

# Strategy For the Future



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



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

# Vision and Mission for the Future



To develop joint warfighters and national security leaders of the future, the University rigorously pursues the Chairman of the Joint Chiefs of Staff's ***Vision***:

- ***NDU will create strategic advantage by developing joint warfighters and other national security leaders and forging relationships through whole-of-nations and whole-of-governments educational programs, research, and other engagement.***

Our revised ***Mission***:

- ***NDU educates joint warfighters in critical thinking and the creative application of military power to inform national strategy and globally integrated operations, under the condition of disruptive change, in order to conduct war.***



# Posturing NDU Programs for the Future

Implementing

JCS Professional Military Education Vision and Guidance:

*“Preparing Today’s Officers for Tomorrow’s Wars”*

# Chairman, JCS on Change



- **“There is no substitute for leadership that recognizes the implications of new ideas, new technologies and new approaches and actually anticipates and effects those changes, actually affects adaptation.**
- **So my first point is not to leave your intellectual curiosity and openness to new ideas behind when you depart here...**
- **As leaders, create an environment within which innovation, the questioning of conventional wisdom and creativity are not only allowed, but actually encouraged ...and assume you don’t have all the answers ...”**



# Framework



- **Problem:** The Joint Force requires an Professional Military Education (PME) process that is adaptable and optimized to meet the requirements of the changing strategic environment.
  - The Joint Officer Management process lacks the capability to identify/ send the right officers at the right time to education opportunities.
  - The PME Enterprise needs a reinvigoration on the focus of "Warfighting" and develop ability to rapidly adapt curriculum to maintain relevancy.
  - JPME requirements are a topic-focused process that lacks a quality mechanism for assessment.
  - There is a lack of strategic thought/ strategic foundation in products being developed by senior-level graduates.
- **Solution:** A PME process that develops "fighting" military leaders that are "strategically minded" and capable of discerning the military dimension of a problem and recommending military options within the context of globally integrated operations.

# CJCS: Methodology



- **Adapt PME in order to optimize the education of the Joint Force for the changing strategic environment.**
  - Increase use of historical based case studies (Harvard Business School Model)
  - Increase focus on disruptive technology.
  - Mainstreaming Cyber, Space, and EMS into curricula.
- **Identify Strategic Talent and assign to key billets:**
  - Purposeful identification, development and employment of strategists.

*Priority effort to address how PME keeps pace with rapid and profound changes in the character of warfare.*



# Globally Integrated Operations



## Gaining Asymmetric Advantage

- **Globally integrated, joint, all domain, combined arms, partnered operations**
- **Expanded Competitive Space**
- **Overmatch across the Competition Continuum**
- **Allied and Partnered “Common Defense” and Complementary Capability**

# Are these the Right Outcomes?



- The ability to understand the security environment and contributions of all instruments of national power.
- The ability to anticipate and respond to surprise and uncertainty.
- The ability to anticipate and recognize change and lead transitions.
- The ability to operate on intent through trust, empowerment, and understanding (Mission Command).
- The ability to make ethical decisions based on shared values of the profession of arms.
- The ability to think critically and strategically in applying joint warfighting principles and concepts to joint operations.

Officer Desired Leader Attributes, June 2013

## **The Big Question:**

Are we on a path to gain and maintain Intellectual Overmatch with adversaries – today and in the future?

# Relevant PME Curriculum



- Should PME exclusively focus on warfighting and strategy development? If so, what does that mean?
- How do we reconcile the need for tactical/operational excellence and broader joint, strategic excellence?
- It has been observed that “What gets you to 2-stars isn’t exactly what you need at 3-stars and beyond.” If agreed, what is lacking?
- Do we have too much content in our curricula? (Exposure vs deep education) If Yes: What should be stripped away?
- Do we spend enough PME time preparing officers for staff assignments?

# Talent Management



- Observation: “The center of gravity in leader development is talent management.” Agree? If yes, is our TM approach(es) fit for purpose?
- Students: Are we satisfied that the right officers go to the right school at the right time?
  - Should all officers get the same education? To what level?
  - Should we reward professional self-study? If so, how? (Entrance Exams?)
  - Do we adequately identify and reward intellectual talent? (In school and out)
- Faculty: Do we adequately ensure and reward “Our best to teach our best?”
- Can we evolve our systems/processes to
  - More directly align education and the utilization of talent?
  - Reflect the value of intellectual dominance in warfighting?

