost**  
**May 2014**

*Imagine, Create, and  
Secure a Stronger Peace...*



**NATIONAL DEFENSE**  
**UNIVERSITY**  
Washington, D.C.

# 2014-15 Delivery Changes



**JPME:** National Military Strategy | Joint Planning at all Levels of War | Joint Doctrine | Joint Command & Control | Joint Force & Requirements Development | Operational Contract Support | National Security Strategy | Theater Strategy & Campaigning | Joint Planning Processes & Systems | Joint, Interagency, & Multi-National Capabilities

**Joint Professional Military Education**

**DLAs: Desired Leader Attributes**

1. Understand the Security Environment & Instruments of National Power

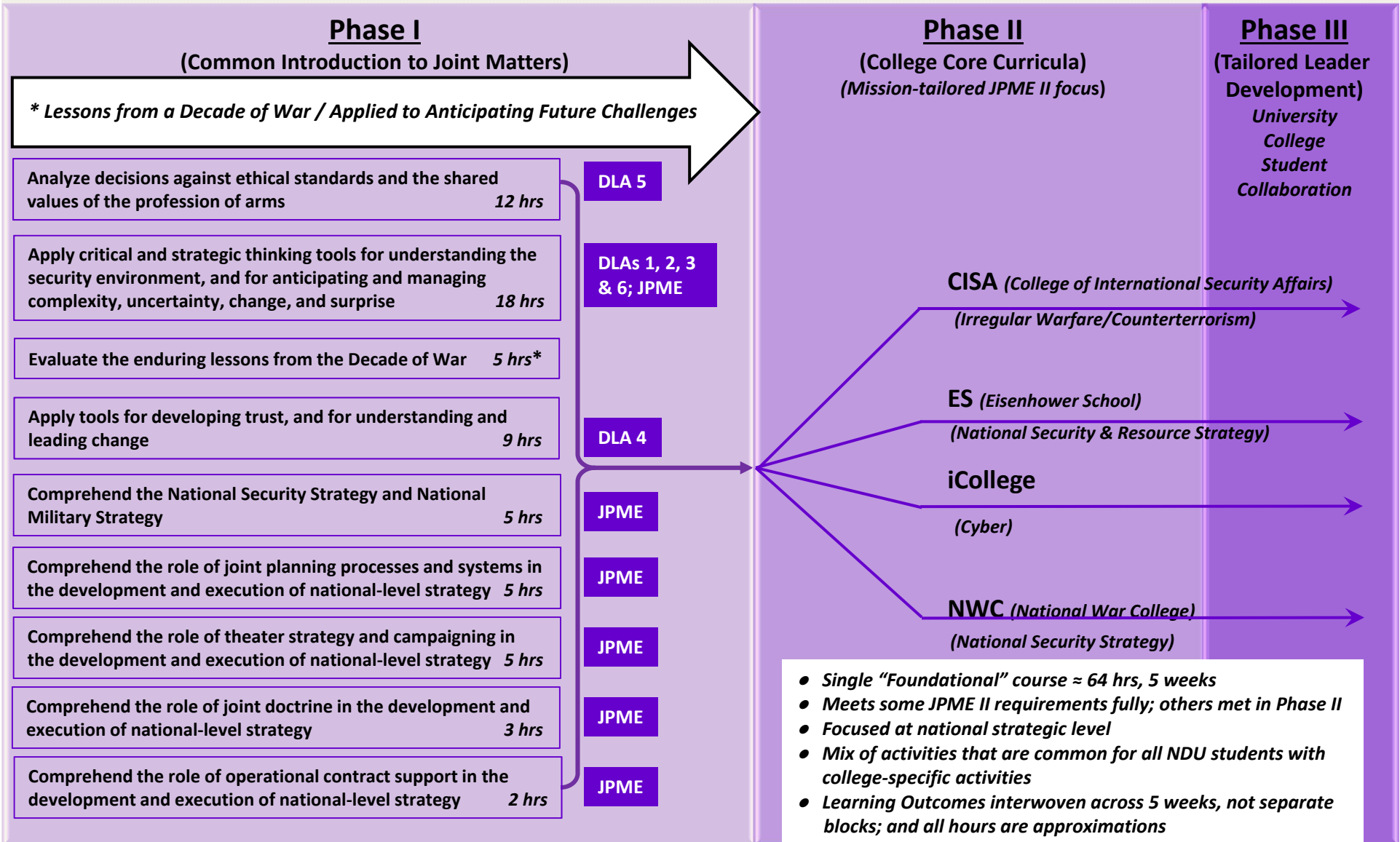
2. Anticipate and Respond to Surprise & Uncertainty

3. Anticipate and Recognize Change & Lead Transitions

4. Operate on Intent through Trust, Empowerment and Understanding (Mission Command)

5. Make Ethical Decisions Based on Shared Values of the Profession of Arms

6. Think Critically/Strategically in Applying Joint Warfighting Principles and Concepts to Joint Operations



# Tailored Leader Development Phase III



# National War College Phase I Implementation Plan



Ms Lisa Bronson, Esq  
May 2014

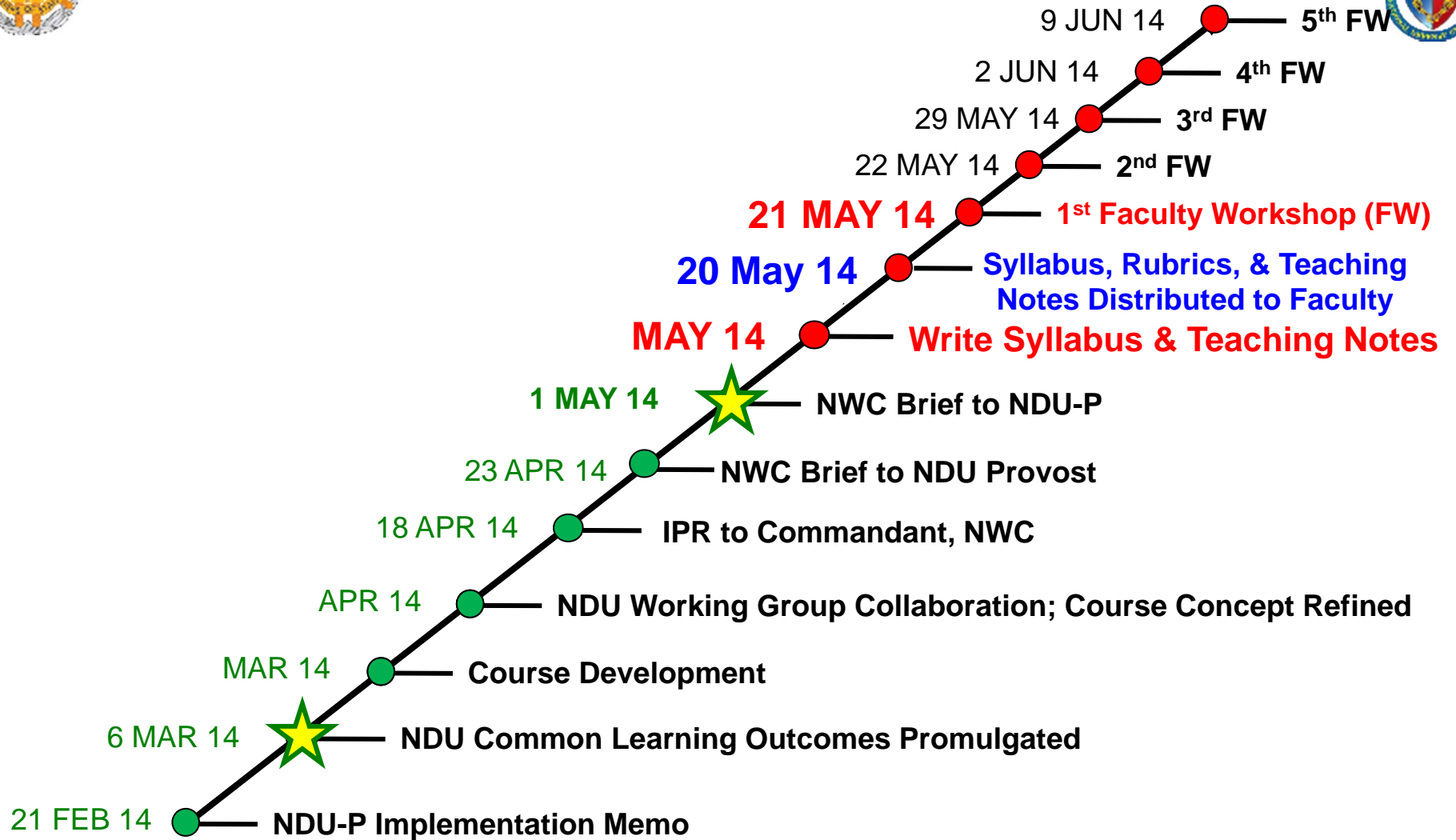
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# Milestones



● Complete

● To be completed

# 9 Common NDU Learning Outcomes



- ① Analyze decisions against **ethical** standards and shared **profession of arms** values
- ② Apply critical & strategic thinking:
  - To understand **security environment**
  - To anticipate and manage complexity, **uncertainty, surprise, and change**
- ③ Evaluate enduring lessons from the **Decade of War**
- ④ Apply tools for developing **trust**, understanding, and **leading change**
- ⑤ Comprehend National Security Strategy and National Military Strategy
- ⑥ Comprehend role of **joint planning** processes in national level strategy
- ⑦ Comprehend role of **theater strategy** and campaigning in national level strategy
- ⑧ Comprehend role of joint doctrine in national level strategy
- ⑨ Comprehend role of operational contract support in national level strategy

