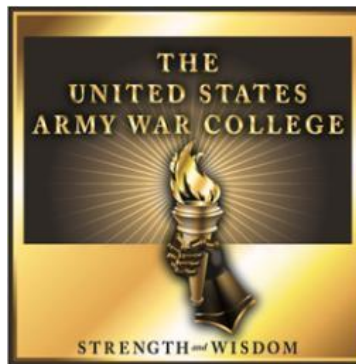


# **United States Army War College**



## **Communicative Arts Directive**

**Class of 2020**

**Resident Education & USAWC Fellows Programs**


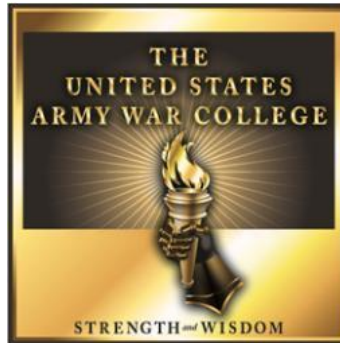
**U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5216**

### **Middle States Accreditation**


The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

# COMMUNICATIVE ARTS

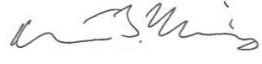
*Promoting Excellence in Strategic Leader  
Writing, Research, and Oral Communication*



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ATWC-A

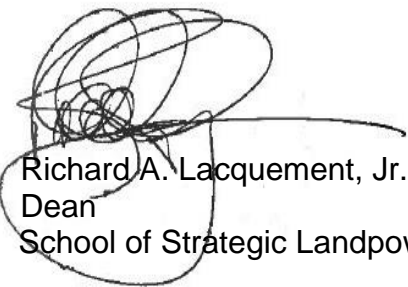
MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Communicative Arts Directive

1. Revisions to the REP Communicative Arts Directive (CAD) are complete. Significant changes to this year's CAD:
  - a. Integration of guidance for 2 programs (Change):
    - School of Strategic Landpower Resident Education Program
    - Center for Strategic Leadership USAWC Fellows Program
  - b. Footnote citations shall adhere to the *Chicago Manual of Style* (Change)
  - c. Inclusion of Point Paper Example (Addition)
  - d. Inclusion of Position Paper Example (Addition)
  - e. Document is now indexed (Addition)
2. The revised CAD will be posted in Blackboard in its entirety upon final USAWC approval. Additionally, it will be distributed to all students and faculty.
3. The following item is an enclosure to this memorandum:

*Communicative Arts Directive: Resident Education & USAWC Fellows Programs*

1 Encl



Richard A. Lacquement, Jr.  
Dean  
School of Strategic Landpower

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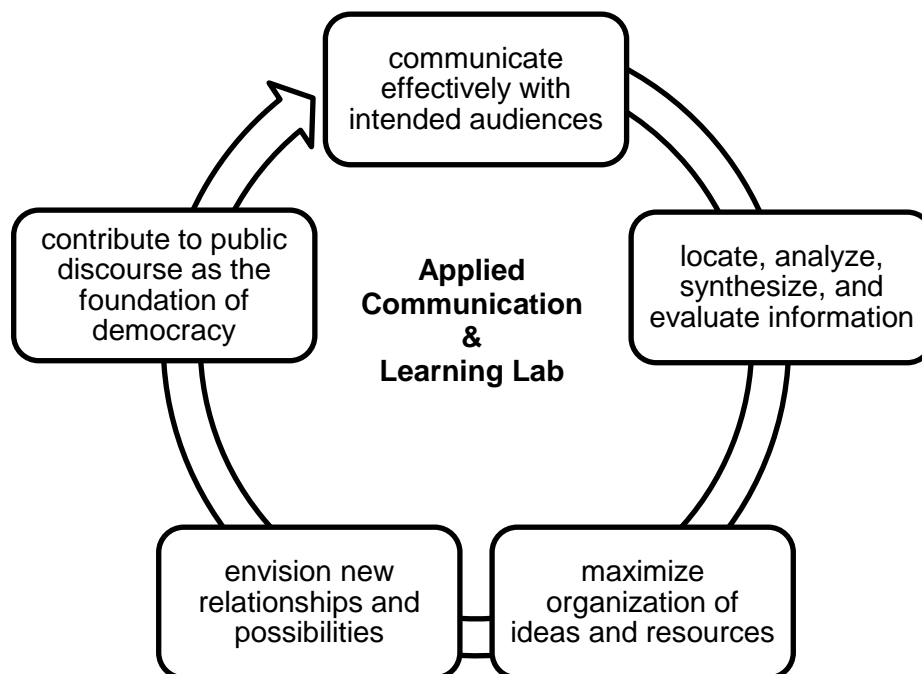
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## Communicative Arts and Strategic Leadership

The Communicative Arts are concerned with the exchange of messages and the impact of those messages on human beings operating within specific circumstances constrained by powerful social, cultural, and political influences. A pivotal skill for strategic leaders, communicative competence entails the analysis and creation of thoughtful messages and the understanding of how those messages are best communicated, interpreted, and understood.

Fundamental communication competencies include (a) reading diverse texts and information sources, (b) listening effectively and efficiently to voluminous information flows, (c) speaking with substance, clarity, and confidence to diverse audiences, and (d) writing economically, articulately, and persuasively using compelling arguments built on solid evidence. Operating in conjunction with the new USAWC Applied Communication and Learning Lab, the Communicative Arts Program facilitates student ability to:



This directive offers information and guidance for negotiating the academic curricula offered through the School of Strategic Landpower Senior Service Level Resident Education Program (REP) and USAWC Fellows Program. Both share a common mission: to prepare the next generation of strategic leaders to<sup>1</sup>:

- Think strategically and skillfully develop strategies to achieve national security objectives
- Provide strategic context and perspective to inform and advise national level leaders; providing sound, nuanced and thoughtful military advice
- Apply intellectual rigor and adaptive problem solving to multi-domain, joint warfighting, and enterprise level challenges

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<sup>1</sup> From the AY20 USAWC Institutional Learning Outcome Statement

- Lead teams with expert knowledge and collaborate with others to provide innovative solutions to complex, unstructured problems
- Exercise moral judgement, and promote the values and ethics of the profession of arms
- Convey complex information and communicate effectively and persuasively to any audience

The Applied Communication and Learning Lab's unique approach to integrating the communicative arts within the larger picture of student and faculty development enables facilitation of these outcomes through focus on skills that entail (a) information *acquisition* and *analysis* through critical reading and effective listening, and (b) information *distribution* and *analysis* through public speaking and professional writing. Significantly, *analysis*—the consideration of how messages are constructed and likely to be understood—is key to acquisition and distribution.

## Essential Communicative Competencies

### Critical Reading

Strategic leaders are always pressed for time. Finding time to carefully read and process information requires skill, practice, and sustained commitment. Reading well—with efficiency, exceptional comprehension, and a critical eye—is an essential and expected competency for those who make decisions and offer informed recommendations to others. USAWC students and Fellows have many opportunities to identify coherent bodies of knowledge, initiate systematic reading programs, and independently explore materials to help maximize subject matter expertise as well as reading effectiveness and efficiency.

### Active Listening

Listening—the process of selecting, attending to, and constructing meaning from oral and nonverbal messages—is a fundamental information acquisition process. Strategic leaders can improve professional effectiveness and enhance personal credibility by learning to avoid non-productive listening habits while maximizing listening capabilities. Enhance listening competency by actively engaging in face-to-face and on-line lectures and presentations. The effective strategic leader is poised to attend and focus at the right time.

### Public Speaking

Public speaking is a fundamental leadership competency for senior executives and national leaders. The ability to craft and deliver effective oral presentations must be developed by those preparing for leadership roles at the strategic level. Strategic leaders must also possess fundamental media competence and well-honed skills that facilitate using media to deliver messages to multiple diverse audiences. Effective public speaking facilitates the exchange of ideas, the building of community and consensus, and helps to identify best courses of action. The ability to lead is rooted in the ability to speak clearly, thoughtfully, and persuasively.

Members of the USAWC community often have the knowledge, experience, and communication skills necessary to speak publicly about a wide range of national defense topics and are encouraged to address topics within their areas of expertise. Those who speak help to increase public understanding of national defense topics and related issues. Plan to take full advantage of the opportunities for public expression that association with the USAWC offers.

## Professional Writing

Facility with the written word is probably the most fundamental and enduring competency of any strategic leader. The ability to write well, with purpose, clarity, and precision, reflects the quality of a writer's mind. The most able individuals write articulately and persuasively. The hardest working and most gifted capitalize on the flexibility of language such that the available means of persuasion are both discovered and put to good use. At the strategic level, Communicative Arts are invested disproportionately in the written word. That is not an accident. Strategic leaders must be able to advance well-reasoned arguments that are sustained by evidence and that warrant particular courses of action. All students have multiple opportunities to communicate via writing, including the required Strategy Research Project (SRP and FSRP).

Consider participating in the optional Effective Writing Lab Online (EWLO), a self-paced Blackboard course designed to help motivated learners gain familiarity and facility with the type of writing required of strategic leaders and for USAWC courses and writing tasks. [Tutor.com](http://Tutor.com) is another potential (and free) resource for writing assistance (email [militarysupport@tutor.com](mailto:militarysupport@tutor.com) for more information).

### Assessment of Graduate Skills

Each year, the USAWC administers an assessment of graduate skills called the Graduate Skills Diagnostic (GSD). The diagnostic is an opportunity for incoming students and Fellows to demonstrate facility with the English language, fundamental grammar skills, and introductory research protocol. The GSD is taken without the benefit of notes, books, or other study materials. It consists of a number of objective-style questions and may include brief essay/short answer opportunities. Diagnostic scores help identify those likely to benefit from additional encouragement and assistance with graduate level writing opportunities.

The GSD is crafted in accord with standard educational testing and evaluation protocol. The measure is annually reviewed for both qualitative merit and statistical utility. It consistently helps identify students most likely to benefit from supplemental academic and writing assistance. The measure entails sampled items from three domains: (1) the structure of American English (grammar), (2) general language facility, including punctuation and mechanics, and (3) fundamental research protocol. Grammar specific and definitional questions reveal pertinent information about writing/language competency. Those who recognize the difference between a compound and a complex sentence or who understand the function of a colon or comma demonstrate a depth of language facility that keeps them in good stead throughout the program.

- U.S. Students and USAWC Fellows: Complete the GSD by the announced suspense. It is delivered on-line and requires one hour to complete.
- International Fellows: Complete the GSD during the assigned session. It is proctored by faculty, administered in print or electronically (as the technology-of-the-day permits), and allows 90 minutes for completion.

### Assessment of Student Work

USAWC students and Fellows are assessed on their ability to think strategically and to translate those strategic thoughts into effective communication practices. Strategic thinkers employ ethical reasoning, evaluate contrasting viewpoints, aptly apply historical insights, draw valid conclusions, and clearly present their ideas to a wide variety of audiences in both oral and written form.

## Oral Presentations

Effective oral presentations (a) reflect appropriate analysis, research, and thought, (b) are carefully tailored to the intended audience, and (c) achieve maximum impact through clear organization and delivery. Of paramount importance are the quality and clarity of ideas, the analysis and arguments advanced, and the strength of evidence used for support. PowerPoint slides, briefing aids, charts, and other supporting materials can help maximize impact, but “glitz, shine, and glitter” will never substitute for clear thinking, solid research, and effective speaking.

Faculty assessment is largely holistic and subjective, but remains focused on the message trilogy: Content, Organization, and Delivery. Content carries the most weight as it privileges assessment of idea quality and argument strength. Thus, although each major presentational aspect is important, the overall assessment cannot be rated higher than the Content assessment. A speech might be well organized and expertly delivered, but if the speaker has nothing worthwhile to say, an important opportunity is lost. Strategic leaders cannot afford to miss such opportunities. Assessment criteria are the same for both the Resident and Distance Education Programs. Each element of the message trilogy receives a numerical assessment that *may* include a plus or minus (+/-) to indicate relative strength within most rating categories.

- 5 – Outstanding (Expert) (-). Exceeds standards in every salient respect and stands as an exemplar of human excellence in oral communication. Seminar contributions and presentations reflect an expert level of in-depth analysis, research, and thought; are effectively tailored to the intended audience; and achieve maximum impact through clear organization and impeccable delivery. Ideas, analysis, and arguments are remarkably substantive and clear. Presentations and contributions are extremely informative and persuasive. The student expertly makes convincing arguments, while also considering all other perspectives, even those that are not obvious. Communications always achieve the stated purpose while favorably accommodating the intended audience. The student displays extraordinary oral delivery techniques. Communications portray confidence derived from grounded knowledge and experience, on the one hand, and openness to the possibility of change on the other. (-)

Demonstrates expert strategic thinking. Expert comprehension of concepts. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives and concepts to a complex issue, and is able to consider all implications of a potential approach. Demonstrates an expert level of applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.

- 4 - Exceeds Standards (Advanced) (+/-). Speaking skills are impressive and clearly above the norm. Presentations and seminar contributions are thoughtfully organized, germane to the audience/situation, and alive with well-constructed arguments that are ably-supported with relevant evidence and solid reasoning. The speaker’s facility with analytical reasoning and the ability to synthesize and integrate material is strong. The student makes powerful and convincing arguments, consistently considering all other perspectives. The presentational delivery is clear, crisp, reasonably persuasive, and consistently articulate. The student has a strong facility with analytical reasoning and the ability to synthesize and integrate material.



Demonstrates advanced strategic thinking. Exceptional comprehension of concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.

- 3 - Meets Standards (Proficient) (+/-). Seminar contributions and presentations reflect in-depth analysis, research, and thought; are tailored to the intended audience; and achieve desired effects through clear organization and delivery. There is a quality and clarity of ideas, analysis and arguments. Presentations and contributions are informative and persuasive. The student is able to make convincing arguments, while also considering other perspectives. The student addresses clearly identified major points, often with support from credible and acknowledged sources. Oral delivery techniques (posture, gestures, eye contact, etc.) enable clear conveyance and understanding of the speaker's message. The student demonstrates analytical reasoning and the ability to synthesize and integrate material.

Demonstrates proficient strategic thinking. Solid comprehension of the concepts within the course. Skilled at processing information to create new explanations of course concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrated ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.

- 2 - Needs Improvement. Communication skills are weak and deficient in one or more salient respects. Content is generally weak, organization unclear and/or the delivery uninspired. Presentations and seminar contributions are characterized by minimal analysis, deficient insight, lack of evidence, inadequate preparation, poor organization, or a cavalier presentational style which leaves some listeners confused and disoriented. Poor oral delivery techniques (posture, gestures, eye contact, etc.) often distract from the intended message. The student has notable difficulties making convincing arguments, and occasionally fails to consider other perspectives. Central message can be deduced, but is not explicitly stated in the presentation.

Demonstrates need for improved strategic thinking. Student lacks a solid command of the concepts. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments.

- 1 - Fails to Meet Standards. Communications skills are seriously weak or deficient—usually missing the task. The content or substance of the presentation is unsubstantiated, illogical, or exceedingly shabby; the organizational scheme is

unorganized and unfocused; the delivery is uninspired and characterized by inarticulate speaking. There is a general lack of effective oral delivery techniques (posture, gestures, eye contact, etc.). The student has serious problems making convincing arguments, and typically fails to consider other perspectives. Overall lack of a central message, or incorrect/misleading central message. Also includes failure to present within the specified timeframe and/or Instances of plagiarism.