# A Continuum of Officer Development



- If excellence requires practice; skills like mental agility and operating under complexity can be learned
  - **NOT** through episodic education/training
  - But honed over thousands of hours of *deliberate* practice
- Then what levers do we have to increase deliberate practice?
  - Should we manage our talent deliberately to increase reinforcing sets and reps?
  - Would there be an advantage to aligning Joint exercises and PME for this purpose?

# Way Ahead: Maintaining Intellectual Superiority



- We require leaders at all levels who can achieve intellectual overmatch against adversaries.
- To achieve this, NDU must continue to adapt and innovate throughout our PME programs and talent management efforts in order to shift our policies, behaviors, and cultures to keep pace with the changing character of war.
- NDU has an opportunity now to be innovative in how we develop our warfighters.

# Requisite Joint PME Outcomes



- Discern the military dimensions of a challenge affecting national interest and accurately frame associated problems
- Anticipate and lead rapid adaptation and innovation under complexity, and accelerating changes in warfare by formidable adversaries
- Conduct joint and coalition warfighting as all-domain, globally-integrated warfare
- Produce “strategically minded” warfighters with critical/creative thinking skills, emotional intelligence, and excellent communication skills

# Critical tasks relevant for NDU



- Adapt and innovate PME
- Develop practical warfighting skills
- Identify the right students
- Demand and reward academic excellence
- Foster professional faculty
- Regard PME as a strategic asset

# We have some choices



- **In what we teach when**—what skills do we want and when should they first be introduced?
- **In how we teach**—why aren't we being more innovative and challenging in the classrooms?
- **In how we manage and impact the careers of our warfighters**—to build in the sets in reps necessary for the preponderance of our force to achieve intellectual overmatch
- **In using exercises as reinforcing opportunities**—provides ultimate active learning environment

# What do we teach and when?



- The building block approach has a lot of merit
  - E.g. basic, tactical, operational, then strategic skills
- Jointness/coalition/interagency?

Too Little / Late:

Ill prepared for most operational environments



Too much/soon:

Risks displacing essential basic/tactical skills

- Non-mil elements of power?

Too little/late:

Ill prepared for potential alternatives/off ramps



Too much/soon:

Ill prepared for military options

- All-domain, tech, global challenges?

Too little:

Ill prepared for inevitable complexity and adversary lethality



Too much:

At some point, reach diminishing returns to warfighting skills

# How do we teach?



- Active learning that places EVERY student under increasing challenges
  - Case studies
  - Simulations
  - War games
  - Rapid response policy papers
- Relies on professional educators qualified in their fields and with access to modern instructional technology
- Centralized access to library of these tools

# How do we better develop warfighters?



- Reward continuous intellectual development and growth
- Hold warfighters accountable for academic performance
- Target those who have performed well for follow-on assignments increasing dedicated sets and reps
- Match cognitive attributes with appropriate PME opportunities and positions of responsibility

# Can we better leverage Joint Exercises?



- Makes exercises part of a learning continuum
- Place participants in situations of uncertainty and complexity where creativity, adaptability, critical thinking and initiative are stressed and demonstrated
  - *Provide opportunities for “failure” that takes students out of intellectual comfort zone*
- Exercises are a feedback loop that links issues and lessons back into leadership development and PME system

# Way Ahead: NDU Graduates



- Position NDU as the premier institution for the development of all-domain warfighters, capable of integrating all instruments of national power and influence
- NDU's joint and interagency composition, location, and mission provide a competitive advantage
- NDU graduates unique among all other JPME programs as inherently joint, all-domain warfighters and national security strategists

# NDU Mission



***NDU educates joint warfighters in critical thinking and the creative application of military power to inform national strategy and globally integrated operations, under the condition of disruptive change, in order to conduct war.***