# Desired Leader Attributes



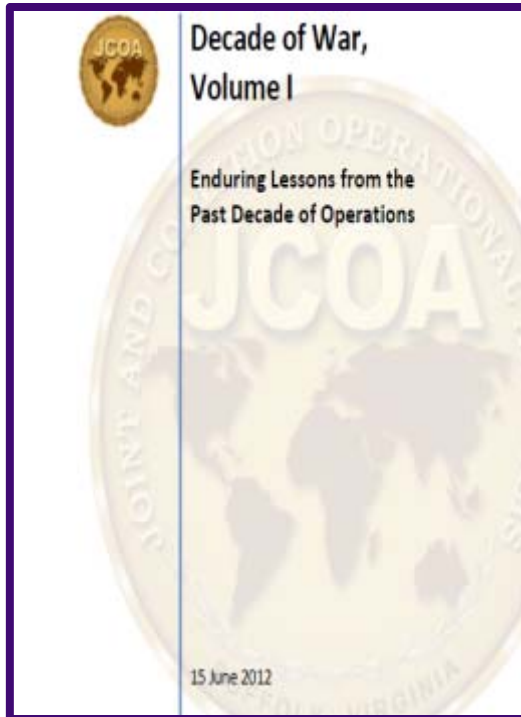
- ① Understand the Security **Environment** and Instruments of National Power
- ② Anticipate and Respond to **Surprise and Uncertainty**
- ③ Anticipate and Recognize **Change** and Lead Transitions
- ④ Operate on Intent Through **Trust**, Empowerment and Understanding
- ⑤ Make **Ethical Decisions** Based on Shared Value of the Profession of Arms
- ⑥ Think **Critically/Strategically** in applying Joint Concepts to Joint Operations

*Reinforced throughout the entire academic year*



# Lessons from a Decade of War

## Phase I: Foundational Focus

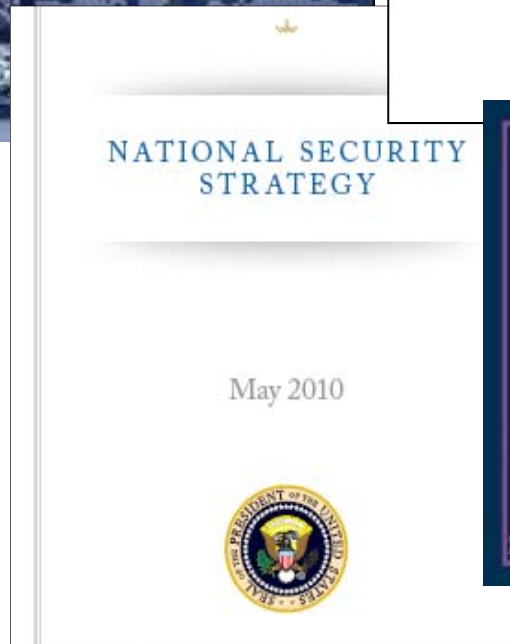
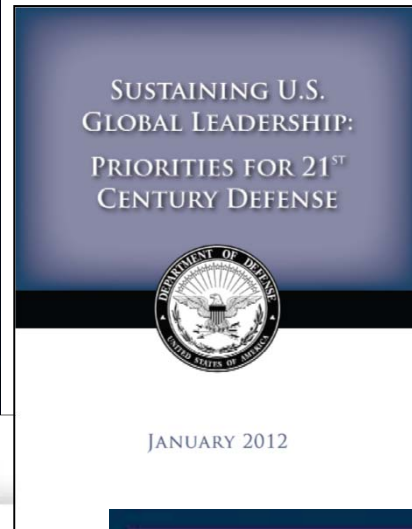
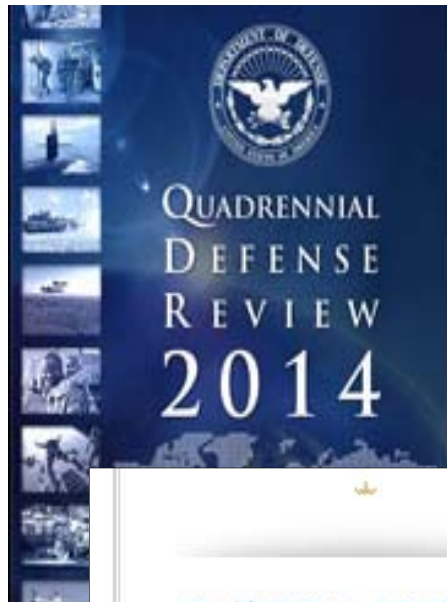


- **Understanding Environment**
- Conventional Warfare Paradigm
- Battle for Narrative
- Transitions
- **Adaptation**
- Special Operations Forces
- **Interagency Coordination**
- **Coalition Operations**
- Host-Nation Partnering
- State Use of Surrogates/Proxies
- Super-Empowered Threats

*Phase II: Builds on Phase I, addressing balance of lessons*



# JPME II Emphasis

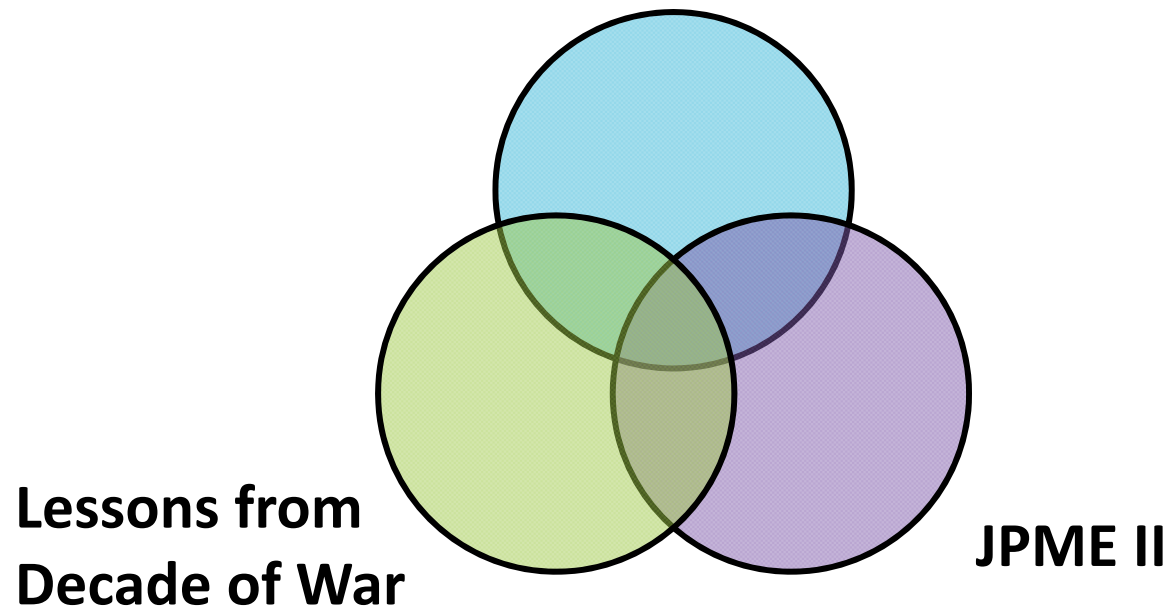


- **National Security Strategy**
- National Defense Strategy
- Joint Operational Planning
- Theater Strategy & Campaigning
- Joint Doctrine
- Operational Contract Support
- **Joint, Interagency, Multinational Capabilities**

# NWC Phase I Design Concept: Foundational Intersections



## Desired Leader Attributes



*Phase II: Builds on Phase I*

# NWC Phase I Design Process



- Start with **NDU Learning Outcomes** (LOs) and identify subordinate skills
  - Skill development through active learning
  - **How to Think**, not what to think
    - Multiple frameworks; Multiple opportunities to practice before assessment
- Identify **Intersections** between DLAs, JPME, DoW Lessons
- Design final exercise, assignments, and assessment rubrics to meet LOs
- Reverse engineer topics and active learning activities to enable practice that builds to assessment in graded assignments and final exercise
- Consolidate nine LOs into two program objectives for group assessment
- Two Organizing Lenses:
  - Weeks 1-4: **Lessons from a Decade of War**
    - Iraq 1991; Iraq 2003; Libya (Afghanistan covered in Phase 2)
  - Weeks 5-6: **Future Role of U.S. in the World**
    - Scenario Planning/Alternative Futures Analysis; Syria Final Exercise