Demonstrates failure to employ strategic thinking. Student fails to demonstrate any command or comprehension of the concepts within the course. Unable to synthesize course concepts. Student fails to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.

### Written Work

The ability to write and the ability to think are directly related. Strong writing skills demonstrate intellectual competence and acumen as well as critical thinking facility. Students should clearly emphasize analysis, synthesis, and evaluation in written compositions. Thoughtful exposition moves beyond simple description. Professional writers avoid substituting personal opinion for insightful ideas. To be effective, knowledge claims, arguments, contentions, and insights must be supported with clearly presented and sensibly organized evidence.

USAWC papers require a clear thesis that is well-supported, properly documented, concise, and logically organized. Papers must adhere to conventional rules of English grammar and syntax, using a professional/academic style. Written work must represent individual effort, analysis, and reasoning. “Double-dipping” is not allowed. A paper may not be used to fulfill requirements for more than one course or assignment (although its ideas may be used as building blocks).

Faculty assessment of written work is largely holistic and subjective, but remains focused on the message trilogy: Content, Organization, and Style, where Style is concerned with perfecting the “flexibility and obedience” of language to accomplish a desired end. Content carries the most weight as it includes assessment of idea quality and argument strength. Thus, although each major aspect of the writing is important, the overall assessment cannot be rated higher than the Content assessment. A paper might be well organized and stylistically interesting, but if the writer fails to communicate worthwhile ideas to the reader, an important opportunity is lost. Strategic leaders cannot afford to miss such opportunities. Each element of the message trilogy receives a numerical assessment that *may* include plus or minus (+/-) to indicate relative strength within most rating categories.

- 5 – Outstanding (Expert) (-). Written products not only exceed standards in every salient respect, but stand as an exemplar of excellence in written communication. Products display exceptional insight and creativity, thorough analysis, solid research, precise documentation, and do so in a literate context with an efficient and economical organizational scheme. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Work advances a thoughtful explication of a problem, question or subject area, and is an

inviting, compelling read—suitable for publication with only minor edits and polishing. Uses graceful language to skillfully communicate meaning with clarity and fluency.

Demonstrates expert level strategic thinking. Expert comprehension of concepts being explored. Able to deftly process information to create new and alternative explanations of theories and concepts. Reflexively challenges assumptions and creatively defends positions, demonstrating exceptional critical and creative thinking skills. Always identifies the most significant implications and consequences of potential approaches to an issue. Can independently apply ethical perspectives/concepts to a complex issue and is able to consider all implications of a potential approach. Demonstrates expertise at applying historical insights to any given situation. Skillfully anticipates and acknowledges other viewpoints and potential counter-arguments.

- 4 - Exceeds Standards (Advanced) (+/-). Written products are impressive and clearly above the norm. Work is insightful and responsive to the task, well researched, ably documented, and thoughtfully organized. The writer has a strong ability to analyze, synthesize, and integrate material. The work exhibits clarity in thought and expression and reflects an accomplished and continuously developing command of language. Uses straightforward language that generally conveys meaning to readers. The language has few errors. Products are thoughtful, substantive, well structured, aptly documented, and well worth reading. The student uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and to shape the whole work.

Demonstrates advanced strategic thinking. Exceptional comprehension of concepts. Notable abilities for accurately processing information to create new and innovative explanations of theories. Skilled at challenging assumptions and creatively defending positions, demonstrating outstanding critical thinking skills. Consistently identifies the most significant implications and consequences of potential approaches to an issue. Can apply ethical perspectives and concepts to a complex issue, and is able to consider ethical implications of a potential approach. Demonstrates skill at applying historical insights to any given situation. Consistently anticipates and acknowledges other viewpoints and potential counter-arguments.

- 3 - Meets Standards (Proficient) (+/-). Written products are informative, concise, and focused. Major points are clearly identified and appropriately developed with support from properly documented and credible sources. Products have a clear organization and conform to commonly accepted standards of style. Written work demonstrates unity, and has a clear beginning, middle, and end. The writing is relatively free of grammatical, punctuation, and spelling/typing errors. The student displays a solid ability to gather information, address important issues, express ideas/arguments in appropriate language, and accomplish a stated task.

Demonstrates proficient strategic thinking. Solid comprehension of concepts explored. Skilled at processing information to create new explanations of strategic concepts and theories. Challenges assumptions and creatively defends positions, demonstrating notable critical thinking skills. Proven ability to identify the most significant implications and consequences of potential approaches to an issue. Demonstrates ability to apply ethical perspectives and concepts to a complex issue. Applies historical insights to any given situation. Proven ability to anticipate and acknowledge other viewpoints and potential counter-arguments.

- 2 - Needs Improvement. Written products are ineffective and deficient in one or more salient respects. The content is weak or the reasoning and logic noticeably flawed; the organization is unclear and/or the style (facility with language) deficient. Products are

often characterized by minimal analysis, deficient insight, lack of evidence, inadequate research, slipshod documentation, poor organization, and sloppy and/or semi-coherent writing. Student attempts to use a consistent system for basic organization and presentation, but is not always successful. Proper use of citations is inconsistent. Uses language that sometimes impedes meaning because of errors in practice.

Demonstrates need for improved strategic thinking. Student lacks a solid command of the concepts explored. Occasionally demonstrates difficulty in making connections across concepts. When prompted, student challenges assumptions and defends positions, demonstrating some basic critical thinking skills. Shows some creativity in developing new approaches to issues. Identifies the most significant implications and consequences of potential approaches to an issue when prompted. With assistance, the student can apply ethical perspectives and concepts to a complex issue. Occasionally applies historical insights to a given situation. Sporadically acknowledges other viewpoints and potential counter-arguments.

- 1 - Fails to Meet Standards. Written products miss the mark substantially. The content is superficial or off-subject. Organization is little more than a running litany of thinly connected topics, and the style/language usage is casual, chatty, and pedestrian. Fails to demonstrate attention to context, audience, purpose, and to the assigned task(s). Knowledge claims and observations are offered without research support and appropriate source documentation. Fails to use a consistent system for basic organization and presentation. Uses language that often impedes meaning because of errors in practice. Also includes failure to submit a paper within the specified timeframe and/or instances of plagiarism.

Demonstrates failure to employ strategic thinking. Student fails to demonstrate any command, comprehension, or ability to synthesize concepts under consideration. Student fails to challenge assumptions or defend positions, general lack of critical thinking skills. Overall lack of creative thinking skills. Typically unable to identify the most significant implications and consequences of potential approaches to an issue. Often fails to apply ethical perspectives and concepts to a complex issue and does not consider ethical implications of a potential approach. Lack of skill at applying historical insights to a given situation. Rarely acknowledges other viewpoints and potential counter-arguments.

### Assessment Guidance

USAWC Memorandum 623-1 requires assessment of student work to be centered on Content, Organization, and Delivery (oral presentations) or Style (written work) with Content being paramount. Work that receives a Content assessment of Needs Improvement or Fails to Meet Standards cannot receive an overall assessment of Meets Standards—even if both Organization and Delivery/Style were Outstanding. The Overall assessment cannot be higher than the Content assessment. Overall assessment equals Content assessment when both Organization and Delivery/Style are assessed at the minimal level of Needs Improvement.

Students and Fellows should strive to exceed minimal standards and not settle for an assessment profile in which two of three areas of competence need improvement. Only papers that earn assessments of Exceeds Standards or Outstanding in all three areas may be nominated for an award.

## Communicative Arts and the Resident Education Program

### Skill Development Opportunities

#### Critical Reading Skills

*Directed Study (Reading).* Elective AA2201 is a 2 credit hour opportunity to employ critical reading skills to acquire in-depth knowledge of specific figures, issues, and trends in strategic leadership, and to develop a greater understanding of military history.

*Commandant's Reading Program.* Students may apply to participate in Special Topics Elective LM2298. For selected students, the Program provides opportunities to read, discuss, and analyze selected books and materials. Participants may register for 2 credit hours, or may elect to participate without earning academic credit.

#### Active Listening Skills

*Commandant's Lecture Series (CLS).* The Commandant sponsors a series of lectures by distinguished guests of the USAWC. Themes, speakers, and presentation types vary each year.

#### Public Speaking Skills

*Public Speaking for Strategic Leaders.* Students may apply to enroll in Elective AA2202 (2 credit hours). Selected students prepare and deliver speeches (usually 4) that explore strategic issues, flow logically from a central thesis, are grounded in relevant research, fit the intended audience, and employ effective delivery techniques.

*Eisenhower Series College Program.* Students may apply to participate in the Elective NS2300 (4 credit hours). Eight to ten selected students discuss national security and public policy issues face-to-face with audiences across the nation. Series participants thoroughly research and prepare two (2) public presentations that are delivered in panel discussions, lectures, classroom meetings, media engagements, and question/answer sessions. Participation satisfies the Public Speaking Requirement. Travel required.

*Senior Leader Communication: Skills and Strategies.* Elective LM2219 is a 2 credit hour course offered by the Department of Command Leadership and Management (DCLM). Students develop experience, insights, and strategies for communicating effectively about complex issues with senior leaders as well as members of Congress, the media and the public.

*USAWC Speakers Bureau.* The Bureau is managed by the PAO to facilitate contact between community groups and USAWC speakers. Participation is voluntary. Interested speakers should contact the PAO to complete the Speakers Bureau Topic Preference Sheet. Numerous speaking opportunities are announced regularly. The PAO does not initiate speaking opportunities on behalf of students, but can put students in contact with possible opportunities if informed of student interest and expertise. Usually a student's participation in the Bureau meets and satisfies the intent of the U.S. Student Public Speaking Requirement (see below).

*Media Speaking Engagements.* May be proposed to and coordinated through the PAO.

## Professional Writing Skills

*Effective Writing Lab (EWL).* Students selected for inclusion in the EWL participate in a special instructor-led section of the EWLO (below) which includes an opening classroom session, assessment and writing opportunities, and individualized instruction/feedback. Designed to help selected students enhance and strengthen written work, the EWL is presented in a workshop format that facilitates both review of common writing challenges and preparation for strategic leader writing tasks, including course papers, the USAWC Strategy Research Project, and post-graduation assignments. Participation is required for selected students.

*Effective Writing Lab Online (EWLO).* The EWLO is a non-credit Blackboard course that provides a self-paced review and exposition of professional/academic writing conventions. The EWLO provides information and resources designed to facilitate development of graduate level writing effectiveness. Structured in three parts—Approach, Engage, and Extend—the course positions purposive graduate level writing at the edge of creativity and knowledge advancement. The Lab incorporates selected media enhancements and draws upon the resources, insights, and expertise of world-class authorities and prestigious institutions. The course will strengthen ability to critically examine strategic thought and craft thoughtful, well-written arguments in response to strategic challenges.

*Editorial Counseling and Individual SRP Consultation.* Individual writing assistance is available from mid-January through mid-April. Students who have completed the EWL have priority access. Second priority access is restricted to students recommended by their Project Advisers (PA). Third priority access *may* be available for students who self-select.

*Introduction to Strategic Studies (ISS).* AA2200 is a 2 credit hour course required of all resident students; emphasizes skills essential to strategic leadership (critical thinking, research, reading, writing, and speaking) through an inter-departmental/inter-disciplinary focus on contemporary security issues. The course addresses seminar learning, the strategic environment, strategic leadership, and analysis of a strategic military engagement or problem.

*Directed Study (Writing).* Elective AA2203 is a 2 credit hour opportunity to enhance research, writing, editing, and revising skills while developing subject matter expertise in an area of particular interest. The course fosters development of a knowledge base regarding specific figures, issues, events, campaigns and trends of strategic interest, and encourages contribution to public discourse about matters of strategic importance. Requires use of Directed Study MS Word Template. Topics are linked to the Key Strategic Issues List (KSIL), unless an alternative subject is requested and approved.

## International Fellows Writing Program

The International Fellows (IF) Writing Program offers academic assistance in English writing and research in conjunction with the International Fellows Program (IFP). The objective is to offer senior foreign military officers an opportunity to study, research, and write on subjects of significance to their security interests while attending the USAWC. This assistance includes:

- English writing and research proficiency assessments and focused academic skills development classes as part of the IF Orientation course.
- Supplementary classes for Fellows requesting additional academic English writing support (conducted and scheduled based upon request throughout the academic year).

- Writing tutoring may be available at the [Dickinson College Writing Center](#). Participation by application and approval only. Applications are available from and reviewed by the IF Writing Instructor, Mr. Jeremy Beussink.
- Individual instruction with the IFP Writing Instructor, including assistance with specific core course writing projects, and the SRP (scheduled by appointment).

A three month IF Academic Prep Course is offered prior to the start of the academic year. This course prepares International Fellows for the rigors of graduate level academic work at the USAWC. Contact the Academic Prep Course Director, Mr. Jeremy Beussink, for information.

### Senior Leader Oral Presentation Program

Oral presentation is a fundamental competency for strategic leaders, one that facilitates effective communication of ideas across multiple audiences. To ensure that all USAWC students have multiple opportunities to develop, practice, and improve their oral presentation skills, the Commandant has directed that all students complete the three-part Senior Leader Public Speaking Program. SSL faculty advisors verify completion prior to announced suspense. Note: This is in-addition-to the [U.S. Student Public Speaking Requirement](#).

Speaking opportunities may be implemented in conjunction with a course or take place outside of scheduled class time. For each iteration, present a polished, but not scripted, final product that demonstrates ability to speak with clarity, substance, and contextual awareness. (Note: Part 3 may require advanced request for Visual Information Support services and/or reserve presentation space using the Enterprise Events Manager on SharePoint.)

Iteration	Requirement	Topic
Part 1	90 second video	Concise summary of SRP and associated findings. Use the SRP Point Paper to prepare.
Part 2	2-3 minute video	Strategic issue related to core curriculum
Part 3	Extended talk or video presentation. Length and modality vary based on topic/format chosen.	Choice of: <ul style="list-style-type: none"> <li>• Discussion with multiple participants (10-15 min) facilitated by an external moderator.</li> <li>• On-camera interview (10 min)</li> <li>• TED talk format to invited audience (10-15 min)</li> <li>• USAWC Public Speaking Competition participation (7 min).</li> </ul>

While faculty advisors may assist students in refining their topics and otherwise preparing for speaking opportunities, evaluation of the finished recordings should be completed at the peer level. Peer evaluation encourages the transition of students from passive to active learners, driving critical reflection. Students should share their recorded files with at least two peers from their home seminars for feedback/evaluation. A general rubric is available. No faculty evaluation is required.

## Student Instructions

### Part 1

1. Record a 90 second video presentation using a recording device of your choice (e.g., cell phone, laptop web cam, etc.). Do not use a script; the goal is to practice speaking in a professional and extemporaneous manner.
2. The subject of this presentation is your Strategy Research Project. The content should closely echo a summary of your SRP; include a concise statement of your thesis, as well as the associated findings discovered through your research and analysis. NOTE: International Fellows who are not writing a 5,000 word SRP in English should summarize either their SRP or another academic course paper.
3. Share the digital file of your recording with your peers for evaluation.
4. Listen to the presentations of at least two of your home seminar peers.
5. Use the Peer Evaluation Rubric to provide constructive feedback. Email a copy of the completed rubric to your peers and CC your faculty advisor. If you prefer, you can record your feedback in a digital video or audio file instead of providing written comments.