# *Back Up Slides*

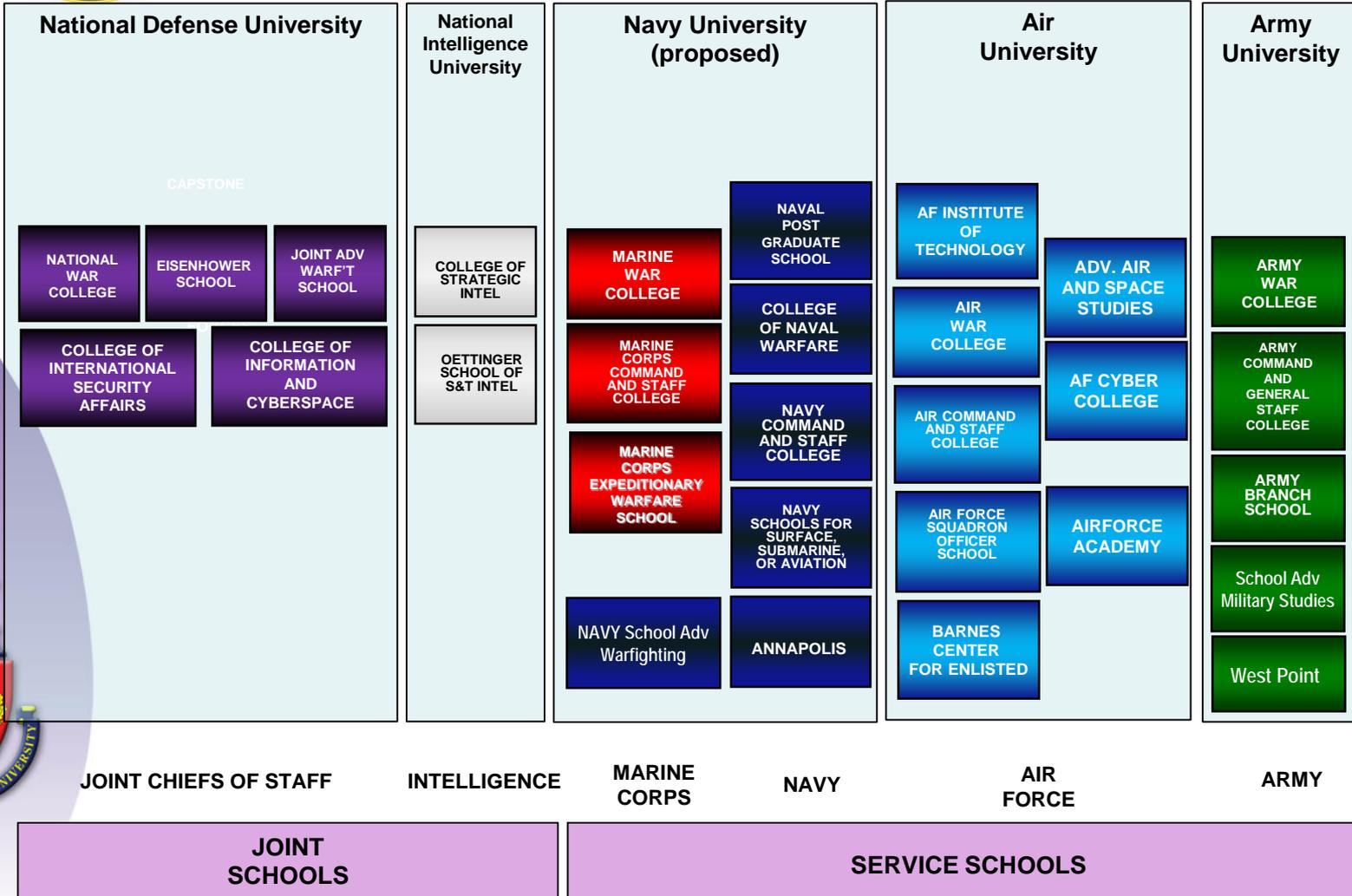
# Structure of the Strategy



- For **the long-term—AY 2020 and beyond**, NDU will look to transform its current programs to meet the challenges faced by answering three essential strategic questions:
  - What Are We To Teach in this Dynamic Environment?
  - How Do We Teach to Ensure Effective and Efficient Learning Outcomes?
  - How Do We Organize to Meet the Challenge of Delivering Professional Military Education?
- To accomplish this mission in the **near term—for Academic Year 2019-20**, NDU has created three specific NDU-wide initiatives:
  - Strategic Thinking and Leadership curriculum framework
  - Ethics in Leadership curriculum framework and diversity
  - Strategic Emerging and Disruptive Technology Leadership curriculum framework
- Academic Roadmap: Implementation Goals and Objectives
  - Objectives – Initiative-based actions
  - Responsibilities – Accountability
  - Outcomes – Desired results



# Professional Military Educational Degree-Granting Institutions



# Asymmetric Advantage through Globally Integrated Operations

- Who owns the Risk?
- What functions must be coordinated between “Global” COCOMs, Geographic COCOMs and the Global Integrator? (“GOCOMS”?)
- Will “horizontal coordination” work?
- What are our Centers of Gravity?
- How do we create *military capability at the speed of relevance*?
- Are current program and process sufficient? (*How do we weight capacity vs. capability?*)
- How do we balance *current* and *future* risk?
- What are the roles of *exercises*?
- How does *PME* change?
- How radically is the *character of war* changing? Is the *nature of war* changing?



How do you weight the *imperative for globally integrated ops*?

What is the *pre-mortem*?