*Create Foundation for Phase II and entire year*

# Security Environment

## Learning Outcomes 2, 3, 5, 6, 7



**Apply Critical Thinking to Understand Environment**

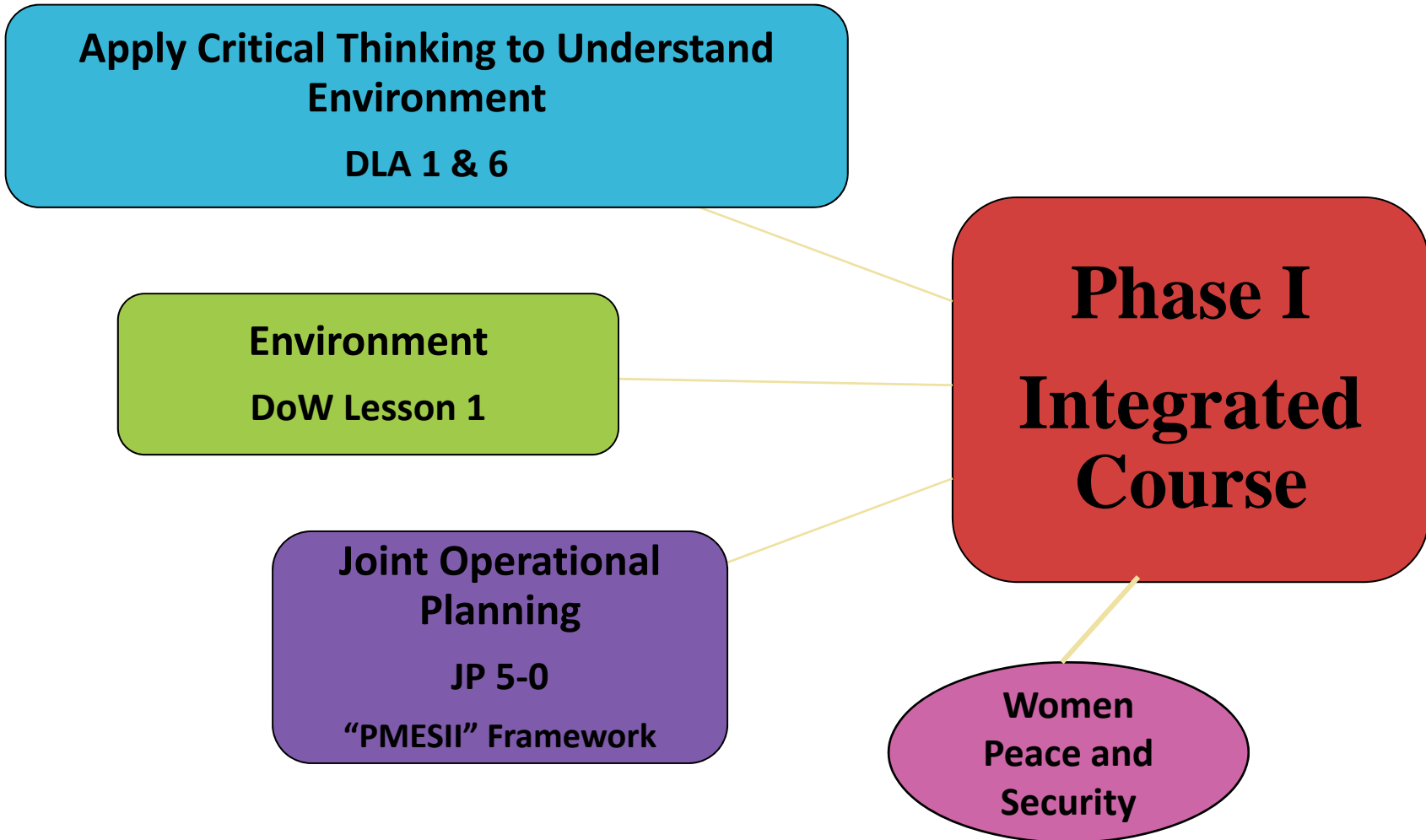
**DLA 1 & 6**

**Environment**  
**DoW Lesson 1**

**Joint Operational Planning**  
**JP 5-0**  
**"PMESII" Framework**

**Phase I**  
**Integrated Course**

**Women**  
**Peace and**  
**Security**



NDU PHASE I		HOURS		NWC TOPICS																														
LEARNING OBJECTIVE		STANDARD	TOTAL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Analyze national security decisions against ethical standards and the shared values of the profession of arms.	12	12			1.0						1.0					1.0											1.0					0.1	0.1
2	Apply critical and strategic thinking tools for understanding the security environment, and for anticipating and managing complexity, uncertainty, change, and surprise.	18	22		0.8		1.0	0.5		1.0	0.5		0.5	0.5								0.5	0.4	0.4	0.5	0.5	0.5		0.5	0.3	0.3	0.1	0.1	
3	Evaluate and apply the enduring lessons from the Decade of War	5	6										0.5	0.5	0.4		0.1	0.1	0.1	0.4												0.1	0.1	
4	Apply tools for developing trust, and for understanding and leading change.	9	14	1.0					1.0				1.0										0.4	0.4	0.5	0.5	0.5		0.5	0.3	0.3	0.1	0.1	
5	Comprehend the National Security Strategy and National Military Strategy.	5	5		0.2			0.5		0.5												0.5										0.1	0.1	
6	Comprehend the role of joint planning processes and systems in the development and execution of national-level strategy.	5	5												0.6		0.6	0.2	0.2		0.1	0.1								0.2	0.2	0.1	0.1	
7	Comprehend the role of theater strategy and campaigning in the development and execution of national-level strategy.	5	4														0.3	0.2	0.4	0.1	0.1	0.1								0.2	0.2	0.1	0.2	
8	Comprehend the role of joint doctrine in the development and execution of national-level strategy.	3	3															0.2	0.3	0.4												0.1	0.1	
9	Comprehend the role of operational contract support in the development and execution of national-level strategy.	2	2																0.3		0.1											0.2	0.1	
DESIRED LEADER ATTRIBUTES		STANDARD	TOTAL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Understand the Security Environment and Instruments of National Power.	10	10					0.5		0.5	0.5				0.5		0.5	0.5	0.5	0.4												0.2	0.1	
2	Anticipate and Respond to Surprise and Uncertainty	10	14		0.4																	0.5	0.5	0.5	0.5	0.5	0.5		0.5	0.5	0.5	0.2	0.1	
3	Anticipate and Recognize change and Lead Transitions.	11	13																			0.5	0.5	0.5	0.5	0.5	0.5		0.5	0.5	0.5	0.2	0.2	
4	Operate on Trust, Empowerment and Understanding (Mission Command)	10	11	1.0	0.3				1.0				0.5	1.0	0.5						0.4											0.2	0.2	
5	Make Ethical Decisions Based on Shared Values and the Profession of Arms.	12	13			1.0						1.0					1.0											1.0				0.1	0.2	
6	Critically/Strategically in Applying Joint Warfighting Principles and Concepts to Joint Operations.	11	15		0.3		1.0	0.5		0.5	0.5		0.5	0.5	0.5		0.5	0.5	0.5	0.2												0.1	0.2	

# Flow of Course

Week 1	Week 2	Week 3
<p><b>NDU &amp; NWC Orientation</b></p> <p><b>T-1</b> Conflict Management and Relationship Building Assessment <i>Strategies for Collaboration</i></p> <p><b>T-2</b> Decision Making: Cognitive Biases and Rational Actors <b>NDU Cyber Exercise</b></p>	<p><b>T-3</b> Ethics</p> <p><b>T-4</b> Elements of <i>Critical Reading, How to Make an Argument, Cognitive Traps</i></p> <p><b>T-5</b> Historical Ambivalence of U.S. National Security Strategies</p> <p><b>T-6</b> <i>Trust</i>: Prisoner's Dilemma Exercise</p> <p><b>T-7</b> Critical Thinking: <i>Knowns, Unknowns, Assumptions</i></p> <p><b>T-8</b> Understanding Environment: <i>Decade of National Security Strategies</i></p>	<p><b>T-9</b> Ethics</p> <p><b>T-10</b> <i>Trust</i>: Coalition Building Exercise</p> <p><b>T-11</b> <i>Interest Based Leadership</i> and Two Decades of War I</p> <p><b>T-12</b> <i>Interest Based Leadership</i> and Two Decades of War II</p> <p><b>T-13</b> Lessons from a Decade of War: Decision to go to War - Iraq</p>
Week 4	Week 5	Week 6
<p><b>T-14</b> Ethics</p> <p><b>T-15</b> From Strategy to Operations: the GEF</p> <p><b>T-16</b> Planning for Iraq: <i>Joint Planning Processes, Joint Doctrine &amp; Phase 4</i></p> <p><b>T-17</b> <i>Theater Strategy and Campaign Planning</i>: Libya</p> <p><b>T-18</b> Planning for Libya: <i>Interagency Coordination and Coalition Building</i></p> <p><b>T-19</b> <i>Anticipating Strategic Surprise</i>: Role of U.S. in World: three competing views</p>	<p><b>T-20</b> <i>Detecting Change</i>: Identifying Driving Forces (more world views)</p> <p><b>T-21</b> <i>Detecting Change</i>: Identifying Driving Forces Exercise</p> <p><b>T-22</b> <i>Managing Surprise</i>: Identifying Critical Uncertainties (more world views)</p> <p><b>T-23</b> <i>Managing Surprise</i>: Identifying Critical Uncertainties Exercise</p> <p><b>T-24</b> <i>Managing Uncertainty</i>: Plotting a Scenario Matrix</p>	<p><b>T-25</b> Ethics</p> <p><b>T-26</b> <i>Managing Uncertainty</i>: Developing Scenario Narratives</p> <p><b>T-27</b> <i>Anticipating Surprise</i>: Identifying Indicators and Implications</p> <p><b>T-28</b> <i>Managing Surprise</i>: Identifying Options &amp; Testing Robustness</p> <p><b>T-29</b> Final Exercise: Syria Day 1: The <b>Strategic Environment</b></p> <p><b>T-30</b> Final Exercise: Syria Day 2: The <b>Operational Environment</b></p>