### Part 2

1. Record a 2-3 minute video presentation using a recording device of your choice. You may use an outline for reference during this presentation, but do not use a script; the goal is to practice speaking in a professional and extemporaneous manner.
2. Choose a strategic issue related to the core curriculum about which you can speak knowledgeably and confidently.
3. Share the digital file of your recording with your peers for evaluation.
4. Listen to the presentations of at least two of your home seminar peers.
5. Use the Peer Evaluation Rubric to provide constructive feedback. Email a copy of the completed rubric to your peers and CC your faculty advisor. If you prefer, you can record your feedback in a digital video or audio file instead of providing written comments.

### Part 3

1. For this iteration, choose one of the following options:
  - a. 7 minute entry in the USAWC Public Speaking Competition
  - b. 10-15 minute moderated discussion with multiple participants
  - c. 10-15 minute refined and well-rehearsed TED-style talk to an invited audience on a strategic topic or issue. Complete a polished, focused, and well-practiced presentation that elucidates ideas through vivid examples, illustrations, stories, facts, and thought-provoking questions. See [Ted's Secret to Great Public Speaking](#).
  - d. 10 minute on-camera interview about a strategic topic or issue, focusing on a consistent message
2. For options b-d, students are responsible for coordinating their venue space via the [Enterprise Portal](#). They should also request audio and video recording assistance for via the Visual Information Ordering Site (<http://www.vios.army.mil/>). For students choosing



to participate in the USAWC Public Speaking Competition, venue space and recording capabilities will be coordinated via Communicative Arts.

3. Share the digital file of your recording with your peers for evaluation.
4. Listen to the presentations of at least two of your home seminar peers.
5. Use the Peer Evaluation Rubric to provide constructive feedback. Email a copy of the completed rubric to your peers and CC your faculty advisor. If you prefer, you can record your feedback in a digital video or audio file instead of providing written comments.

### Technical Solutions for Sharing Recordings

Students are required to share their video recordings for peer review. Several options for sharing recordings exist:

- a. *Preferred:* Use personal mobile devices to record and share files with peers. This can be accomplished via MMS text messaging, group chat applications (e.g., WhatsApp, GroupMe, Flipgrid), or various direct messaging mobile social media applications (e.g., Facebook Messenger).
- b. If MMS text messaging or other mobile solutions are not possible, use the student portal. Self-produced products can be loaded onto a DoD NIPR machine either through email or via a CD/DVD. Each Seminar has a shared folder on SharePoint that can be used as a storage location. File size limit is 50MB.
- c. USAWC computer labs have webcams available for those with no ability to record presentations on personal equipment. Upload to SharePoint following completion. File size limit is 50MB.

The USAWC help desk (245-3000) can assist with using the computer lab for students unfamiliar with the equipment. All other technical inquiries should be directed to Ms. Mary Roberds, Educational Methodology ([mary.p.roberds.civ@mail.mil](mailto:mary.p.roberds.civ@mail.mil) or 717-245-3403).

The USAWC does not retain recordings beyond graduation.

### U.S. Student Public Speaking Requirement

The Public Speaking Requirement tasks U.S. students with increasing public awareness of U.S. military and government agencies, and provides an opportunity for the public to meet those who undertake command responsibilities. Strategic leaders enhance essential skills by speaking to citizens about significant issues and national security challenges, and sharing experiences as defenders of freedom. ***To be eligible for graduation, all U.S. students must prepare and deliver a speech to a civilian audience not affiliated with the Department of Defense.***

- Eisenhower Series College Program students meet this requirement through participation in the Series (see Special Procedures for Eisenhower Participants).
- International Fellows are not required to speak to an external audience. Those who wish to do so should coordinate the proposed engagement with the International Fellows Writing Director and Instructor, International Fellows Program prior to speaking.

Guidelines:

- Students may speak alone or in pairs.
- Presentations should meet program needs of the audience and reflect the presenter's standing as a USAWC student and member (as applicable) of the Armed Forces. The PAO periodically distributes information about possible speaking opportunities.
- Speeches must be delivered to audiences who do not normally interact with—and will most benefit from—interaction with senior caliber strategic leaders. Not all audiences/forums meet the specifics of this graduation requirement.

<i>Appropriate Audiences</i>	<i>Inappropriate Audiences</i>
Think tanks & international forums	Children's groups under age 16
Professional & business organizations	Military audiences, including ROTC & Junior ROTC, <i>unless public is invited.</i>
Educational & civic organizations	
Community & religious organizations	Civilian audiences affiliated with DoD

- Each student is responsible for making speaking arrangements, including audience identification, topic selection (appropriate for the audience and aligned with speaker expertise), Faculty Adviser (FA) approval, and speaking engagement confirmation. Make arrangements no later than 1 May.
- Significant travel is not required; travel expenses are not reimbursed. Students may use a government vehicle if traveling within a reasonable driving distance. Many speaking opportunities are available within 50 miles of Carlisle Barracks.
- Speaking engagements must be complete by 1 June. Students may speak during the regular work week, on weekends, while on TDY, or over holiday break as desired and appropriate. If missing a class or required event, follow procedures outlined in the USAWC Administrative Policies and Procedures for Students Faculty and Staff Manual.
- Be aware that public speeches delivered by USAWC students may attract media representatives who will evaluate all remarks for potential inclusion in one or more media outlets. The PAO pamphlet *Speaker's Bureau: Tips, Tools, and Techniques* offers public speaking preparation guidelines.

Procedures Prior to Speaking:

- Students discuss topic, audience, and potential speaking engagement with FAs to determine academic suitability.
- Students record and submit the proposal as required for FA approval.
- FAs officially approve student proposal.
- Students notify the Public Affairs Office (PAO) (See CBks Pamphlet 10-1, section 2-9).
- Students using a government vehicle must complete and submit CBks Form 54-R-E to the Motor Pool Dispatcher (245-3018, bldg. 849) 5 days in advance of a speaking trip.

#### Procedures after Speaking:

- Students record the completed engagement, including answers to questions regarding (a) approximate audience size, (b) audience type, and (c) most difficult question asked by an audience member.
- Notify the FA that the requirement is complete. The FA will then record completion.

#### Special Procedures for Eisenhower Participants:

- Select one speaking engagement from among the Eisenhower presentations to fulfill the USAWC Public Speaking Requirement.
- After speaking, record/submit proposal information and completion information, including answers to questions regarding (a) approximate audience size, (b) audience type, and (c) most difficult question posed by an audience member.
- Notify the FA that the presentation has been submitted. The FA will then approve the “proposal” and record the engagement completion.

#### Strategy Research Project (SRP)

The SRP is a requirement for all REP students in the master’s program, including both U.S. Resident Students and International Fellows. Serving as a springboard from the core curriculum into independent thinking and research, the required SRP (SI2206—2 credit hours) is an opportunity to research a topic of strategic importance. The distillation of pertinent information from a variety of sources following detailed research, rigorous analysis, and the production of a logical, coherent, and convincing written communication within constraints imposed by time and available resources are essential abilities expected of every USAWC graduate. Students engaged in the SRP pursue research projects exploring a specific research question or a defined strategic problem. This professional venture culminates in fresh insights or re-consideration of an event, campaign, or problem of strategic significance. Students work with a Project Adviser throughout the academic year to conduct research and to report that research in an official form. If appropriate or required, the student’s Faculty Adviser (FA) or another member of the teaching faculty approved by the FA’s department chair will serve as a second reader for the SRP. For papers with multiple readers, the PA and FA/second reader must concur in the final evaluation of the SRP or a third reader will be appointed. For award consideration, all official readers must agree to the nomination. *Unless otherwise directed, all papers must be thoroughly documented in accord with The Chicago Manual of Style or Turabian guide using the footnote citation style.*

- For degree-seeking students, the SRP report must be a specifically formatted 5,000 word (minimum) research paper as well as a separately written 1-2 page SRP Point Paper (See below). Students choose a topic of strategic importance, team with a PA, conduct research to generate a research-based thesis, and write a carefully documented paper explicating the thesis and exploring its implications. This effort leads to the production of a paper potentially suitable for award competition and publication.
- For International Fellows seeking *only* the USAWC Diploma, the SRP report may be either a research paper, or an alternative form. Diploma-only Fellows choose a topic of strategic importance, team with a PA, conduct research, generate research-based ideas, and work with the PA to determine the best means of presenting their work. Projects and formats must be negotiated with and approved by the PA. Provided the project is

strategic in character and appropriate to the student's professional development, many options exist for presenting diploma-only SRP work. With PA input and approval required, an International Fellow might:

- Write a paper appropriate to the student's interests and abilities.
- Conduct a regional strategic appraisal.
- Provide a written and/or oral review of selected strategic materials.
- Speak formally before an appropriate audience, aided by Power Point slides.
- Translate a strategic/leadership document (providing the PA or consulting SME has the appropriate language facility to evaluate the project).
- Design and execute another means of presenting SRP.

Failure to complete the SRP requirement acceptably will prompt a meeting with the Academic Review Board (ARB) and, potentially, disenrollment (USAWC Memo 623-1).

### SRP Originality Requirement

The SRP must be an original essay, representing the student's best work at the USAWC. Both the research and the project must be designed, conducted, and produced *while the student is enrolled* in the degree program. So-called "double-dipping" is forbidden and may prompt ARB investigation. Students may consult their prior work, but they may not simply revamp, revise, or reposition work done *elsewhere* nor may they simultaneously prepare work for the USAWC that is being done as part of another degree program. Like all other sources, references to a student's prior circulated work must be properly cited.

### SRP Topic Selection

When selecting an SRP topic, students should use the Key Strategic Issues List (KSIL) or other document research list as a guide. The KSIL identifies high priority strategic topics and issues of special interest to the U.S. Army and appropriate for sustained inquiry. Issues which are printed in bold and italics on the KSIL are CSA priority research topics. Students pursuing research topics that are not included on the KSIL or other approved list must have the approval of their Faculty Adviser's Department Chair. Students should pursue projects that facilitate their intellectual and professional development. For some, that means pursuing work in a completely new area of interest. For most, it means building upon areas of expertise to extend their knowledge and produce new insights into problems/issues previously encountered. In both instances, the goal is to produce a new document that contributes to knowledge and demonstrates skills developed/enhanced through academic study at the USAWC.

Select a topic that is (a) strategic in character, (b) personally and professionally interesting, (c) doable within the time and assignment limitations, and that (d) has the potential to impact the larger strategic community.

### SRP KSIL Guidance

The Key Strategic Issues List (KSIL) provides students with a comprehensive set of strategic topics deemed most important to the Chief of Staff of the Army and top strategic leaders. Most students can easily align their subject of interest with a KSIL topic. Student research on KSIL topics helps fulfill known Army needs and helps the student make the transition to being a strategic leader who must take on and help solve these difficult strategic problems. U.S. Army

military and civilian students will choose a topic from that list as their SRP topic. Other services and International fellows are encouraged to write from their perspective and for their own service or country on a KSIL topic or service equivalent listing. Selected students will have the opportunity to participate in integrated research projects (IRP) that will fulfill the SRP requirement. Occasionally, however, adequate alignment is neither possible nor desired and a worthy topic is identified outside the KSIL and/or selected from among other similarly authoritative sources. U.S. students wishing to pursue a topic not included in the KSIL must seek PA support, then obtain approval from the Department Chair of the student's Faculty Adviser. Final approval is requested/obtained via COMPASS.

### Alternative Projects

Alternative projects such as a major video presentation, war game creation, or other creative work may be considered for SRP credit. To pursue an alternative project, a student must design and propose a rigorous and meaningful strategic-level project sponsored by a suitable PA and approved by the student's Faculty Adviser (FA), the FA's Department Chair, and the Dean.

### SRP Point Paper

The required SRP Point Paper is an opportunity to present the major elements of the SRP research project in 1-2 pages. Similar to an executive summary, but written prior to final completion of the SRP, the point paper succinctly introduces the research question upon which the SRP is based, establishes the context for the research project, presents the SRP author's major points of discussion (lines of argument), and concludes either with recommendations or suggestions for further research. The SRP Point Paper will help clarify talking points for the first part of the Senior Leader Oral Presentation Program and the SRP-related portion of your comprehensive examination. Use the SRP Point Paper Template.

### SRP Academic Days

SRP time will be integrated into the academic calendar. Ten days of curriculum are dedicated to the SRP, representing approximately 80 hours of academic time. Some SRP academic days will include mandatory presentations to students on writing and research to support the SRP. Most of the days scheduled for the SRP, however, do not entail any required contact time. On those days, students may pursue activities required for successful engagement with and completion of the Strategic Research Project. Use this time to engage in SRP related reading, writing, and research or to schedule tutorials and other meetings with PAs, SMEs, and other relevant faculty.

### SRP Student-PA Teams

As Subject Matter Experts (SMEs), PAs guide students toward becoming fully independent strategic thinkers who generate fresh approaches to significant national security issues. PAs:

- Are to be selected from among the many USAWC slated faculty for either the senior service college Resident Education or Distance Education programs (REP or DEP) to include core course and elective course faculty instructors. Exceptions must be approved by the Dean, School of Strategic Landpower (SSL) and must include a second reader from the slated faculty. No member of the faculty should oversee more than four projects (fewer for faculty in their first year). Those who have reached capacity and cannot accept an additional project should help the requesting student find another faculty member with whom to work.

- Provide subject matter advice and facilitate access to additional SMEs as needed.
- Guide student efforts to gather material, evaluate source credibility, analyze relationship of source information to the research question, and effectively use research data.
- Provide writing guidance/evaluation and facilitate student efforts to use graduate level professional/academic writing to effectively communicate ideas and recommendations.
- Complete electronic submission and documentation as required.
- Help students understand source documentation and plagiarism issues/concerns.
- Help students meet formatting requirements by:
  - Requiring students to attend one SRP Formatting Workshop offered by the Computer Education Center (CEC) and with using the appropriate SRP Template.
  - Reviewing drafts for consistency of headings, figures, tables, and *Chicago* style footnote citations (see *The Chicago Manual of Style* or *Turabian* guide).
  - Identifying students who require additional formatting instruction, and directing them to the CEC for assistance.
- Review SRP drafts, providing research and writing feedback.
- Work with the student's FA/designated second reader, if any, to help the student write a document of the highest possible quality.
- Nominate exceptional SRPs for USAWC Student Awards Program with concurrence of a second reader.
- Encourage high-achieving students to submit SRPs for publication consideration
- Verify that the document does not disclose sensitive information and that it accurately characterizes U.S. government policy (though it does not have to agree with that policy).

### SRP Second Readers

Second Readers are required for all SRPs written by International Fellows *and* all U.S. student SRPs *except* those rated 3 (Meets Standards). All other SRPs, including award-nominated papers, and those rated 5, 4, 2, or 1 require a second reader. The second reader provides an additional set of eyes and professional judgment regarding the quality of the SRP. In the case of International Fellows, the Second Reader must also certify that the SRP accurately depicts USG and/or DoD policy & contains no classified information or aggregation of information that poses an operational security risk. Second readers must be slated faculty, teach an elective course, or be on the list of USAWC-affiliated faculty approved by the Dean to serve as an SRP PA. The second reader attends carefully to the document as a holistic creation with regard to content, organization, and style, paying particular attention to the overall flow and strategic relevance of the project. Normally, the second reader will be kept apprised of progress by the PA and/or the student, but will not bring his/her expertise to bear until a solid preliminary draft has been delivered by the student to the PA, and the PA requests input from the second reader. The second reader and the PA do not need to be in absolute agreement on every facet of the student's project. They must, however, concur in the final document's evaluation, and, as applicable, award nomination. If agreement cannot be reached, a third reader will be appointed. Second readers are not to provide cursory concurrence. Second readers are to examine the document with care and offer comments and recommendations prior to submission of the final product.

## SRP Impact

Successful SRPs impact the larger community of strategic leaders by making a contribution to what is known about a topic and how it is understood. Completed SRPs may become available to researchers and assorted agencies and publics worldwide. After completion, students may submit SRPs for publication consideration. Increasingly, these are being accepted by refereed professional and academic journals focusing on strategic issues, national security, and international affairs. Some titles include: *Building Resiliency into the National Military Strategy*, *The Navy's Moral Compass: Commanding Officers and Personal Misconduct*, *Sailing into Troubled Waters: Predicting Piracy off Africa*, *Mao's War of Resistance: Framework for China's Grand Strategy*.

## SRP Milestones

Suspense	Milestone	SRP Activity
TBA		All students complete the required SRP Template Workshop.
29 November	#1	Student enters project description into COMPASS
13 December	#2	PA records contract in COMPASS
31 January		Student submits preliminary draft to PA
21 February		Student submits working draft to PA
28 February	#3	Student enters SRP Point Paper in COMPASS
20 March		Student submits final SRP to PA & completes document checklist
03 April	#4	Student uploads the properly formatted and documented SRP for final review and processing. The PA completes the process by forwarding the document to Communicative Arts. Award nominations are made at this time via COMPASS. To be award-eligible, the SRP Second Reader must concur as to the nomination.
03 April – 15 April		Departments/units conduct internal review of papers nominated by PAs for awards to determine department/unit finalists such that only the very best are ranked and advanced for further award consideration.
17 April		Communicative Arts notified of Department/Unit sponsored award nominations.
03 April – 24 April		Final SRP processing. Communicative Arts notifies PAs of required document revisions. PAs work with students to bring the document up to standards. <i>Note: Initial revision notifications may occur any time between submission and 17 April. Further revisions may be required if adjustments are incomplete.</i>
05 June		Awards presentation at Graduation ceremony.

## SRP Myths

Some students unfortunately subscribe to the myth that the SRP is an artificial requirement dictated by an external accrediting agency overly concerned with the appearance of academic legitimacy. A corollary myth is that the SRP requirement is designed to compel students to demonstrate pro forma research skills to make the institution look credible.

Both myths are in error.

The USAWC grants an accredited graduate degree: one that is unique in both character and execution. A professional school unlike most civilian master's degree granting institutions, the USAWC strives to cultivate the habits of mind necessary for critical engagement of the most pressing and important national security and strategy issues. The education and development of senior military and civilian leaders requires the ability to identify and engage a strategic question, to analyze, synthesize, and evaluate relevant information, and to render a judgment or advance a recommendation to a decision maker based on that information. Through the SRP, students have an opportunity unavailable to most graduate students: to explore a strategic issue while working closely with an expert well-versed in a particular aspect of U.S. National Security. The core curriculum, faculty expertise, and experiences of those who study here should merge during the academic year, positioning each graduate for greater leadership responsibility. The SRP is an important element in the process. Students who embrace the SRP—and indeed, the whole of the degree program—as an opportunity for insight and enrichment leave Carlisle Barracks poised to make genuine contributions to ongoing dialogue on U.S. National Security while assuming greater leadership responsibility at the highest levels.

## SRP Travel

Limited funds may be available for travel essential to the completion of selected SRPs. Most SRPs require no travel: Research is conducted through USAWC resources. Some, however, require access to individuals or resources unavailable locally (e.g., personal interviews, special collections, and presentations). Students pursuing SRP research that *cannot* be completed without travel may apply for SRP TDY funding of eligible expenses—transportation, lodging, and meals—not registration or event fees. Applications are reviewed expeditiously. Decisions are based on project merit, travel necessity, and funding availability. Apply early; requests may not be approved; approved requests may only receive partial funding. Additional funds may be available through the PA's department. (If the PA is not affiliated with a USAWC REP unit, the avenue for funding consideration moves through the department that houses the student's Faculty Adviser.) Units outside the REP (e.g., DDE, AHEC) do not fund SRP travel.

Application Procedures:

1. Obtain support/approval for travel from the PA and confirm that participation (e.g., interviewee availability, library access) will be possible.
2. Complete the *SRP Travel Funding Application* available via Blackboard.
  - a. For research involving human subjects, the project must be reviewed by an Exempt Determination Officer for use of human subjects in research prior to applying for TDY funds for interviews.
  - b. Establish a means of financing expenses (if any) not eligible for SRP TDY funding (e.g., conference fees) prior to completing the *Travel Application*.
3. The Dean, School of Strategic Landpower has final authority.



#### SRP Travel Procedures:

1. If approved for travel, complete the Student Absence Request Form (626-R-E) and obtain signatures.
2. Initiate travel authorization
  - a. U.S. students: complete Defense Travel System (DTS) Authorization.
  - b. International Fellows: contact the IF Program Director for paperwork.
3. Make arrangements for transportation, lodging, and with the TDY location as necessary.
  - a. Transportation arrangements are through Motor Pool or DTS as appropriate.
  - b. Lodging arrangements must not exceed published government rates.
    - i. For travel to the National Capital Region (NCR), lodging must be arranged through the Lodging Success Center (1.800.462.7691) which provides a hotel confirmation number to make a reservation.
    - ii. For non-NCR locations, lodging arrangements may be made directly.
4. Save receipts for any expense of \$75.00 or greater.
5. Upon return, complete all required paperwork.
  - a. U.S. students: Travel Voucher via Defense Travel System (DTS).
  - b. International Fellows: contact the IF Program Director.

#### Integrated Research Project (IRP)

The IRP is a comprehensive research effort involving faculty and students (and on occasion, external subject-matter experts), brought together in a cross-functional teaming Research & Analysis (R&A) study group arrangement that produces scholarship of value to the Army, Joint Force, and Department of Defense. IRP participants conduct research, derive findings and recommendations, write reports, and present their work to senior leaders. Each IRP is led by a PA who develops the research plan, coordinates schedules, handles administrative requirements, guides research, coaches students, and evaluates student work. Selection is competitive. Participation is time intensive. Students receive academic credit commensurate with the amount of time they devote to an IRP which generally includes credit for/completion of the required SRP. Completed IRPs are published through approved venues. Students who commit to an IRP enroll in AA2209, *not* SI2206. Stand-alone, solo-authored IRP chapters/component papers are eligible to compete with SRPs/FSRPs in the Student Awards Competition provided they meet suspense and nomination criteria. IRP parameters and timelines differ significantly from all other student research project efforts (SRPs/FSRPs/PRPs, Directed Studies), therefore a separate awards-consideration process for IRPs may apply such that full IRPs and multi-authored component papers are not eligible for individual entry into the Students Awards Competition. *Unless otherwise directed, all papers must be thoroughly documented in accord with The Chicago Manual of Style or Turabian guide using the footnote citation style.*

#### Document Formatting

Custom MS Word templates for USAWC papers (course papers, SRPs, and Directed Studies) are available in Blackboard. These templates employ MS Word to format documents according

to the precise specifications prescribed by the USAWC (page layout, font, font size, line spacing, margins, page numbering, title page, abstract, footnote format, etc.). When a template is used properly, MS Word automatically performs many formatting functions for the writer, saving time, energy, and frustration by allowing writers to focus on thinking and writing. Begin writing using the template. For the template to work properly, it must be used from “word one.” Attempts to “cut and paste” documents into the template may produce unwanted format changes that conflict with requirements.

- Use of the course paper template is optional but highly recommended.
- For SRPs, use of the SRP template is required.

Because SRPs are potentially available for worldwide distribution, they must be formatted precisely to ensure uniformity across all student work originating from the USAWC. The SRP Templates provide the structure necessary to guarantee format consistency.

- Template assistance is available from the Computer Education Center (CEC).
- **All students are required to complete the CEC SRP Template Course.**
- An exemplar of a properly formatted research paper is provided herein.
- **Papers that deviate from the required template format will not be accepted.** They will be returned to the PA and then to the student for correction.

Unless otherwise specified, all student work should be written in English, using MS Word, and must conform to the following, many of which are pre-formatted by the USAWC Templates:

- Font (Arial, 12 pt), justification (left), margins (1 inch), heading styles, line spacing (2.0), and page number position (top right), are all set by the USAWC Templates.
- References: Footnotes, properly formatted using *The Chicago Manual of Style*.
- Spacing—Terminal: One space after terminal punctuation (i.e., period, question mark).
- Title: 10 words or fewer and in title case.
- Abstract: 150-200 words; used only for longer projects (e.g., SRPs).
- Word Count: Includes the prose written by the author. Do not include the paper's front matter (title page, abstracts, etc.) or footnotes.
- Epigraph: Optional for longer documents. A maximum of one per document (1 to 3 lines), positioned just following the title on the first page of text; properly documented with a footnote (Footnote number 1 follows epigraph source). Epigraphs may not appear elsewhere.
- Exclude: Appendices, glossaries, tables of content, lists of figures and illustrations, acknowledgments, preface statements.
- Textual Elements:
  - Capitalization: Capitalize all names and nouns that function as proper names.

Capitalize	Do not capitalize
President Andrew Jackson	The president
Colonel Peter M. Hass	The colonel

Capitalize	Do not capitalize
Combatant Command / Combatant Commander	The combatant, the combatant commanders, the command, the commander

- Identification: *First use:* Full name of individual or unit (e.g., Steven K. Metz, Peacekeeping and Stability Operations Institute, United States)  
*Repeated use:* Shortened name or abbreviation (Metz, PKSOI, U.S.) except when used as the first or last word in a sentence.  
Identify military units by official designation/titles only.
- Numbers: Spell out all numbers 0 – 9 (zero, one, two . . .)  
Use numeric digits for all numbers 10 and higher (10, 11, 12 . . .)  
*except* when they appear as the first or last word in a sentence.

### SRP Submission

Perform a “format check” prior to final submission of the SRP. To reduce the likelihood of a document being returned for adjustments have another person review it for formatting errors. The SRP must conform to the Template and the formatting specifications detailed herein. SRPs that do not conform to USAWC standards will be returned for repair during the SRP processing period (between final submission and commencement). Only documents that meet USAWC standards will be accepted for graduation. Documents that do not conform to USAWC formatting guidance will be labeled as such prior to archiving and/or distribution. For final SRP submission follow procedures provided during the academic year.

#### SRP Format Check Procedure

- Compare the document to the required format.
- Juxtapose the document with the sample title and abstract pages in the model research paper to verify that each is formatted correctly, all necessary information is included in the correct form/location, and errors are avoided.
- Read for spelling, punctuation, and grammatical errors.
- Confirm that the title is inviting, no more than 10 words, and nicely presented on the cover page.
- Verify that the Key Terms listed are useful and different from terms used in the title.
- Check graphics, including tables, figures, photos to ensure that they are integrated with the text (minimizing excessive white space), properly documented with accompanying footnote, and are not copyright protected.
- Upon completion of format check by self and other, ask the Computer Education Center (CEC) to provide a final format review prior to submission.

## SRP Distribution

The SRP is designed for distribution and researcher access. SRP authors, therefore, should expect that their work will be read by others, including professional researchers, those involved in Professional Military Education, the media, and members of the worldwide public.

- All SRPs are archived by the institution.
- All SRPs are subject to the provisions of the Freedom of Information Act (FOIA) and will be released to the public upon request.

### U.S. Students:

- Each student-PA team must certify that the final document accurately depicts USG and/or DoD policy & contains no classified information or aggregation of information that poses an operations security risk (completed in COMPASS).
- All SRPs by U.S. citizens rated “exceeds standards” or “outstanding” are eligible for distribution to interested audiences. “Meets standards” papers are not routinely distributed.

### International Fellows:

- Both the PA and the SRP Second Reader must certify that the final document accurately depicts USG and/or DoD policy and contains no classified information or aggregation of information that poses an operations security risk (completed in COMPASS).
- Award-winning SRPs by International Fellows are made available to interested audiences. International Fellows may request that their eligible papers—those rated “exceeds standards” or “outstanding”—be made available to interested audiences. Request is made through COMPASS. “Meets standards” papers are not routinely distributed.
- International Fellows have the option to decline paper distribution (unless by FOIA request) by checking the appropriate box in COMPASS. Note: selecting this option eliminates the paper from award consideration as all award winning SRPs are distributed widely.

## Communicative Arts and the USAWC Fellows Program

Enhanced communication between the Army and important academic and policy institutions is a key objective of the USAWC Fellows Program. As representatives of the Enterprise and the USAWC, Fellows play an important role in the Army Strategic Outreach Program, serve as ambassadors for the USAWC, and are instrumental to the execution of USAWC functions of education, research, and publishing. The senior Army leadership and Commandant also consider USAWC Fellows to be “strategic scouts,” and may refer to/use individual input/feedback to maintain and improve communication between the Army and centers of influence and assistance across the academic, governmental, and corporate realms. To this end, USAWC Fellows learn and engage in equal measure wherever they are assigned.

### Strategic Engagement and Responsibilities

Strategic engagement for the USAWC Fellow is defined as the focused effort to understand and engage key audiences to create, strengthen, or preserve understanding and relations between that audience and the Fellow, who often represents the USAWC, the Army, and the wider U.S. national security community, including joint and interagency organizations. The USAWC Fellow should fully understand the significance of his/her words and actions, and also take the time to become as well informed as possible so as to be the best emissary of the Army at all times.

### Skill Development Opportunities

#### Critical Reading Skills

*Directed Study.* Fellows will participate in reading programs offered by their Fellowship hosts. See the USAWC Admin Handbook for book reimbursement procedures. Fellows will also be afforded access to readings from the Resident Class Program (on Blackboard) and reference materials, including Department level handbooks and primers on national security strategy, leadership, warfighting at the strategic and high operational level, resourcing, etc. Fellows are expected to read documents appropriate to becoming well-versed in subject matter that will stand them in good stead as future national security professionals. Use SSC-graduate level and the rank of Colonel seen as the minimum point of departure for topic selection.

#### Active Listening Skills

*Available Presentations.* Fellows are encouraged to attend presentations germane to the development of national security professionals. Fellows' in academic settings should take advantage of cross-campus and cross-department presentation programs, not merely those within assigned schools or programs. Government departments and agencies, government-sponsored regional centers, and corporate settings will also typically offer information and professional development presentations as part of their working constructs. National Capitol Region-assigned Fellows are also able to take advantage of the manifold think tank offerings available during the academic year, plus presentations arranged for by the USAWC Fellows Program. Finally, lectures given at the USAWC will also be made available when presenters give assent for recording (most all do), and these will be made available on COMPASS.

## Public Speaking Skills

*Public Speaking Opportunities.* Most Fellowship settings offer public speaking opportunities, running the gamut from small group brown bag lunch sessions at department level to large-scale school-wide presentations. Some campuses will ask for Fellow interaction via campus radio programs, and many Fellowships ask their Fellows to moderate or facilitate student learning sessions or act as panel members, several of which are in multinational settings (e.g., the Asia Pacific Center and George C. Marshall Center). Local civic groups also request Fellow support during holiday observances. Still other Fellows will be asked to present their research projects in open forum settings. Fellows are encouraged to be prepared to deliver speeches that explore strategic issues, flow logically from a central thesis, are grounded in relevant research, fit the intended audience, and employ effective delivery techniques. External presentation support in terms of subject matter reference can be provided by the USAWC Fellows Program. Report all public speaking engagements via monthly Significant Activity Reports (SIGACTS).