# DLA 2: Anticipate/Respond to Uncertainty

Week 1	Week 2	Week 3
<p><b>NDU &amp; NWC Orientation</b></p> <p><b>T-1</b> Conflict Management and Relationship Building Assessment <i>Strategies for Collaboration</i></p> <p><b>T-2</b> <b>Decision Making: Cognitive Biases and Rational Actors</b> <i>NDU Cyber Exercise</i></p>	<p><b>T-3</b> Ethics</p> <p><b>T-4</b> Elements of <i>Critical Reading, How to Make an Argument, Cognitive Traps</i></p> <p><b>T-5</b> Historical Ambivalence of U.S. National Security Strategies</p> <p><b>T-6</b> <i>Trust: Prisoner's Dilemma Exercise</i></p> <p><b>T-7</b> Critical Thinking: <i>Knowns, Unknowns, Assumptions</i></p> <p><b>T-8</b> Understanding Environment: <i>Decade of National Security Strategies</i></p>	<p><b>T-9</b> Ethics</p> <p><b>T-10</b> <i>Trust: Coalition Building Exercise</i></p> <p><b>T-11</b> <i>Interest Based Leadership and Two Decades of War I</i></p> <p><b>T-12</b> <i>Interest Based Leadership and Two Decades of War II</i></p> <p><b>T-13</b> Lessons from a Decade of War: Decision to go to War - Iraq</p>
Week 4	Week 5	Week 6
<p><b>T-14</b> Ethics</p> <p><b>T-15</b> From Strategy to Operations: the GEF</p> <p><b>T-16</b> Planning for Iraq: <i>Joint Planning Processes, Joint Doctrine &amp; Phase 4</i></p> <p><b>T-17</b> <i>Theater Strategy and Campaign Planning: Libya</i></p> <p><b>T-18</b> Planning for Libya: <i>Interagency Coordination and Coalition Building</i></p> <p><b>T-19</b> <b>Anticipating Strategic Surprise: Role of U.S. in World: three competing views</b></p>	<p><b>T-20</b> <b>Detecting Change: Identifying Driving Forces (more world views)</b></p> <p><b>T-21</b> <b>Detecting Change: Identifying Driving Forces Exercise</b></p> <p><b>T-22</b> <b>Managing Surprise: Identifying Critical Uncertainties (more world views)</b></p> <p><b>T-23</b> <b>Managing Surprise: Identifying Critical Uncertainties Exercise</b></p> <p><b>T-24</b> <b>Managing Uncertainty: Plotting a Scenario Matrix</b></p>	<p><b>T-25</b> Ethics</p> <p><b>T-26</b> <b>Managing Uncertainty: Developing Scenario Narratives</b></p> <p><b>T-27</b> <b>Anticipating Surprise: Identifying Indicators and Implications</b></p> <p><b>T-28</b> <b>Managing Surprise: Identifying Options &amp; Testing Robustness</b></p> <p><b>T-29</b> <b>Final Exercise: Syria Day 1: The Strategic Environment</b></p> <p><b>T-30</b> <b>Final Exercise: Syria Day 2: The Operational Environment</b></p>



# Lessons From a Decade of War

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# Final Exercise



DLA 1, 2, 3, 4, 5, 6

DOW Lesson 1, 5, 7, 8

LO 5, 6, 7, 8, 9

Women  
Peace and  
Security

**Assess Syrian  
Security  
Environment**

**Feasibility of  
Humanitarian  
Intervention**

# Opportunity to Make NWC Better



- Conduct robust Scenario Planning to address DLA 2 shortfall
- Integrate TKI & negotiations into core to address DLA 4 shortfall
- Set students up for writing success: retooled diagnostic
- Mentor student writing throughout the year
- Leverage Joint Pub frameworks for enhanced critical thinking
- Align foreign travel with CJCS priorities: DLA 1 and DoW Lessons
- Ensure Learning Outcomes drive course development
- Take assessment rubrics to the next level
- Leverage scholarship from across the university

# NATIONAL WAR COLLEGE AY15 CURRICULUM



**Dr. David Tretler**  
**May 2014**

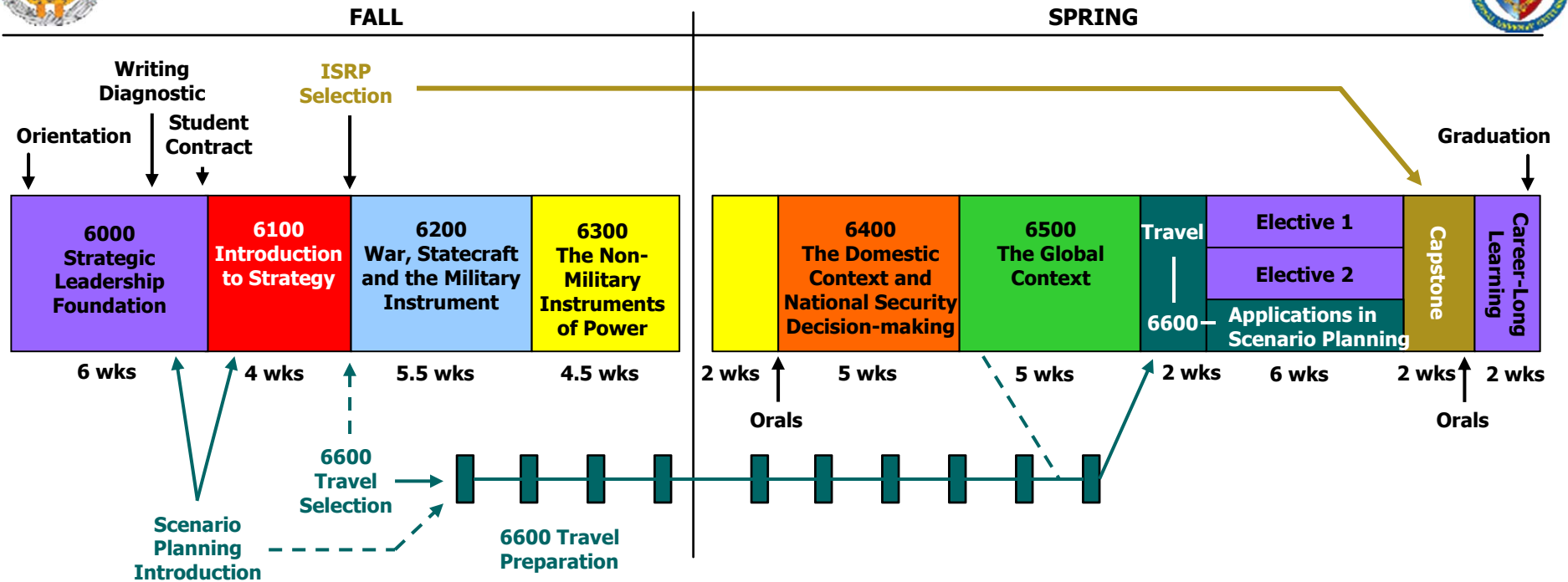
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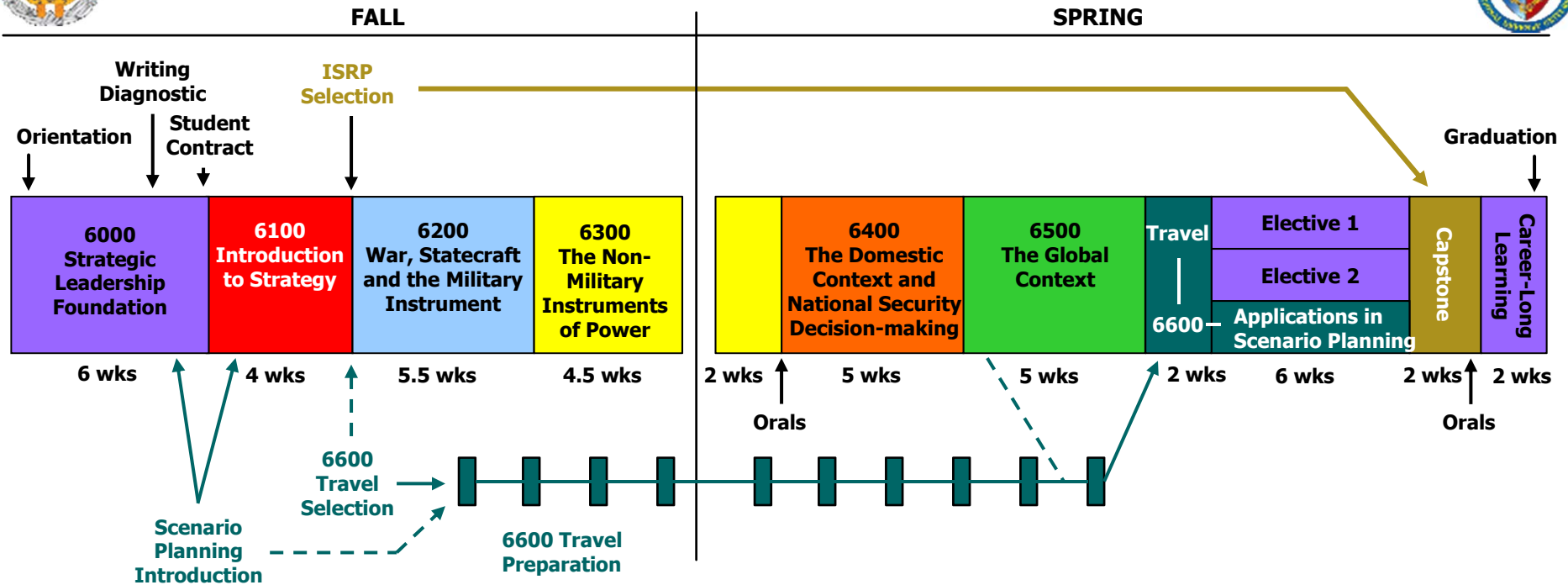