## Professional Writing Skills

*Effective Writing Assistance.* Most college, school, and university settings offer writing labs and/or coaches; Fellows are encouraged to take advantage of those offerings. USAWC Faculty Mentors and Host Institution Project Advisors also offer opportunities to engage with those who understand and practice professional writing skills; Fellows should take full advantage of opportunities to gain feedback on successive drafts of strategy papers and Fellows Strategy Research Projects. It goes without saying that Fellows who are auditing courses in academic settings should aspire to participate in writing requirements that will develop the ability to deliver polished, organized, and well-researched materials.

*Effective Writing Lab Online (EWLO).* The EWLO is a non-credit Blackboard course offered by the USAWC that provides a self-paced review and exposition of professional academic writing conventions. The EWLO provides information and resources designed to facilitate development of graduate level writing effectiveness. Structured in three parts—Approach, Engage, and Extend—the course positions purposive graduate level writing at the edge of creativity and knowledge advancement. The Lab incorporates selected media enhancements and draws upon the resources, insights, and expertise of world-class authorities and prestigious institutions. The course will strengthen ability to critically examine strategic thought and craft thoughtful, well-written arguments in response to strategic challenges.

### Senior Leader Oral Presentation Program

Oral presentation is a fundamental competency for strategic leaders, one that facilitates effective communication of ideas across multiple audiences. The Resident Class minimum requirement is a three part Senior Leader Public Speaking Program, consisting of: a 90 second video providing a concise summary of the research project and associated findings; a 2-3 minute video addressing a strategic issue related to the core curriculum; and an extended talk or video presentation of 10-15 minutes on wide subject matter. These are envisaged to be peer-reviewed. Fellows are not currently obligated to participate, based largely on the dispersion of assignments, but are encouraged to seek peer feedback at their respective hosting institutions. Example technical solutions can be found in the Resident Program section of this document.

## Public Speaking Expectations

USAWC Fellows are encouraged to take full advantage of opportunities to attend and participate in public forums and to speak at public events throughout the Fellowship year. Information presented orally must be accurate and unclassified. Steps required prior to initiating or accepting a speaking engagement are outlined in the USAWC Fellows Program Administrative Handbook.

The USAWC Resident Course Public Speaking Requirement tasks U.S. students with increasing public awareness of U.S. military and government agencies, and provides an opportunity for the public to meet those who undertake command responsibilities. Strategic leaders enhance essential skills by speaking to citizens about significant issues and national security challenges, and sharing experiences as defenders of freedom. To be eligible for graduation, all U.S. resident program students must prepare and deliver a speech to a civilian audience not affiliated with the Department of Defense. Fellows will typically meet this minimum standard of one presentation early on in their Fellowship year. Report all external speaking engagements through SIGACTS. Guidelines:

- Fellows may speak alone or in pairs.
- Presentations should meet program needs of the audience and reflect the presenter's standing as a Fellow and member (as applicable) of the Armed Forces.
- Speeches must be delivered to audiences who do not normally interact with—and will most benefit from—interaction with senior caliber strategic leaders.
- Examples of appropriate audiences: think tanks and international forums; professional and business organizations; educational and civic organizations; and community and religious organizations.
- Examples of inappropriate audiences: children's groups under age 16; military audiences, including ROTC and Junior ROTC, unless the public is invited; civilian audiences affiliated with DoD.
- Significant travel is not expected; Fellows should contact the Fellows Program if they envisage requesting travel expenses.
- Be aware that public speeches delivered by Fellows may attract media representatives who will evaluate all remarks for potential inclusion in one or more media outlets. The PAO pamphlet *Speaker's Bureau: Tips, Tools, and Techniques* offers public speaking preparation guidelines.

## Fellows Writing Requirements

Army Regulation 621-7, *Army Fellowships and Scholarships*, requires USAWC Fellows to satisfactorily complete two separate writing assignments: at least one paper of strategic importance of 1,500–1,650 words and a longer (5,000+ word) Fellows Strategy Research Paper (FSRP) for MEL-1 Certification. Both must be strategic in character (neither operational nor tactical) and must be original work. *Unless otherwise directed, thoroughly document in accord with The Chicago Manual of Style or Turabian guide using the footnote citation style.*

- Independent writing is required whenever possible.
- If a host-institution requires co-authoring, USAWC Fellows may request special consideration to have a co/group-authored project accepted as *one* of the two required written products. Requests for co/group-authored work should be directed to the USAWC Fellows Program Manager as soon as practical.

- USAWC Fellows should conduct Distribution A *unclassified* research whenever possible to afford maximum distribution and public exposure.
- Only selected USAWC Fellows at *specific* host institutions may conduct classified research. Requests to do so for writing projects must be approved by the institution, the USAWC Faculty Mentor, and the USAWC Fellows Program Manager.
- All papers to be released to the general public must be cleared by the USAWC *prior* to release and/or submission to a publication outlet.

USAWC Faculty Mentors evaluate and approve Strategy Papers and assess FSRPs for potential publication using the same standards applied to Resident and Distance Education student work. The USAWC Faculty Mentor provides constructive comments, raises areas of concern (if any), recommends revisions, and requests changes. The USAWC Faculty Mentor's standards must be met to receive credit for the Strategy Paper. If a USAWC Faculty Mentor detects a security violation or questions an issue, he or she will return the paper/FSRP to the Fellow along with recommended revisions and/or additional discussion with the Fellowship institutional Faculty Adviser. USAWC Faculty Mentors also make Fellows aware of security considerations and proper techniques for handling classified reference materials, personal notes, drafts, and finalized documents assembled during research and writing.

The Fellowship Institution Faculty Adviser sets the academic pace, outlines individual goals and academic objectives, and plots each individual course of study for their assigned Fellows. The host institution Faculty Adviser also provides oversight and guidance on the FSRP and retains final approval authority of Fellows Strategy Research Projects to insure they comply with university graduate-level standards. The Faculty Adviser conducts informal and routine dialogue to discuss progress in research, writing, and publication and maintains active and current exchanges about United States Army War College research, writing, and publication concerns. The Faculty Adviser provides a cover letter to the Fellow's FSRP that states the research project meets the institution's academic standards.

### Strategy Paper

The Strategy Paper is a requirement for all Fellows. *It will be thoroughly documented in accord with The Chicago Manual of Style or Turabian guide using the footnote citation style, without exception.*

- USAWC Fellows may use the strategy paper as a springboard to the FSRP; i.e., addressing a subset of the eventual research project, or using the strategy paper as an embryonic form of what will then be fleshed out as the full FSRP.
- Papers prepared for audited courses may also be presented as strategy papers, but the subject matter will normally be germane to matters of security and defense. Contact the Fellows Program if there is any question in this regard.
- Papers submitted previously for credit from any other academic institution are not able to be applied to the strategy paper requirement.
- Fellows should make maximum use of the Faculty Mentor's ability to examine drafts and comment constructively, using this short paper as the model for sequential draft-and-comment iterative effort that will produce the best FSRP possible. This also serves as a test of productive relationships conducted at distance: ensure active communication is maintained so that disparate calendars don't stymie paper progress.



Sample recent Strategy Paper titles include: *America First ≠ America Alone: Morocco as Model Counterterrorism Partner*; *The Artificial Intelligence Revolution: Thoughts for an Effective Acquisition Strategy*; *Stabilizing Diplomacy in a Changing World Environment*; *Applying lessons learned in post-merger integration to the transformation of the Military Health System*; *Conventional Deterrence Measures and Pressure in the Korean Theater*; and *Countering the UAS Threat: Protecting U.S. Personnel and Facilities Abroad*.

### Fellows Strategy Research Project Plan

Fellows will submit their research (plus travel) plans, appropriately coordinated and approved at the Fellowship-sponsoring institution to the USAWC Fellows Program Manager, and are due per the enclosed Fellows Written Product Schedule and Milestones Table. The Research Plan consists of four related elements:

- A brief research proposal, posing a problem, issue, or researchable question. Length is limited to 200 words or 15 lines of text, whichever is shorter.
- A preliminary bibliography of sources and materials (approximately 15 to 25 entries).
- A 1-2 page preliminary writing outline which identifies tentative lines of argument, points of analysis and/or synthesis to be explored.
- A travel and cost estimate, should the Research Plan necessitate travel. If no travel is anticipated indicate as such as part of the plan.

If the Research Plan changes substantially, provide revised documents, including travel plans, to institutional Faculty Adviser, USAWC Faculty Mentor, and USAWC Fellows Program Manager/Director. Faculty at the civilian host institution must approve proposed revisions to the Research Plan before it may be re-submitted to the Program Director (if the Faculty Adviser at the civilian host institution is the primary contact person guiding the research).

### Fellows Strategy Research Project (FSRP)

The FSRP is a requirement for all Fellows. It represents a salient opportunity to research a topic of strategic importance. The distillation of pertinent information from a variety of sources following detailed research, rigorous analysis, and the production of a logical, coherent, and convincing written communication within constraints imposed by time and available resources are essential abilities expected of every SSC graduate. Fellows engaged in the FSRP pursue research projects exploring a specific research question or a defined strategic problem. This professional venture culminates in fresh insights or re-consideration of an event, campaign, or problem of strategic significance.

The FSRP must be a specifically formatted 5,000 word (minimum) research paper. Fellows choose a topic of strategic importance, team with a USAWC Faculty Mentor, Host Institution Faculty Advisor, and when assigned, a Senior Army Mentor, and conduct research to generate a research-based thesis, and write a carefully documented paper explicating the thesis and exploring its implications. This effort leads to the production of a paper potentially suitable for award competition and publication.

Failure to complete the FSRP requirement acceptably will prompt a meeting with the Academic Review Board (ARB) and, potentially, disenrollment (USAWC Memo 623-1).

**NOTE: All forms can be accessed through Blackboard.**

Unless otherwise directed, FSRPs:

- Are thoroughly documented in accord with *The Chicago Manual of Style* or *Turabian* guide using the footnote citation style.
- Explore a specific research question or a defined strategic problem as directed by or coordinated with their Senior Army Mentor and facilitated through a Faculty Adviser from their institution.
- Are a minimum of 5,000 words. Maximum length is determined by the character of the project and advice of the FA.
- Are original, research-based, thesis-driven, and well-documented, representing the student's best work during the Fellowship term. Both the research and the project must be designed, conducted, and produced by the student while a USAWC Fellow. The goal is to produce a *new* document that contributes to knowledge and demonstrates skills developed/enhanced through the USAWC. Thus, while students may consult their prior work, they may not simply revamp, revise, or reposition work done *elsewhere*. Like all other sources, references to a student's prior circulated work must be properly cited.
- Make a contribution to knowledge by exploring fresh insights or the re-consideration of an event, campaign, or problem of strategic significance.
- Are potentially publishable. Seek research and writing assistance from the USAWC Faculty Mentor with the goal of producing a document worthy of publication and/or use by an outside agency.

**Both the student and the PA must certify separately that to the best of their knowledge the paper accurately depicts USG and/or DoD policy and contains no classified information or aggregation of information that poses an operations security risk.**

As Subject Matter Experts (SMEs), FAs guide Fellows toward generation of fresh approaches to significant national security issues. FAs:

- Provide subject matter advice and facilitate access to additional SMEs as needed.
- Guide student efforts to gather material, evaluate source credibility, analyze relationship of source information to the research question, and effectively use research data.
- Provide writing guidance/evaluation, facilitate student efforts to effectively communicate ideas and recommendations through professional/graduate-level writing.
- Review FSRP drafts, providing research, writing, and documentation feedback.
- Assist high-achieving students with FSRP submissions for publication consideration.

The research focus must be fully coordinated with the sponsoring agencies during the first two months of the Fellowship year. Fellows must pursue a topic acceptable to the Senior Army Mentor that:

- Is focused at the strategic level.
- Has implications for national and international security.
- Is professionally relevant and personally interesting.
- Has sufficient resource materials available/accessible for successful research.
- Can be reasonably and effectively completed within the time available.
- Is an area identified as strategically important to the Army, DoD, and the Nation.

If the topic is not assigned by the Senior Army Mentor, it may be derived from a number of sources, including (but not limited to): Key Strategic Issues List (KSIL), Course work at the host institution, Unified Commands or Service Staffs, War College faculty or institutes, Professional experience, goals, or applicability to anticipated future assignments. Consider using the KSIL to help identify whether or not a potential topic is strategic and focused on an issue identified as important to the Army by the CSA and the Army G3.

#### FSRP Procedures:

- Submit Draft FSRPs to the U.S. Army War College Faculty Mentor and your institutional Faculty Adviser throughout the Fellowship year. The USAWC Faculty Mentor may provide substantive and constructive comments, raise any issues or areas of security concerns, classified information, or "red flags," that would preclude the external publication, and recommend corrections or changes as needed prior to final submission to the Fellowship Institution and subsequent release to the public. Note: The USAWC Faculty Mentor is not the grader.
- Seek guidance from the Senior Army Mentor throughout the research/writing effort.
- Use the approved template, unless granted an exception to policy. As all FSRPs are slated for potential distribution, Fellows must follow USAWC format requirements unless otherwise directed/approved.
- Submit final FSRPs to the institutional Faculty Adviser for approval. The Fellow must comply with Fellowship institution timelines and formats regarding final FSRP submission and approval. Fellowship institutions retain final approval authority of FSRPs to confirm that they comply with university graduate standards. The Fellow receives an "Academic Cover Letter" from the Fellowship institution stating the research project meets the institution's academic standards. In order to receive credit for MEL-1 certification, the Fellow must submit the final FSRPs along with the Fellowship Institution cover letters by the suspense.
- Submit completed Fellows Strategy Research Projects and academic cover letter to the USAWC Fellows Program Manager and USAWC Faculty Mentor NLT 30 days prior to the end of the Fellowship (IAW AR 621-7, *Army Fellowships and Scholarships*). If a Fellow PCS/departs prior to the standard end date, then the FSRP must be received NLT 30 days prior to PCS/Departure.
- For classified Fellows Strategy Research Projects, the Fellow transmits the FSRP to the USAWC Faculty Mentor via secure means. The USAWC Faculty Mentor signs the "Classified USAWC Faculty Mentor FSRP Memo" and then sends the memo to the USAWC Fellows Program Manager.

Whether written as an individual FSRP or pre-approved group product, each research paper will be retained by the USAWC and potentially made available to audiences world-wide. USAWC Faculty Mentors nominate quality papers to the USAWC Writing and Research Awards Competition. Nominated papers must be properly formatted using the USAWC FSRP template and must carry Distribution Statement A.

FSRPs that are not in correct template form are not eligible for award consideration.

- FSRPs nominated for a USAWC Writing Award must not exceed **6,000** words.
- FSRPs nominated for a USAWC Research Award have no maximum length but must be well written and advance a fresh insight without verbosity.

Successful FSRPs impact the larger community of strategic leaders by making a contribution to what is known about a topic and how it is understood. Completed FSRPs may be distributed and made available to assorted agencies and publics worldwide. After completion, students may submit FSRPs for publication consideration. Increasingly, these are being accepted for publication in refereed professional and academic journals focusing on strategic issues, national security, and international affairs. Sample previous titles include: *Non-Linear Deterrence*; *The Quadrilateral Security Dialogue: Opportunities and Implementation*; *Optimizing Our Army for the Millennial Generation*; *21st Century Statecraft and the Return of Great Power Competition: An Interagency Framework for Non-Traditional Threats Applied to Russian Subversion*; *A New Cold War? Adversarial Competition in the 21st Century*; and *DoD's Artificial Intelligence Problem: Where to Begin?*

USAWC Fellows who embrace the FSRP—and, indeed, the whole of the Fellowship program—as an opportunity for insight and enrichment are better poised to make genuine contributions to ongoing dialogue on U.S. National Security as they assume advanced leadership responsibility.

### FSRP Originality Requirement

See the corresponding Resident Program entry for details.

### FSRP Topic Selection

When selecting an FSRP topic, Fellows should use the Key Strategic Issues List (KSIL) or other document research list as a guide. The KSIL identifies high priority strategic topics and issues of special interest to the U.S. Army and appropriate for sustained inquiry. Issues which are printed in bold and italics on the KSIL are CSA priority research topics. Students pursuing research topics that are not included on the KSIL or other approved list must have the approval of the Fellows Program Director of Academics and Engagement. Fellows should pursue projects that facilitate their intellectual and professional development. For some, that means pursuing work in a completely new area of interest. For most, it means building upon areas of expertise to extend their knowledge and produce new insights into problems/issues previously encountered. In both instances, the goal is to produce a new document that contributes to knowledge and is produced with an audience in mind. Select a topic that is (a) strategic in character, (b) personally and professionally interesting, (c) doable within the time and assignment limitations, and that (d) has the potential to impact the larger strategic community.

Note: (1) Senior Army Mentors may assist in the development and refinement of topics. (2) Some Fellowships were chosen by the Army for their specific functional, technical, or regional appeal: topics should be considered that help the Enterprise capitalize on its investment.

### FSRP KSIL Guidance

The Key Strategic Issues List (KSIL) provides students with a comprehensive set of strategic topics deemed most important to the Chief of Staff of the Army and top strategic leaders. Most Fellows can easily align their subject of interest with a KSIL topic, thereby helping to fulfill known Army needs and helps the student make the transition to being a strategic leader who must take on and help solve these difficult strategic problems. Fellows will choose a topic from the KSIL as their FSRP topic. Occasionally, however, adequate alignment is neither possible nor desired and a worthy topic is identified outside the KSIL and/or selected from among other similarly authoritative sources. For example, emerging topics may not be represented in part or in whole

by the KSIL. Fellows wishing to pursue a topic not included in the KSIL must first seek Fellows Program approval, from the Director, Academics and Engagement.

### FSRP Fellow-Advisor/Mentor Teaming

Responsibilities. Strategy Papers and Research Projects focus on topics of importance to the Army, and in the case of Research Projects are developed in coordination with Senior Army Mentors, the Fellows and the Fellowship Institutions. Each Fellow will be assigned a Senior Army Mentor who may assist the Fellow in selecting a research topic. The topic selection process should account for the nature of the specific Fellowship experience and Institution, to ensure requisite expertise is resident in the Fellowship Institution and that the research project focus and Fellowship Program are reinforcing and complementary.

*U.S. Army War College Fellow.* Each Fellow will be assisted by his or her senior mentor in the selection of a specific research topic for their strategy papers and research projects to ensure that they are strategically focused on areas identified as important to the Army. The written products also serve to partially satisfy USAWC Primary Learning Objectives (PLOs) as part of each Fellow's Individual Learning Plan (ILP). The current PLOs are:

- Think critically and creatively in addressing national security issues at the strategic level
- Evaluate theories of war, national security policy, strategic leadership, global security and regional issues in the context of strategic decision making
- Analyze how regional, governmental, military, and private organizations processes, structures and capabilities achieve strategic objectives
- Evaluate and synthesize how domestic and foreign leaders, as well as policy makers, scholars, and dignitaries make decisions in strategic environments
- Communicate clearly, persuasively, and candidly
- Understand, assess, and maintain/improve personal well being

A very important resource to support the research topic selection process is the Key Strategic Issues List (KSIL), published annually for the purpose of making students and other researchers aware of strategic topics that are, or are likely to become, of special importance to the U.S. Army. The Fellowship Program Director will provide each Fellow, Senior Army Mentor, and War College Faculty Mentor the most current KSIL. Once the Senior Army Mentor and Fellow agree on a topic, the Fellow will report it to the Fellowship Program Director for tracking purposes. In the event a Senior Army Mentor does not assign or recommend a specific research topic, the Fellow will consult with her or his War College Faculty Mentor and Fellowship Institution Faculty Adviser, who will assist the Fellow in selecting a topic.

During the first months of the fellowship year, each Fellow will coordinate his or her research focus at the Fellowship Institution, with guidance from the Host Institution Faculty Advisor, advice from the Senior Army Mentor, and support where necessary from the USAWC Faculty Mentor. Each Fellow will then prepare and submit to the Fellowship Program Manager a fully coordinated research plan. Fellows should seek guidance from their Senior Army Mentors throughout the research and writing effort. After the research and analysis phase, Fellows will submit a Full Research Project draft to the Senior Army Mentor and the USAWC Faculty Mentor. The Faculty Mentor makes determinations of MEL-1 sufficiency and writing award program potential. Fellows will submit their completed research projects to the War College Program Manager no later than 30 days prior to the end of the Fellowship, in accordance with the Fellowship Program Directive schedule and milestones. The Fellowship Institution Faculty

Adviser must provide a cover letter stating the research project meets the academic standards of the Fellowship institution. **See “USAWC Fellows Written Product Schedule and Milestones” for timetable/suspense.**

*Senior Army Mentor.* Serves as the Army's senior mentor to the Fellow and helps guide the Fellow's selection and development of a topic, to ensure that the Fellow's research focuses on a strategic area identified as important to the Army. The Senior Army Mentor provides guidance to the Fellow throughout the course of the Fellowship, focusing on the Fellow's research, and extending to professional mentorship.

*U.S. Army War College Commandant.* Ensures the War College provides appropriate academic guidance, input and oversight of the research and publication requirements associated with the Fellowship Program. Assigns a War College Faculty Mentor for each Fellow, conducting the War College orientation program, and maintaining close coordination with Fellowship Institutions.

*U.S. Army War College Faculty Mentor.* The War College Faculty Mentor provides advice and maintains contact with the Fellow throughout the academic year. Additionally, the War College Faculty Mentor clarifies his or her mentoring role, and approves the article and research project research plans as coordinated by the Fellow with the Fellowship Institution Faculty Advisor and Senior Mentor.

The War College Faculty Mentor provides periodic, informal feedback to the Fellow during the development of the research project. The War College Faculty Mentor also evaluates and approves the article by providing substantive and constructive comments, raising any issues or areas of concern and recommending corrections or changes, as needed. The War College Faculty Mentor will ensure each Fellow meets the standards expected by the War College in order to receive credit for the article. The War College Faculty Mentor must balance her or his role with that of the Fellowship Institution Faculty Advisor, and recognize the differences in civilian writing formats.

The War College Faculty Mentor receives, reviews, and submits for clearance both the article and research project, prior to release to the public. The War College Faculty Mentor will follow standard procedures to clear articles and research projects for external publication, in accordance with the Program Administrative Handbook. The Faculty Mentor also ensures the Fellow is aware of security considerations and proper handling techniques for classified reference materials, personal notes, drafts, and documents assembled during research and writing. When the War College clears the article or research paper, the Fellow can submit it for publication in a professional military or other strategic publication venue, as approved by the War College Faculty Mentor.

*Fellowship Host Institution Faculty Adviser.* Each Fellowship Host Institution will designate an academic Faculty Adviser for each of its Fellows or group of Fellows. The Fellowship Institution Faculty Adviser assists the Fellow in setting his or her academic pace by helping to establish individual goals and academic objectives, assisting in course selection for each individual course of study, and incorporating the Fellow into university or institute programs. The Faculty Adviser provides oversight and guidance on the research project, approves the project research plan, and grades the research paper per university graduate level standards. The Fellowship Institution Faculty Adviser also conducts informal and routine dialogue with the Fellow to discuss progress in research, writing, and publication and maintains active and current exchanges about War College research, writing, and publication concerns.

Ultimately, the Faculty Adviser provides a cover letter to the Fellow's research project that states the project meets the Fellowship Institution's academic standards.

USAWC Fellows Written Product Schedule and Milestones

Suspense	Milestone
August - November	FSRP Topic Investigation and Selection.
August - November	Select Strategy Paper Topic and submit initial and subsequent drafts for comment to USAWC Faculty Mentor.
4 November	Submit Final Strategy Paper for grade to USAWC Faculty Mentor, Cc: to Fellows Program.
15 November	Submit Research Plan (through Host Adviser) to Fellows Program.
November - December	Initial FSRP Drafts Circulating for Review/Comment.
January - February	Revised Drafts Circulating for Review/Comment.
2 March	<p>Full FSRP Draft Due to USAWC Faculty Mentor.</p> <ul style="list-style-type: none"> <li>• Final Fellowship Hosting Institution approval not required at this point.</li> <li>• Ongoing advice and mentorship by Host Faculty Adviser and Senior Army Mentor is assumed.</li> <li>• This submission is provided to the USAWC Faculty Mentor: (1) as a progress report, (2) for substantive feedback, and (3) to initiate discussion about research/writing award potential.</li> <li>• Award nomination requires Hosting Institution approval via Academic Cover Letter.</li> </ul>
31 March	<p>Award Competition Submission Deadline</p> <ul style="list-style-type: none"> <li>• If Faculty Mentor recommends award nomination, Fellow forwards final FSRP with Host Adviser Academic Cover Letter to USAWC Faculty Mentor and USAWC Fellows Program.</li> </ul>
5 May	Final FSRP with Academic Cover Letter Due from the Host Institution.

FSRP Second Readers

Second Readers are required for the Resident Class for all research projects written by International Fellows *and* all U.S. student SRPs *except* those rated 3 (Meets Standards). FSRPs will typically have dual readers in the case of USAWC Faculty Mentors and Host Institution Faculty Advisors at a minimum.

The second reader provides an additional set of eyes and professional judgment regarding the quality of the FSRP, and the USAWC Faculty Mentor certifies that the FSRP accurately depicts USG and/or DoD policy and contains no classified information or aggregation of information that poses an operations security risk.

The USAWC Faculty Mentor and Host Institution Faculty Advisor do not need to be in absolute agreement on every facet of the Fellow's project. They must, however, concur in the final document's evaluation, and, as applicable, award nomination.

### FSRP Impact

See the corresponding Resident Program entry for details.

### FSRP Myths

See the corresponding Resident Program entry for details.

### Integrated Research Project (IRP)

Some Resident Students participate in IRPs, comprehensive group research efforts involving faculty and students (and on occasion, also external subject-matter experts), brought together in cross-function teaming R&A study group arrangements that produce scholarship of value to the Army, Joint Force, and Department of Defense. The Fellows analogue to the IRP is conducted at the Harvard Kennedy School, in which joint and interagency seminar mates conduct research, derive findings and recommendations, write reports, and present their work to senior leaders. Some IRP faculty and students may ask for assistance from Fellows based on their expertise or that of their respective hosting institutions, and Fellows are asked to support where practical. Harvard-assigned Fellows use the Kennedy School-standard paper template, and not that of the USAWC.

### Document Formatting

Templates will be made available via Blackboard both for the 1,500 word strategy paper and the 5,000 word FSRP. Because Strategy Papers and FSRPs are potentially available worldwide, those to be distributed must be formatted precisely to ensure uniformity of appearance across all student work originating from the USAWC. The USAWC provides customized MS Word Templates to facilitate document formatting. Their proper use minimizes hassle and maximizes clarity of form and presentation, providing the structure necessary to guarantee format consistency. When a document is written using the template, MS Word automatically performs many formatting functions for the writer, saving time, energy, and frustration by allowing writers to focus on thinking and writing. The templates employ MS Word to format documents according to the precise page layout, font, font size, line spacing, margins, page numbering, title page, abstract, and footnote format prescribed by the USAWC (See "Template Instructions"). Templates are provided by the Fellows Program. Template Assistance is available from CEC, Root Hall, Rm. B20, 717-245-4213. Unless granted an exception to policy:

**Template use is required; FSRPs not in correct template form are not eligible for award consideration. If a host institution requires a different format, request, complete, and submit a cover with accompanying SF298. This cover will be added to the authorized non-template document for inclusion in the USAWC archive of student work.**

To ensure documents are in correct template form, USAWC Fellows should perform a "format check" prior to final submission of the FSRP. It may be helpful to have another person review it for formatting errors. The following Format Check Procedure may assist the process.



## Format Check Procedure

- Compare the document to the required format.
- Juxtapose the document with the sample title and abstract pages in the model research paper to verify that each is formatted correctly, all necessary information is included in the correct form/location, and errors are avoided.
- Read for spelling, punctuation, and grammatical errors.
- Confirm that the title is inviting, no more than 10 words, and nicely presented on the cover page.
- Verify that the Key Terms listed are useful and different from terms used in the title.
- Check graphics, including tables, figures, photos to ensure that they are integrated with the text (minimizing excessive white space), properly documented with accompanying footnote, and are not copyright protected.

## Submissions

### General Submissions

As a general statement, throughout the draft and final submission process, format check and version control are strongly advised. This is a necessity given the multiple involved parties in the process - including mentors, advisors, and program managers and assistants. Operations at a distance also add a level of asynchronous friction: early submissions are better, if not best.

### Award Competition Submissions

In recent years, USAWC Fellows have enjoyed success upon submission of Fellowship papers to the Secretary of Defense National Strategy Essay Competition (for longer papers, up to 8,000 words) and the Chairman of the Joint Chiefs of Staff National Defense and Military Strategy Essay Competition (with categories for both 1,500 and 5,000 word papers). Winning papers are published in *Joint Forces Quarterly* (JFQ). See "Student Awards Program for Excellence in the Communicative Arts" for more information on these and other awards. For SECDEF/CJCS Award Competition submissions, papers must be:

- Editable to meet word length requirements, depending on the competition:
  - Strategy Papers must be editable to 1,500 words.
  - FSRPs must be editable to 5,000 (or 8,000) words.
- Wholly original, unpublished, and not under publication review.
- Properly formatted, editable MS Word documents.
- Eligible for worldwide public release (Distribution A).

Papers may be nominated for consideration by the host institution or USAWC Faculty Mentor. Semi-Finalists will be asked to revise and resubmit papers for final consideration. Finalist papers will be submitted by Communicative Arts to the appropriate competition (SECDEF or CJCS). Papers not selected for the competition are returned to the authors. Note: *Finalist Strategy Articles* selected by the USAWC for participation in the CJCS essay competition satisfy the USAWC Fellows publication requirement.

### FSRP Distribution

See the Resident Program entry for details.



## Student Awards Program for Excellence in the Communicative Arts

The Student Awards Program encourages and recognizes excellence in research and writing by students in the Resident, Distance, and USAWC Fellows Programs. Because research and writing are fundamental to the intellectual process and the professional development of strategic leaders, those who distinguish themselves as researchers, writers and, indeed, strategic thinkers are slated for awards and distinctions by the faculty and others who support advanced study of strategic issues. Award nominees are primarily drawn from extended writing projects [e.g., Strategy Research Projects (SRPs), Fellows Strategy Research Projects (FSRPs), & Program Research Projects (PRPs)]. Student awards are detailed in both the Communicative Arts Directive and USAWC Memorandum 672-6 *USAWC Student Awards Program*.