# NATIONAL WAR COLLEGE AY15 CURRICULUM





# NATIONAL WAR COLLEGE AY15 CURRICULUM



- Same course director, teaching faculty, and student sectioning for Phase I and 6100
- Same FSL will evaluate student's first paper in Phase I and paper for 6100 – tailored mentoring
- Critical/creative thinking skills from Phase 1 underpin strategic logic in 6100.
- Collaboration skills from Phase 1 practiced in group work in 6100
- Scenario Planning introduced in Phase 1, practiced in 6100, and applied in Phase III
- Security environment in Phase I sets up global context, travel and scenario planning
- Statutory JPME requirements sets foundation for examining use of the military instrument



Backup Slides



# PMESII Analysis

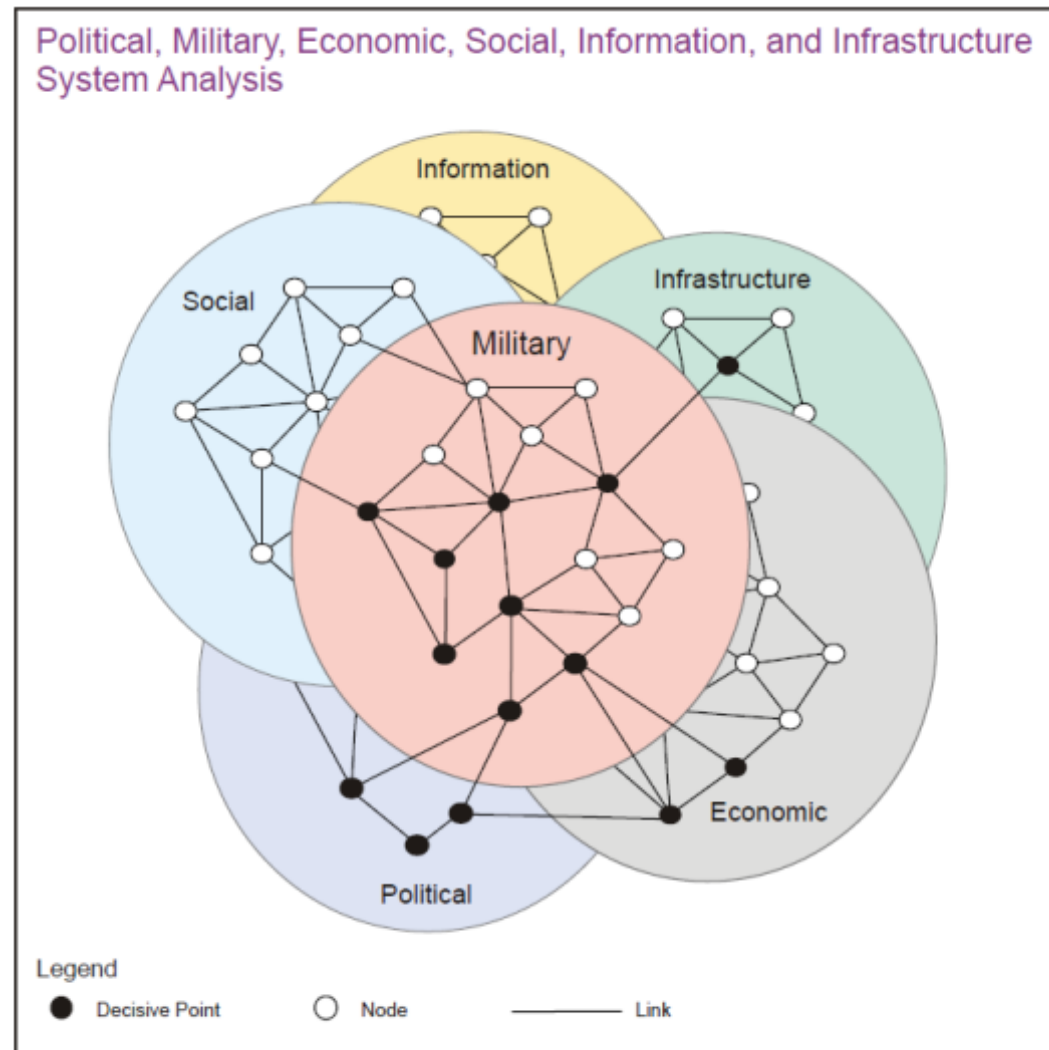


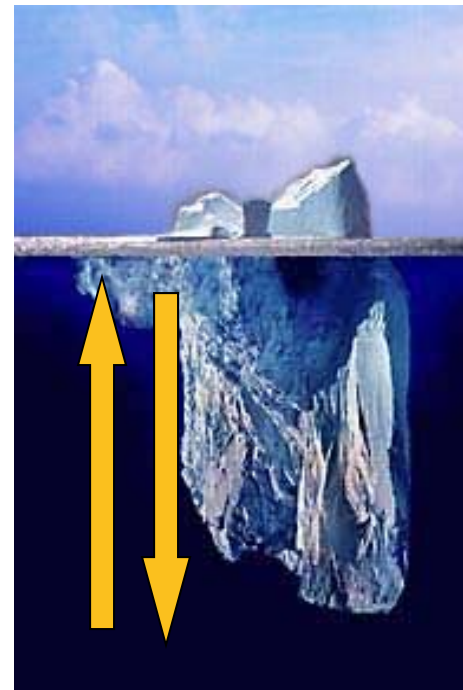
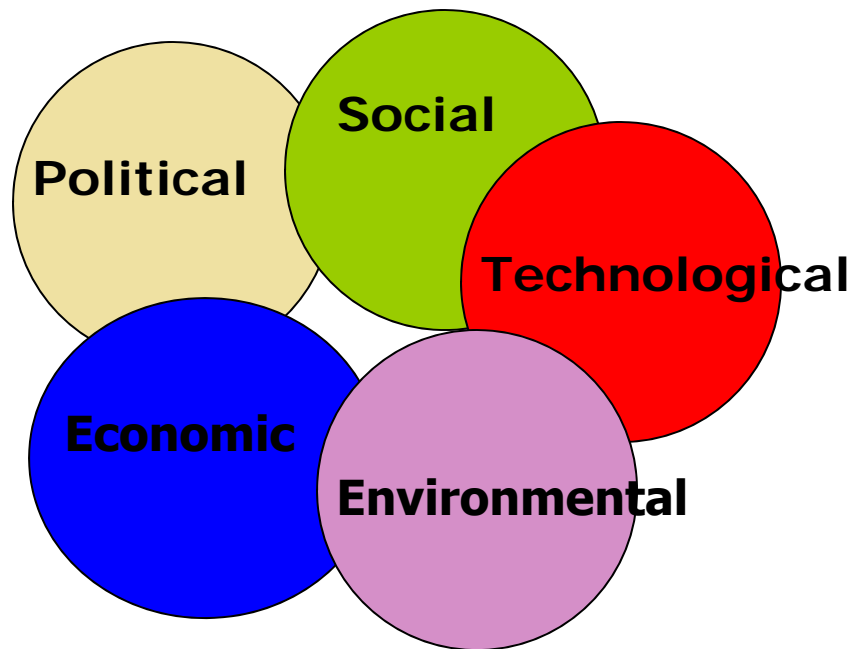
Figure III-5. Political, Military, Economic, Social, Information, and Infrastructure System Analysis



# Scenario Planning Framework: Explore Driving Forces



Identify “STEEP” elements that underlie the visible surface of change



Events

Trends and  
Patterns

Underlying  
Structures

# DLA 4: Operate on Trust (Mission Command)

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Week 4	Week 5	Week 6
<p><b>T-14 Ethics</b></p> <p><b>T-15 From Strategy to Operations: the GEF</b></p> <p><b>T-16 Planning for Iraq: <i>Joint Planning Processes, Joint Doctrine &amp; Phase 4</i></b></p> <p><b>T-17 <i>Theater Strategy and Campaign Planning: Libya</i></b></p> <p><b>T-18 <i>Planning for Libya: Interagency Coordination and Coalition Building</i></b></p> <p><b>T-19 <i>Anticipating Strategic Surprise: Role of U.S. in World: three competing views</i></b></p>	<p><b>T-20 <i>Detecting Change: Identifying Driving Forces (more world views)</i></b></p> <p><b>T-21 <i>Detecting Change: Identifying Driving Forces Exercise</i></b></p> <p><b>T-22 <i>Managing Surprise: Identifying Critical Uncertainties (more world views)</i></b></p> <p><b>T-23 <i>Managing Surprise: Identifying Critical Uncertainties Exercise</i></b></p> <p><b>T-24 <i>Managing Uncertainty: Plotting a Scenario Matrix</i></b></p>	<p><b>T-25 Ethics</b></p> <p><b>T-26 <i>Managing Uncertainty: Developing Scenario Narratives</i></b></p> <p><b>T-27 <i>Anticipating Surprise: Identifying Indicators and Implications</i></b></p> <p><b>T-28 <i>Managing Surprise: Identifying Options &amp; Testing Robustness</i></b></p> <p><b>T-29 <i>Final Exercise: Syria Day 1: The Strategic Environment</i></b></p> <p><b>T-30 <i>Final Exercise: Syria Day 2: The Operational Environment</i></b></p>

# Final Exercise, Assessment Rubric



## Phase 1 Syria EXERCISE, AY 2015 Seminar Group Performance Assessment Sheet

**Performance Requirement #1:** Drawing on the Chairman's six Desired Leader Attributes (DLAs) and applying the appropriate enduring lessons from a Decade of War, develop an assessment of the security environment in Syria that includes, where appropriate:

Component	EXCEEDS	MEETS			BELOW
	<i>Thorough, applicable, credible, insightful, integrated, collaborative.</i>	<i>Minor shortfalls in either: thoroughness, applicability, insightfulness, integration, or collaboration.</i>			<i>Major shortfalls in either: thoroughness, applicability, credibility, insightfulness, integration, or collaboration.</i>
	□	+ □	□	□	- □
Identification of Driving Forces					
Identification of Critical Uncertainties					
Brainstorming Potential Scenarios					
Identifying Applicable Sections of NSS/NDS					
Identify Interests of: USG, Coalition Partners, and Opponents					
Plan For Building a Coalition					
Identification of Potential Ethical Issues					



# Final Exercise, Assessment Rubric



## Phase 1 Syria EXERCISE, AY 2015 Seminar Group Performance Assessment Sheet

<b>Performance Requirement #2:</b> Drawing on the appropriate lessons from a Decade of War, develop an assessment of the operational security environment in Syria using select dimensions of joint operational planning including, where appropriate:					
<b>Component</b>	<b>EXCEEDS</b> <i>Thorough, applicable, credible, insightful, integrated, collaborative.</i>	<b>MEETS</b> <i>Minor shortfalls in either: thoroughness, applicability, insightfulness, integration, or collaboration.</i>			<b>BELOW</b> <i>Major shortfalls in either: thoroughness, applicability, credibility, insightfulness, integration, collaboration.</i>
	□	+ □	□	□ -	□
<b>Description of the Current Operational Environment using a ‘Systems Perspective’ and the PMESII Analytical Framework (page III-9, JP 5-0)</b>					
<b>Center of Gravity Analysis of Coalition Partners and Opponents (page III-25, JP 5-0)</b>					
<b>Interagency Coordination Requirements (page II-35, JP 5-0)</b>					

Page numbers for JP 5-0 “Joint Operation Planning”, are for the most recent version dated 11 August, 2011.

# Three Assessment Opportunities

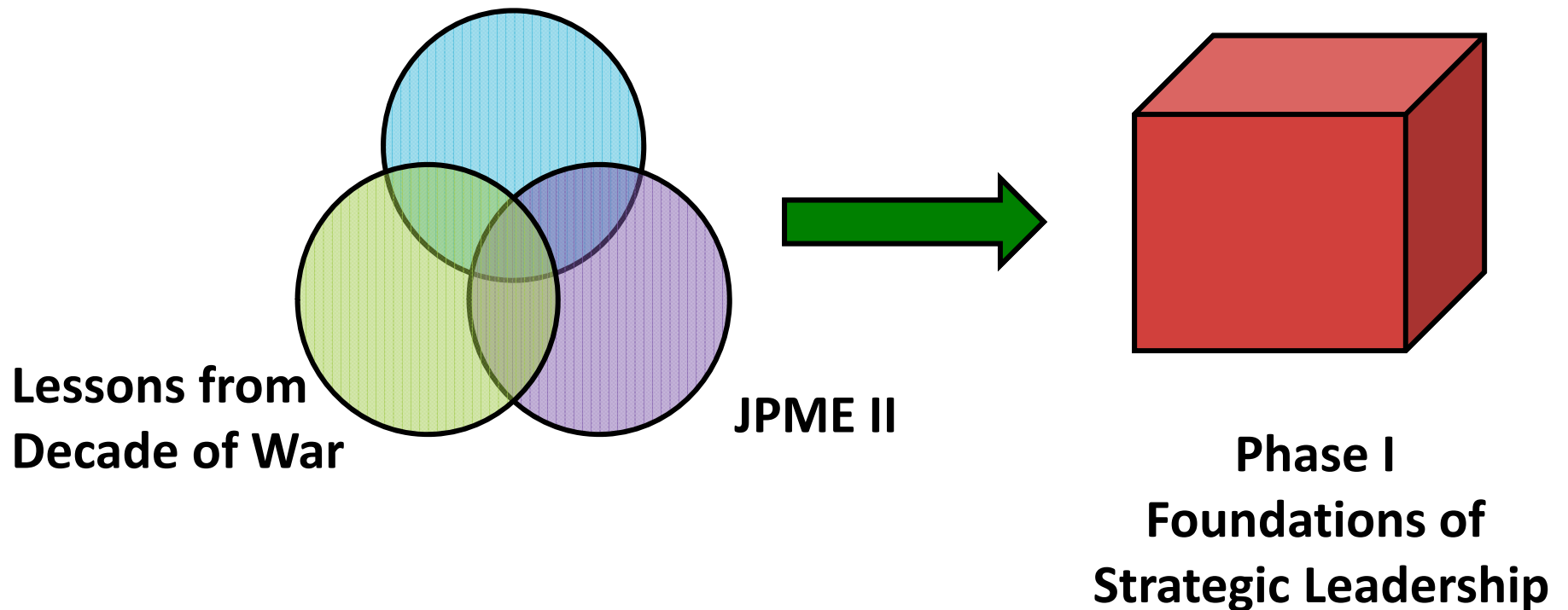


- Writing assignment at start of week 3
  - Builds on first two weeks of Critical Reading:
    - Identifying thesis and assumptions
    - Identifying evidence to support thesis
  - Gather assessment data on four areas
    - Thesis development and use of evidence (graded)
    - Grammar and composition (diagnostic)
  - Make an Argument: most important DLA or DoW Lesson
- Final Exercise (Humanitarian Intervention Syria)
  - Individual point paper (Assess DLAs and DoW Lessons)
  - Two group analyses (Assess JPME, DLAs, DoW Lessons)