Writing and research awards are presented at graduation each year. Some are accompanied by a monetary honorarium, associated with engraved mementos, and/or linked to publication in a professional journal. Several awards are restricted to papers that address particular subjects or are authored by individuals with specific professional backgrounds and interests. Although the goal is always to bestow each award, not all are awarded every year due to insufficient numbers of exceptionally well-qualified papers germane to a particular award category.

### Award Nomination Guidelines

Project Advisers/Faculty Instructors/Faculty Mentors (as appropriate) nominate exceptional student papers to the appropriate Department Chair or Director for award consideration. Both the PA and the second reader must concur with the paper's nomination. All award nominated papers must have active second readers. Evaluation after nomination is a blind review. Papers are stripped of identifying information, evaluated for eligibility (especially with regard to meticulous source documentation), and distributed for a departmental level review. Each Chair or Director then marshals available faculty resources to establish an evaluation procedure for nominated papers, such that only the very best are ranked and advanced for institutional level review by the Distinguished Academic Chairs (DACs). Papers that are advanced are distributed to multiple DAC reviewers for rating and ranking. Communicative Arts compiles the DAC data to generate an elite set of papers that is then recommended to the Commandant for final approval.

Papers may be nominated by the PA for award consideration in either of two USAWC categories: (1) Research, or (2) Writing. Papers may not be double-nominated; however, a paper nominated but not selected for a research award may migrate to the writing competition if: (a) such a recommendation is made by the Academic Chair Holder Reviewing Panel, and (b) the paper falls within the length mandated for writing award nominees. To be eligible for a research award, the paper must meet the quality standards of the writing competition as well as making a significant contribution to knowledge. A paper nominated but not selected for a research award will migrate to the writing competition if it: (a) is rated/ranked highly by the Academic Chair Holder Reviewing Panel, and (b) falls within the length mandated for writing award nominees. Descriptions of specific award criteria, nomination guidelines, and available awards are detailed in the sections that follow. To be considered for an award, papers must:

- Be eligible for worldwide distribution (Distribution A).
- Have earned "Outstanding" or "Exceeds Standards" in all assessment areas.
- Evidence meticulous documentation, all sources used must be properly attributed, direct quotes must be properly formatted and acknowledged, and plagiarism must be strictly avoided. Papers found to contain plagiarized material of any kind or amount—whether

through sloppy scholarship or outright intent to deceive—are not eligible for awards. Such papers will be withdrawn from the competition, or if discovered after an award has been bestowed, the award will be rescinded.

- Not be previously published—in whole or in part—or under publication consideration at the time the award would be bestowed (Graduation).
- Be solo-authored. Co/multi-authored papers are not eligible for award consideration.
- Stand alone. Solo-authored IRP chapters/component papers are eligible to compete with SRPs/FSRPs in the Student Awards Competition provided they meet suspense and nomination criteria. Due to their unique parameters/timelines, *Integrated Research Projects (IRPs) and any component papers developed by multiple authors are not eligible for SRP/FSRP awards. A separate awards-consideration process may apply.*
- *Be properly formatted and editable prior to award review.* Once slated for an award, a paper enters the public domain and is available worldwide. It must be in the USAWC format, entered as an MS Word document, and not password protected by the student.
- Meet length and standards requirements for award consideration in a category.
- Both the student and the PA must certify separately that to the best of their knowledge the paper accurately depicts USG and/or DoD policy and contains no classified information or aggregation of information that poses an operations security risk.

#### National Writing and Research Competitions

##### Secretary of Defense National Strategy Essay Competition

The Secretary of Defense sponsors this competition to stimulate thinking, promote well-written research, and contribute to broader exploration of defense issues among professionals. Papers may not exceed 8,000 words. Each Senior Service College, intermediate service school, and Joint Professional Military Education (JPME) phase II at the Joint Forces Staff College, is invited to submit entries in accord with competition rules administered by National Defense University Press. *Nomination suspense (final papers must be submitted with nominations): 1 April.*

##### Chairman of the Joint Chiefs of Staff National Defense and Military Strategy Essay Competition

The Chairman of the Joint Chiefs of Staff sponsors this competition to stimulate strategic thinking, promote well-written research, and contribute to a broader security debate among professionals. It includes two strategic research writing categories: (1) a 1,500 word research based Strategy Article, and (2) a 5,000 word Strategy Research Paper. Each Senior Service College, intermediate service school, and JPME phase II at the Joint Forces Staff College, is invited to submit entries in accord with rules administered by National Defense University Press. *Nomination suspense (final papers must be submitted with nominations): 1 April.*

#### USAWC Research Awards

Papers nominated for research award consideration are exceptionally well-written and:

- Offer new insights at the strategic level.
- Make a clear contribution to knowledge.

- Go well above and beyond well written “literature reviews.”
- Usually advance new relationships or evaluate old relationships in a fresh light.
- Clearly demonstrate superior communication of ideas through the written word.
- Are a minimum of 5,000 words and carry no upper word limit.
- Typically do not exceed 6,000 words, but may be longer if appropriate to the topic addressed and method used. Must be written with exceptional clarity and economy.

#### The Commandant’s Award for Distinction in Research

- Sponsor: The Commandant, United States Army War College
- Focus: Contemporary strategic challenges facing the military
- Details: Up to 6 awards for excellence in research

#### General Matthew B. Ridgway Research or Writing Award

- Sponsor: General Matthew B. Ridgway, Mary A. Ridgway, and Matthew B. Ridgway Endowment, U.S. Army Military History Institute, U.S. Army Heritage and Education Center
- Focus: Issues pertaining to the U.S. Army
- Details: Excellence in research or writing

#### Foreign Area Officer Association Research or Writing Award

- Sponsor: Foreign Area Officer Association
- Focus: International Affairs
- Details: Outstanding research in strategic thought in the international arena

#### Excellence in Logistics Research or Writing Award

- Sponsor: The Defense Logistics Agency (DLA)
- Focus: Logistics Issues
- Details: Excellent research on a significant logistics issue.

#### Armed Forces Communications-Electronics Association (AFCEA) and CSM William and Mrs. Rosa Barrineau Research or Writing Award

- Sponsor: Armed Forces Communications and Electronics Association and the CSM William and Mrs. Rosa Barrineau
- Focus: Information in warfare within operational and strategic contexts
- Details: Signal/Information Technology/Cyber Operations (C41)

#### Thomas J. Plewes Reserve Component Research or Writing Award

- Sponsor: The Reserve Officers Association
- Focus: National military strategy
- Details: Excellent writing by a reservist

#### 454<sup>th</sup> Bombardment Group Research or Writing Award

- Sponsor: Army Heritage Center Foundation
- Focus: WWII history and national security/strategic issues

- Details: Excellent research acknowledging aviation and/or historical events from WWII.
- Note: One award given each year to a student/Fellow in *either* the REP or the DEP.

### USAWC Writing Awards

Papers nominated for writing award consideration are exceptionally well-written and:

- Clarify understanding, articulately review, integrate, and perhaps evaluate the present state of knowledge.
- Clearly demonstrate superior communication of ideas through the written word.
- Are well-grounded, interesting, articulate contributions to discourse on a topic or issue.
- Must be a minimum of 5,000 words and a maximum of 6,000 words.

Exception: Papers between 6,000 and 6,300 words may be considered if the PA requests an exception by offering a compelling argument justifying the inclusion of additional words and explaining the necessity and benefit of the additional length.

#### AWC Foundation Award for Outstanding Research Paper

- Sponsor: Army War College Foundation
- Focus: National Security and Defense Issues
- Details: Up to four awards for outstanding SRPs or FSRPs

#### AWC Foundation LTG (Ret) Eugene J. D'Ambrosio Logistics Writing Award

- Sponsor: Army War College Foundation
- Focus: Any logistics topic
- Details: An award for excellent writing related to the award focus

#### AWC Foundation MG Harold J. Greene Memorial Writing Award

- Sponsor: Army War College Foundation
- Focus: Science/Technology, Acquisition, Logistics, Surveillance
- Details: An award for excellent writing related to the award focus

#### AWC Foundation Colonel Francis J. Kelly Counterinsurgency Writing Award

- Sponsor: Army War College Foundation
- Focus: Counterinsurgency
- Details: An award for excellent writing on counterinsurgency

#### AWC Foundation Daniel M. Lewin Cyber-Terrorism Technology Writing Award

- Sponsor: Army War College Foundation
- Focus: Cyber-Terrorism, Cyber-Warfare, Technology, and National Security
- Details: An award for excellent writing on cyber-terrorism/warfare and national security

#### AWC Foundation Dr. Sara L. Morgan Civilian Development/Management Writing Award

- Sponsor: Army War College Foundation
- Focus: Human Resource and Personnel Management
- Details: An award for excellent writing on human resource and personnel management

#### Association of the United States Army (AUSA) Strategy Essay Award

- Sponsor: Association of the United States Army
- Focus: National Security and Defense Landpower Issues
- Details: Best paper addressing national security and defense Landpower issues

#### Colonel Don and Mrs. Anne Bussey Military Intelligence Writing Award

- Sponsor: Colonel Don and Mrs. Anne Bussey
- Focus: Military intelligence and national security defense issues
- Details: Excellent writing by a reservist on issues related to the award focus

#### Colonel and Mrs. T. Bristol Military History Writing Award

- Sponsor: U.S. Army Military History Institute, U.S. Army Heritage and Education Center
- Focus: Military history
- Details: Excellent writing in the field of military history

#### Colonel Jerry D. Cashion Memorial Writing Award

- Sponsor: Army War College Foundation
- Focus: Excellence in Writing
- Details: One award for an outstanding SRP or FSRP

#### Marine Corps Association and Foundation General Thomas Holcomb Strategic Writing Award

- Sponsor: Army War College Foundation
- Focus: Strategic Issues
- Details: An award for excellent writing by a U.S. Marine Officer

#### Military Officers Association of America (MOAA) Writing Award

- Sponsor: Military Officer Association of America
- Focus: Strategic Issues and National Security
- Details: Two awards for outstanding SRPs or FSRPs

#### Military Order of the World Wars Writing Award

- Sponsor: Military Order of the World Wars
- Focus: Leaders or campaigns impacting strategic issues
- Details: Excellent writing on a military leader or campaign which impacted strategic analysis, issues, or warfare

#### Red River Valley Fighter Pilots Association Writing Award

- Sponsor: Red River Valley Fighter Pilots Association
- Focus: Joint employment of air power in support of national military strategy
- Details: Excellent writing on issues related to the award focus

### U.S. Military Academy's Simon Center for the Professional Military Ethic Writing Award

- Sponsor: The United States Military Academy's William E. Simon Center for the Professional Military Ethic
- Focus: The impact of principles of officership on national defense
- Details: Excellent writing on any aspect of the officer's role as a war fighter, leader, servant of the nation, or military professional

### USAWC REP Public Speaking Award

The USAWC hosts an annual public speaking competition through which students are invited to address, inform, and persuade an audience that includes members of the USAWC community, the public, and a panel of judges. Contestants demonstrate superior communication of ideas through the spoken word in a public venue. Speeches must be well-grounded in research, interesting, articulate, persuasive, and contribute to the discourse on a particular strategic topic or issue. Contest themes are announced yearly.

### The Carlisle Barracks and Cumberland Valley Chapter of the Association of the U.S. Army (AUSA) Award for Excellence in Public Speaking

- Sponsor: Carlisle Barracks & Cumberland Valley Chapter of the AUSA
- Focus: Issues of national security and defense
- Details: An award for public speaking before an audience at the annual USAWC Public Speaking Contest. The winner is recognized at graduation.



## Guide to Writing and Research for Strategic Leaders

Research and strategic leadership are inexorably intertwined. Through research, strategic leaders find information and perspectives essential to effective decision-making. Leader decisions are often a product of what the leader knows (or believes) and his or her ability to acquire information and resources. Writing and research impact knowledge and how that knowledge is presented to the decision makers and leaders who need it.

### Research

“Research” is a curious word because it moves us in two directions simultaneously. In a literal sense, “research” requires us to go back and secure grounding before moving forward. What do extant records reveal that can inform or help us? Strategic leaders must cultivate an acute sensitivity to the past because the historical record frequently provides a viable foundation from which to identify possible courses of action. Research also requires us to move into relatively uncharted territory or to venture a strategic change in light of some new circumstance or development. Consequently, strategic leaders who seek to maximize success and minimize failure must access and assess the information and materials which inform and help guide their thinking and decisions.

The USAWC pursues an inquiry-driven model of graduate education that seeks to prepare selected individuals for strategic leadership responsibilities. The intellectual experiences engendered here represent the “culmination of the formal education of most officers.” The faculty seeks to initiate those who study here to the centrality of research as the underlying fabric of inquiry-driven graduate education. The faculty values research and virtually all are engaged in the process of inquiry.

The Strategic Studies Institute (SSI) consists of a number of full-time researchers dedicated to advancing strategic knowledge. They facilitate inquiry by their own creative work (individual R&A and as part of and through collaborative study group “teaming”) and are a rich resource, willing to assist students in developing research competencies. The U.S. Army War College (USAWC) Press, supervised within SSI, has special vehicles through which to publish student research. Some SSI researchers are available to serve as PAs for student/Fellow SRPs.

Research and writing are forms of intellectual weightlifting. While initially somewhat uncomfortable, the effort is invariably worthwhile. Through research and writing, vision, insight, foresight, and mental acuity expand, and human struggles at the strategic level are better understood, if not fully resolved. Plan to exit the USAWC richer personally, more accomplished, and having made a professional knowledge contribution: an intellectual accomplishment that advances or clarifies what we know, and may help to strengthen the nation and advance national security. Opportunities exist for students to explore in-depth topics essential to national security, and to produce papers of lasting import to the greater strategic community. Adopt a posture of inquiry—find out what is known and then move forward.

### Writing Terminology

#### Abstract

An abstract is a short description of a document. Abstracts provide basic detail about a paper or article, including the thesis, main points, overall conclusion, and possibly recommendations.

Abstracts are used by researchers to help determine the utility of the work for a particular project. SRP/FSRP abstracts should be approximately 150 words and must not exceed 200.

### Argument

All good papers advance a defensible position or “argument” that must be supported by well documented and articulated evidence, or “good arguments” (See Martha Cooper, *Analyzing Public Discourse*, Long Grove, IL: Waveland, 1989). The term “argument” in an academic context, therefore, is much different than the term “argument” in a relationship context (i.e., “fight”). Thinking of professional writing in terms of well-reasoned arguments facilitates discourse in the marketplace of ideas by elevating expectations for communication. Authors are thus required to (a) clearly articulate the arguments advanced, (b) identify the intellectual roots of their work, (c) ground declarative statements in appropriate evidence, (d) organize arguments in a fashion conducive to deductive reasoning and enhanced reader understanding, and, in the process (e) acknowledge and address counter arguments.