# Transform NDU Education Experience by Leveraging Intersections



## Desired Leader Attributes



# Interagency Coordination

## Learning Outcomes 3, 4, 5, 6, 7



**Develop Trust (Relationships) and Lead Change**

**DLA 4, 3**

**Interagency Coordination**

**DoW Lesson 7**

**Interagency Coordination**

**JP 5-0**

**Integrated Course**

# Coalition Operations

## Learning Outcomes 3, 4, 5, 6, 7, 8, 9



**Develop Trust (Relationships) and Lead Change**

**DLA 4, 3**

**Coalition Operations**

**DoW Lesson 8**

**Joint Operational Planning**

**JP 5-0**

**Center of Gravity Analysis**

**Integrated  
Course**





# Center of Gravity Analysis

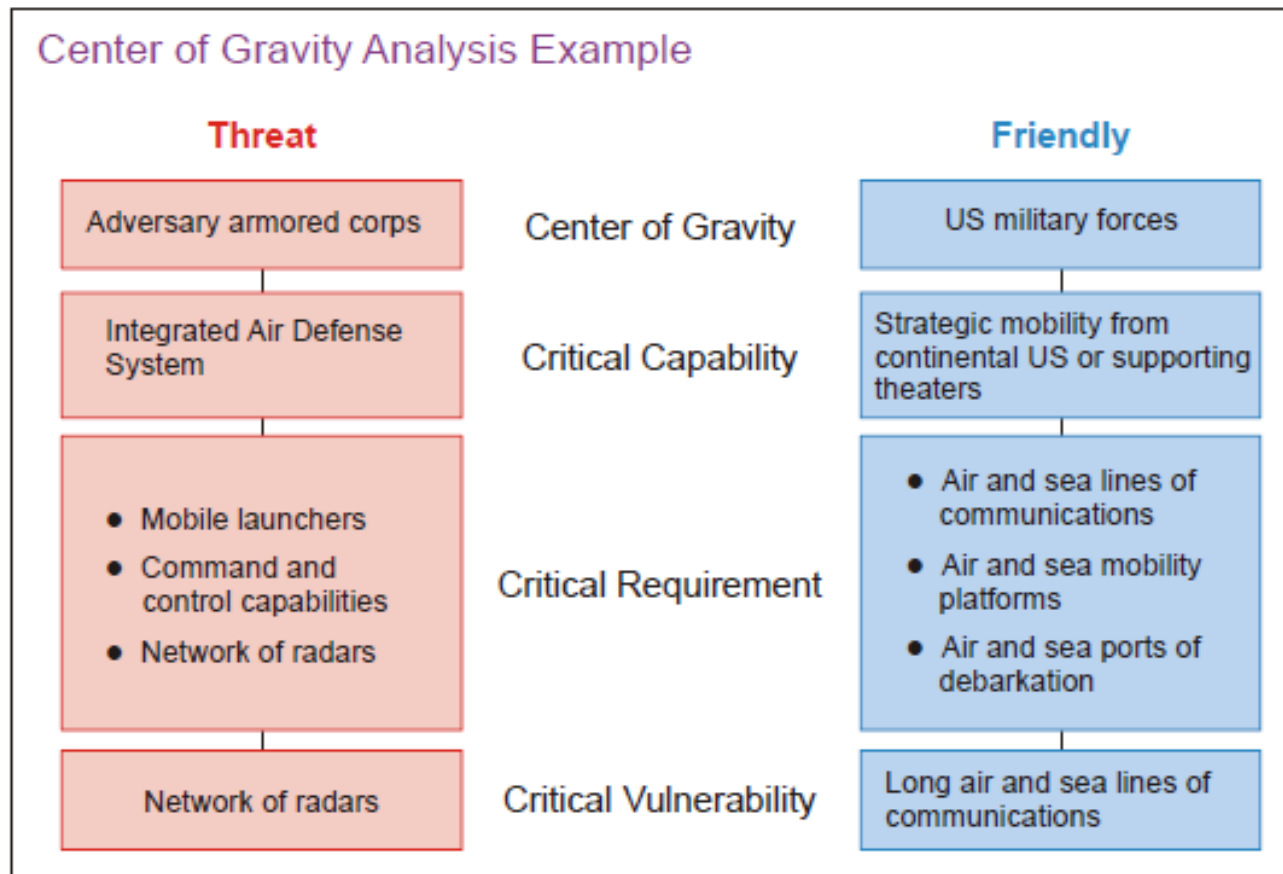


Figure III-12. Center of Gravity Analysis Example

# Adaptation

## Learning Outcomes 2, 3, 5, 6, 7, 8



**Apply Critical Thinking to Anticipate/Manage Complexity, Uncertainty & Change**

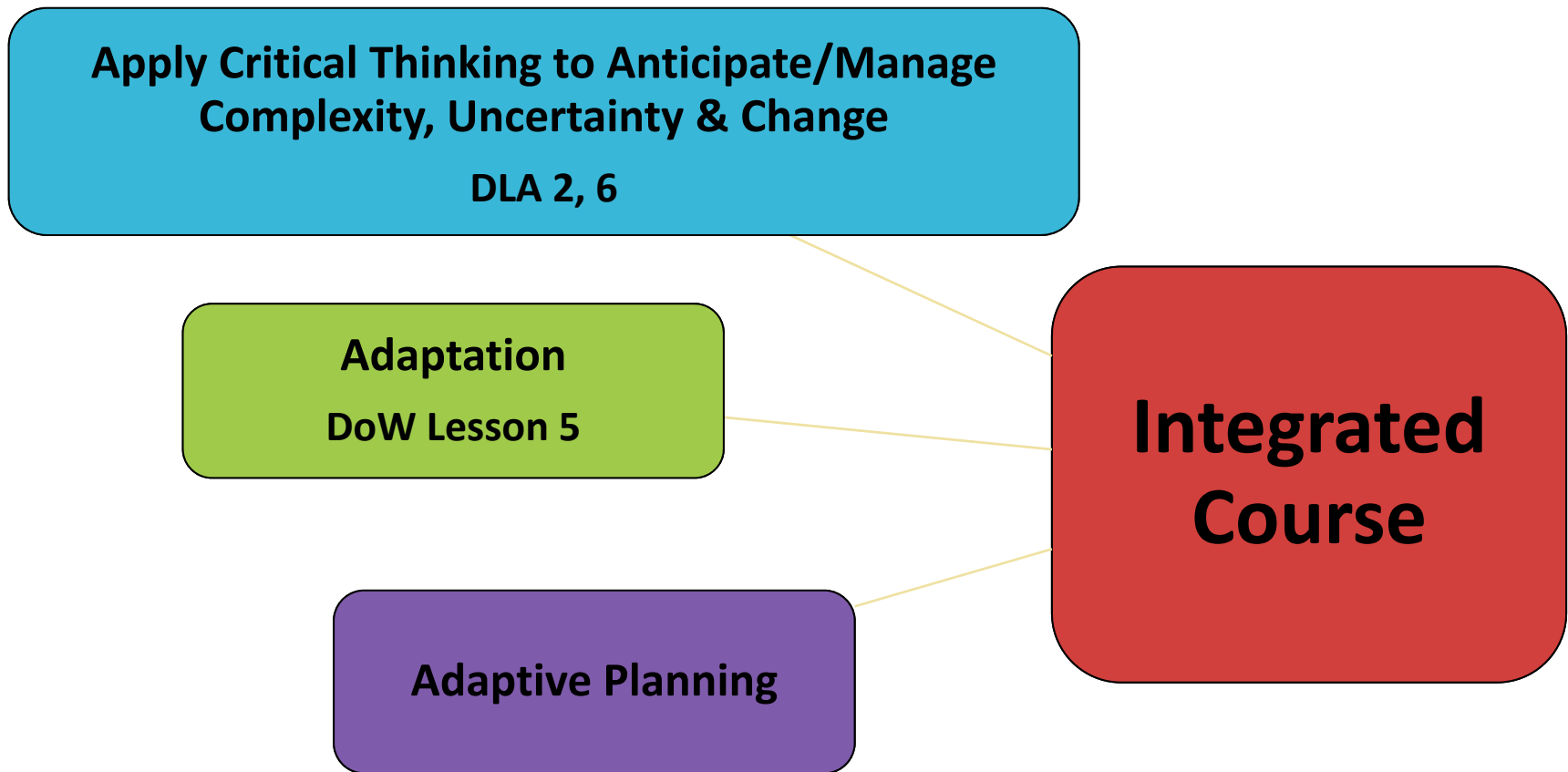
**DLA 2, 6**

**Adaptation**

**DoW Lesson 5**

**Adaptive Planning**

**Integrated Course**





# APEX Process

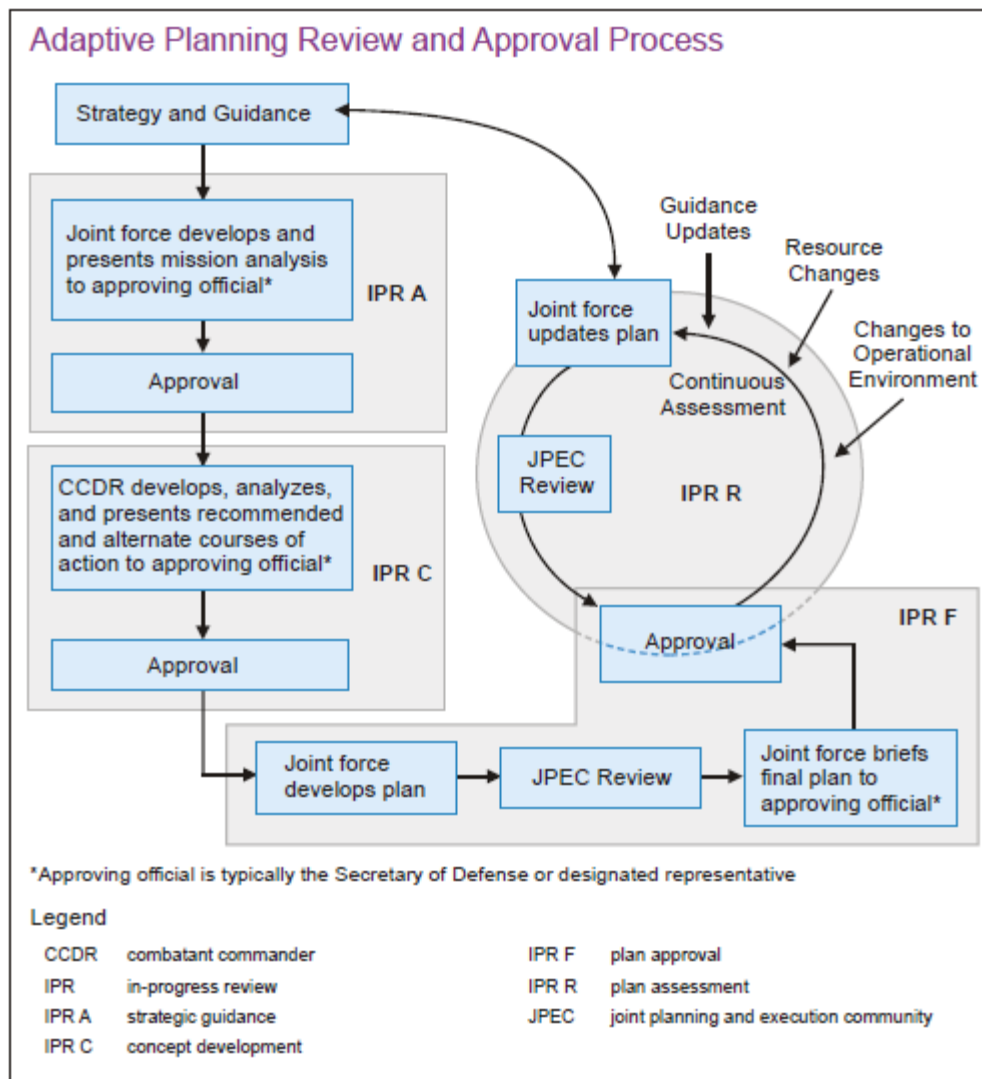
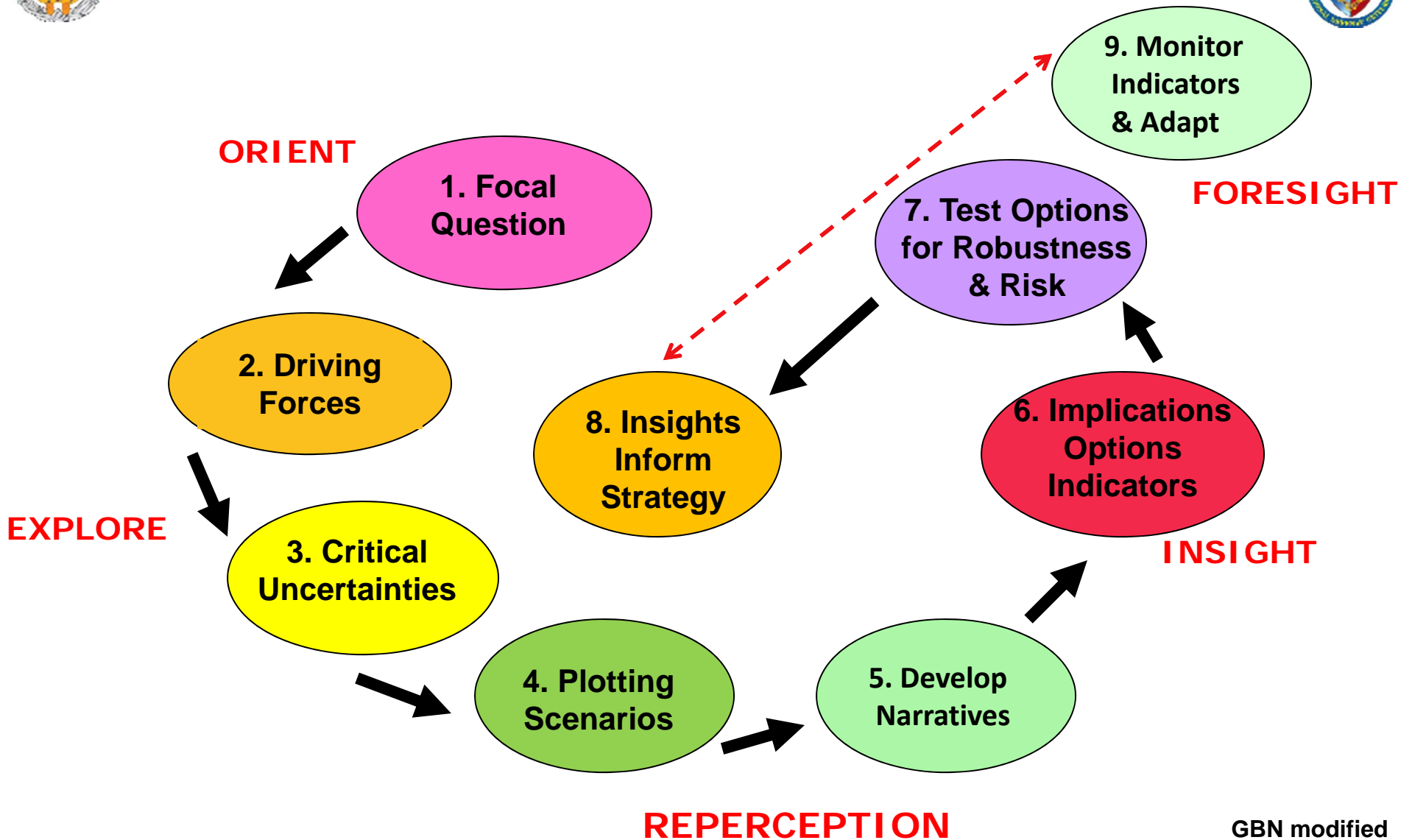
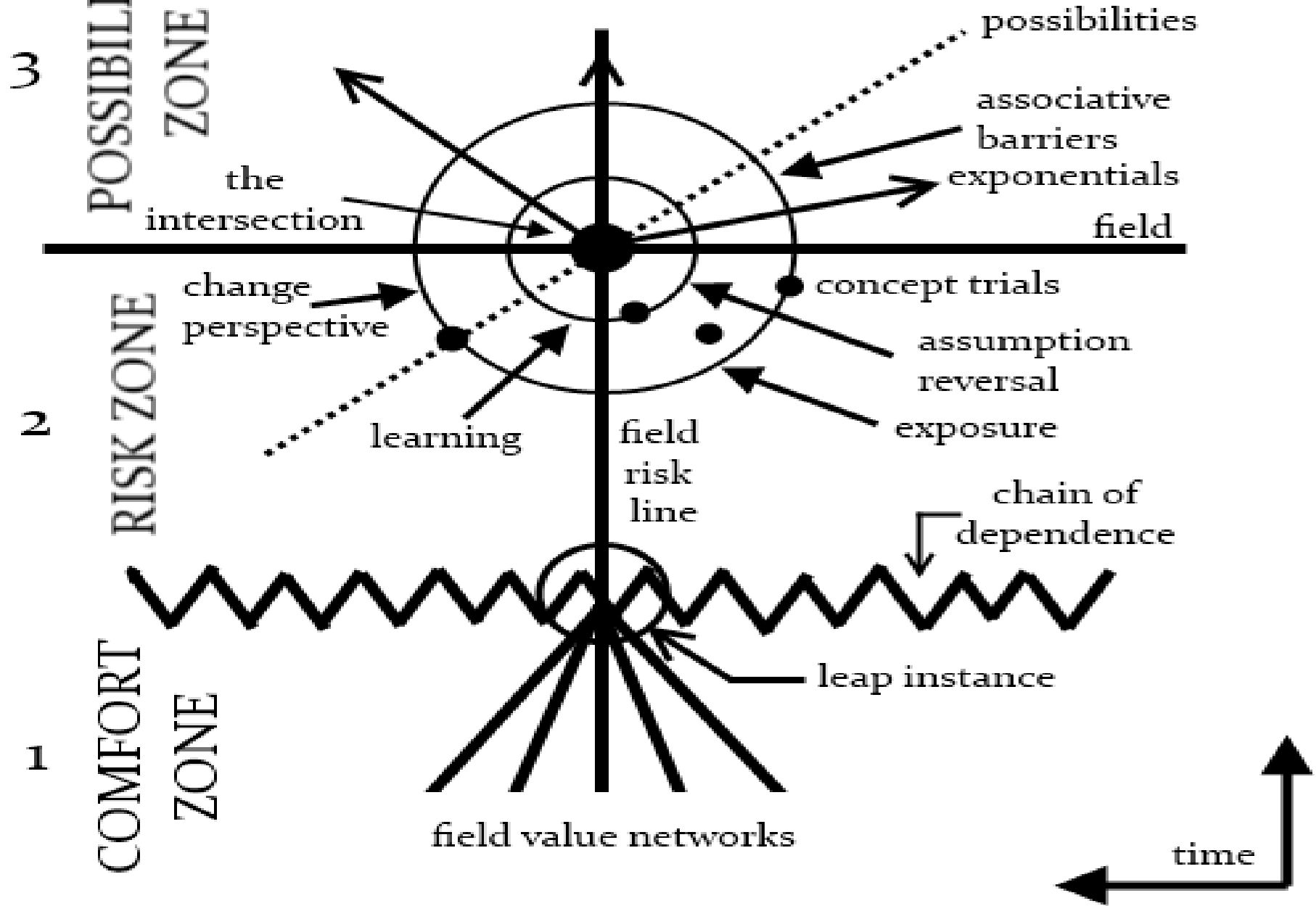


Figure I-1. Adaptive Planning Review and Approval Process

# Scenario Thinking & the Strategic Conversation



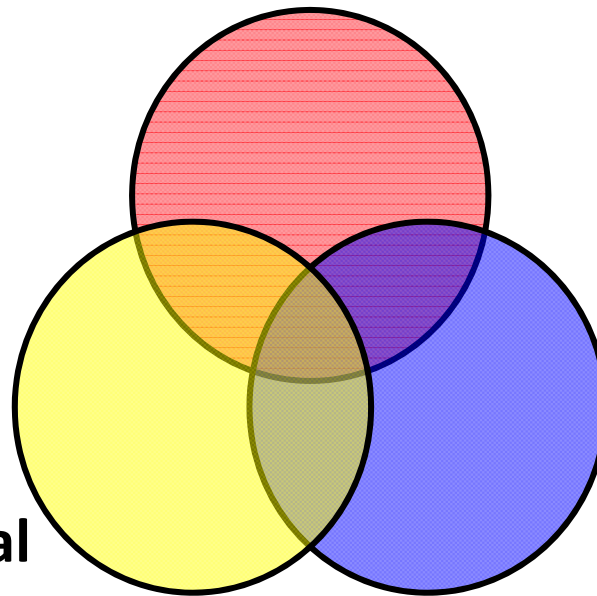
# THE MEDICI EFFECT



# Assessment Methodology: Using Best Practices



**Learning Outcome**



**Instructional  
Approach**

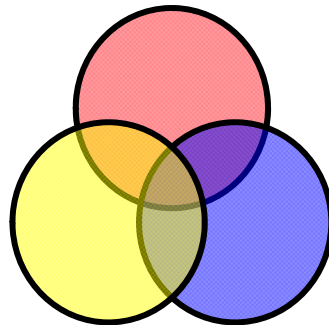
**Assessment  
Rubric**



# Glide Path to Skill Development



Learning Outcome



Instructional  
Approach

Assessment  
Rubric

**Synthesis:**  
**Operational &  
Strategic Context &  
Coalition Plan  
Individual & Group  
Assessment**

**Coalition Building**

**Context: Joint, Interagency, Multnt'l**

**Multiple Perspectives / Uncertainty, Surprise**

**Effective Argumentation Assessment**

**Identification of Thesis and Evidence / Testing Assumptions**

**Identification of Knowns, Unknowns, Assumptions**

**Ethics / Trust and Relationships / Cognitive Bias Awareness / Leading Change**

# Writing Assignment # 1: Making an Argument, Learning Outcomes 1, 2, 3, 4



DLA 1, 2, 3, 4, 5, 6

DOW Lesson 1, 5, 7, 8

Institutionalizing  
Lessons: Phases

**Make an argument  
supported by  
evidence:**

*most important DOW  
lesson or most important  
DLA*