### Bibliography

A bibliography is a properly formatted and comprehensive listing of sources designed to facilitate quick identification of sources used in a document. Bibliographies are presented in alphabetical order, do not include specific reference to the page(s) from which a particular insight is gained, and are normally preceded by endnotes, footnotes, or parenthetical citations in the body of the manuscript text. *SRPs/FSRPs do not include bibliographies*, however many students prepare a preliminary bibliography of relevant materials to help guide their research. Types of bibliographies include:

- *Bibliography following text*: Students may be directed to provide a list of all sources cited in a paper and referenced in the footnotes.
- *Bibliography of relevant materials*: Creating this type of bibliography facilitates the research process by generating a list of books, articles, policy statements and other materials to consult. This helps students and faculty to determine materials availability, merit (based upon the credibility of the author and publication outlet), as well as the types of information the project is likely to uncover.
- *Annotated bibliography*: A bibliography including a brief description of each source, usually one or two sentences.

### Epigraph

An epigraph is an introductory quote which frames the context for the paper that follows. Epigraphs should be used sparingly in professional and academic writing and should be exceedingly short—no more than one to three lines of text. An epigraph should **only** be included when it has substantial relevancy to the paper's argument in a way that would not be possible in the body of the text. For the SRP/FSRP, students may elect, in consultation with the PA, to include one brief epigraph at the front of the paper. *Epigraphs may not appear elsewhere in the document*. If not used carefully, epigraphs detract from the impact of a writer's own words.

### Evidence

A well written paper advances an argument firmly grounded in evidence—facts, examples, data, and literature that can be used in support of a claim or argument. All main points and their

supporting evidence should help develop the paper's overall thesis. Evidence must be connected to arguments, counter-arguments, and claims through interpretation. Usually, evidence will have more than one possible interpretation. Each author develops the rationale for the interpretation of evidence in support of his or her thesis. That does not suggest bending the facts to fit the case. Instead, one should advocate a reasonable interpretation of the evidence and clearly articulate reasons why that evidence is appropriately interpreted as suggested.

Each main point in a paper must be supported by evidence. The strength of a paper is directly dependent upon the strength of the evidence used to support its arguments. Always use the most credible sources available to develop each main point. Generally speaking, the most credible publications are verifiable, well documented, grounded in current and historical research, and refereed by prestigious individuals and institutions (e.g., University Press books, scholarly journal articles). Many internet sources (e.g., Wikipedia) do not satisfy rigorous criteria and, while they may be useful in the initial phases of research, are not appropriate evidence for graduate-level scholarly and professional writing.

In evaluating the strength and appropriateness of a source, scholars also consider the relationship of the source to the time period or event being studied. A source is considered "primary" if it was created as events were unfolding and/or if it presents new information or ideas based upon original research (e.g., a study that reports new findings about a particular event or phenomenon). Primary sources often become the data for later observation or the basis for developing ideas. A source is considered "secondary" if it is one or more steps removed from the time period or event being studied. Secondary sources are dependent upon primary sources—their function is to analyze or interpret information from primary sources. Most good research contains a combination of primary and secondary sources as evidence. Both need to be evaluated carefully for issues of accuracy and credibility.

Understanding the difference between a primary and secondary source helps scholars to more effectively evaluate source credibility. To evaluate a Soldier's first-hand account (primary source) of a 1968 battlefield conflict, for example, one might compare that Soldier's account with other information available about the event/time in question—a high level of fidelity among the sources would serve to increase the level of confidence in the source, although too high a level of fidelity could potentially serve to either (a) call into question whether the Soldier was reporting his/her own observations or simply going with the group, or (b) render the Soldier's observation largely mundane. To evaluate a book about the experiences of Soldiers during the Vietnam War era (secondary source), one might seek information about the author of the book, the quality and integrity of the publisher, the strength of evidence upon which the author bases his/her conclusions, the effective development of those conclusions through reasoned analysis, and the author's use and interpretation of documents and artifacts (primary sources) from the era. Scholars have a responsibility to carefully investigate and evaluate both primary and secondary sources. In the evaluation of secondary sources it is particularly important to return to the primary sources upon which the secondary information is based. Mistakes are easily made and can result in the perpetuation of false information if all sources are not evaluated carefully.

Good evidence is (a) grounded in valid, reliable and properly referenced data, (b) supported by additional evidence, (c) assumed to be false prior to its incorporation as evidence—by looking at the negative, authors can find flaws in their own reasoning and develop arguments to refute counterclaims, (d) clearly and logically connected to the thesis or claim, and (e) placed in context within the larger professional and academic discussion of the thesis being addressed.

## Footnotes

Footnotes formatted in accord with *The Chicago Manual of Style* are the required source documentation format for USAWC student projects. Footnotes are important both in terms of proper documentation and critical assessment of written materials. Habitually read the two types of footnotes (or endnotes) encountered:

- *Content Notes*: Content notes enable authors to include information that is related to but slightly outside the scope of a paper's argument. Legal researchers/writers commonly include many important content notes. As a reader, always read all content notes—they may contain important insights or useful information. As a writer, be aware that many readers (including many faculty members) do not read content notes—so use them with caution. Check for faculty expectations regarding use of content notes in student work.
- *Source Documentation Notes*: These are the most important to professional/academic work (See “Source Documentation” and “Plagiarism”). Source documentation notes identify the precise location of material cited or referenced.

## Information Paper ("Info Paper")

An info paper takes a variety of forms. Check with the assigning faculty member as to specific format required (See “Resources for Student Success”). Generally speaking, an info paper is a very brief document (one, possibly two pages) that normally contains the following elements: (1) statement of purpose, (2) issue or topic being addressed, (3) discussion of the facts or main points being advanced, sometimes as bulleted elements, (4) action or desired outcome, and (5) conclusion with a brief reinforcement of the purpose and recommended outcome.

## Organization

Effective organization maximizes argument development, message impact, and reader understanding. Professional and academic papers are commonly organized as follows:

- *Introduction*: The introduction provides the setup for the paper, orients the reader to the paper's thesis, includes a specific thesis statement, and establishes the paper's structure by briefly previewing main points and organization. This preview is commonly known as an *essay map*—or thesis partition. It lets the reader know what to expect as the author identifies and develops points to advance the thesis. Using a Bottom Line Up Front (BLUF) approach that establishes at the outset the paper's important contributions makes it easy for readers to follow an argument. BLUF writing is especially important when presenting ideas to time-challenged audiences.
- *Paper Body*: Following the introduction, the main part of the paper flows from the thesis and presents evidence in support of the thesis. The body is generally organized around three or more main points, with effective transitions between each. The Assertion-Support-Analysis (A-S-A) model can help to effectively structure the paper body:
  - Main point 1
    - Assertion of main point 1, including relationship to the paper's thesis
    - Supporting evidence for main point 1
    - Analysis of main point 1 in relation to the paper's thesis

- Main point 2
  - Assertion of main point 2, including relationship to the paper’s thesis
  - Supporting evidence for main point 2
  - Analysis of main point 2 in relation to the paper’s thesis
- Main point 3
  - Assertion of main point 3, including relationship to the paper’s thesis
  - Supporting evidence for main point 3
  - Analysis of main point 3 in relation to the paper’s thesis
- *Discussion*: Discussion flows from development of the body, covers arguments and literature presented, addresses potential counter arguments not covered previously, and may incorporate considerations of method—all in relation to the paper’s main thesis. Depending on paper length and purpose, this section may be integrated into the Conclusion.
- *Conclusion*: The final section drives home importance for current/future thought and research, suggests areas for further investigation, calls the reader to action when appropriate, and strictly avoids simple restatement of the paper’s thesis or main points.

### Outline

Most well-written, well-argued papers flow from an outline. Many writers outline papers prior to writing. Faculty may require submission of an outline prior to beginning the writing phase of a paper. Unless otherwise specified, outlines have no specific format requirements, but they do have some common elements. Paper outlines should flow from the thesis statement and provide a preliminary sketch of the paper’s organization, including the main points and types of evidence that will be used to support the thesis. An outline typically organizes information in the order it will be presented in the paper. For assignments that have strict requirements regarding content and/or length, a “question outline” can help guide and focus writing. A graphic organizer or mind map may be helpful for visualizing a paper’s organization. To address an assignment using a question outline:

- For each paragraph, choose a question to answer from the required elements. Outline these as they will appear in the paper to form the question outline.
- Answer each question in one declarative sentence. This sentence will become the topic sentence for each of your paragraphs.
- Write a transition sentence for each topic sentence, linking it to the next topic sentence. This will help you write a logical and coherent paper.
- Write strong declarative sentences presenting evidence in support of each topic sentence. These go between the topic and transition sentences.
- Write a short introduction informing the reader of the paper’s intent and, if needed, a short conclusion.

### Paraphrase and Quotation

Authors who paraphrase use their own words to express another writer’s ideas. The art of paraphrase is important to master: it enables writers to incorporate other’s ideas while giving the original source proper credit. Good writers rely upon paraphrase to strengthen their claims by

(a) providing supporting evidence, (b) grounding arguments in intellectual history, (c) exploring issues raised in prior research, and (d) briefly identifying issues that are being supported or refuted. Effective use of paraphrase prevents authors from overuse of direct quotations, a practice which detracts from an author's argument and tends to be associated with weak writing. Quotations are best used when the original author has written or said something in such a way that to paraphrase would weaken the quality of the author's words or when the specific words used by the original author are of such a unique character that the words themselves provide flavor and context for the information presented. When paraphrasing, carefully provide complete source documentation information. When quoting, include brief quotations in quotation marks; longer quotations require an indented block quote. The absence of quotation marks signals a paraphrase or the author's own words. To include another author's words verbatim without quotation marks (or block quote indentation) is plagiarism—with or without accompanying source documentation.

- Quotation (longer, complete, block quote formatting):  
The constancy with which the United States carried out its global responsibilities over the long course of the Cold War is a great testimony to the character of the American people and to the quality of the leaders who guided the Nation through often trying times. In spite of the cost, in the face of great uncertainties and despite grave distractions, our nation showed the ability to persevere. In doing so, we answered the great question that Winston Churchill once famously posed: "Will America stay the course?" The answer is, we did.<sup>1</sup>
- Quotation (brief, with omissions, in text formatting): As Ike Skelton observed, "in the face of great uncertainties . . . our nation showed the ability to persevere."<sup>2</sup>
- Brief Paraphrase: During the Cold War era government officials and the American public at large demonstrated a sustained and rather impressive commitment, and did so despite numerous obstacles and fears.<sup>3</sup>
- Paraphrase with Quotation: During the Cold War era government officials and the American public at large demonstrated a sustained and rather impressive commitment, and did so despite numerous obstacles and fears. Thus answering Winston Churchill's famous question "Will America stay the course?" The answer is, we did."<sup>4</sup>

<sup>1</sup> Ike Skelton, *Whispers of Warriors: Essays on the New Joint Era* (Washington, DC: National Defense University Press, 2004), 79.

<sup>2</sup> Skelton.

<sup>3</sup> Skelton.

<sup>4</sup> Skelton.

### Point of View

Professional/academic papers are most commonly written in the third person point of view. The most effective also minimize use of personal pronouns. When personal pronouns are used, papers written in third person include the pronouns *he*, *she*, or *it* (third person singular) and *they* (third person plural) while avoiding avoid the use of *I* (first person singular), *we* (first person plural) and *you* (second person). Many who write in the first person (a) fail to advance intellectual arguments grounded in reason and research, (b) over estimate the importance of personal experience/opinion to a writing task, and/or (c) mistakenly equate unsupported opinion

with reasoned argument. If handled appropriately, writing in the third person point of view is often supplemented by occasional first person point of view statements. The first person statement “I propose,” for example, is often preferable to the equivalent third person statement of “The writer of this essay proposes” (an awkward construction) or even “This paper proposes,” as papers are inanimate and cannot propose anything. Check for guidance regarding the point of view expected for a given assignment.

### Policy Paper

A policy paper reflects an analysis of a specific national security issue, evaluates alternative policy/strategy options, and makes a specific and supported recommendation—typically to a cabinet-level official. Brevity within a context of comprehensive analysis is essential. The purpose is to frame an existing problem in a manner that will allow a policymaker to find the best solution. The writer must be mindful of the ends-ways-means model, offering courses of action that address the policy maker’s objectives. The following points are commonly considered as the research proceeds, although the final paper may not include every element: (a) scope of the problem, (b) differing ways the problem could be defined or perceived, (c) likely outcomes if the problem is not addressed, (d) current action regarding the problem, (e) several options for solving/addressing the problem, and (f) identification of the resolution that best aligns with the policy maker’s objectives. Provide a succinct recommendation identifying a suggested course of action. Policy papers typically have a specific format found in the organization’s Standard Operating Procedure (SOP). Some formats require source documentation; some do not. Once the preferred format has been identified, do not deviate.

### Thesis

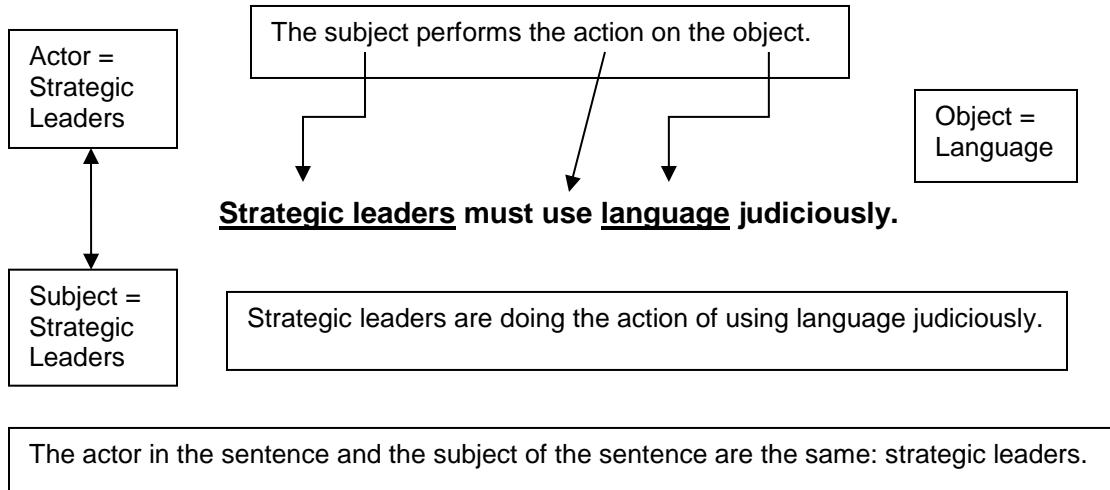
The thesis is the primary argument or overarching position advanced in a paper. The thesis must be carefully articulated near the beginning of the paper. All other information and arguments presented in a paper stem from the thesis. Compelling papers invariably have a strong thesis that advances a particular position on a given topic. The best theses are (a) interesting—they capture attention by addressing an important subject or issue, (b) arguable—they address a topic worthy of interrogation and debate, (c) defensible—they are supported throughout the paper by grounded evidence, and (d) clear—they are carefully written, including enough specificity to avoid over-generalizations and vague propositions.

A “thesis statement” is a one or two sentence articulation of the thesis. In a book-length project, the term “thesis statement” may not be adequate as a book’s thesis usually takes more space to articulate. *The statement of the thesis must come at the beginning of the paper as it is written, but it is not known to the author at the beginning of the research process.* The thesis is a well-considered argument developed in response to a systematic and reasonably comprehensive inquiry into a particular topic area. The information discovered and the conclusions drawn during the research process inform the development of the thesis—*the thesis does not direct the research process.* Research flows from the thesis only after enough research has been done such that compelling conclusions can be drawn and an effective thesis advanced. At the point of thesis development, further research is undertaken to confirm the appropriateness and validity of the thesis and to gather further supporting evidence.

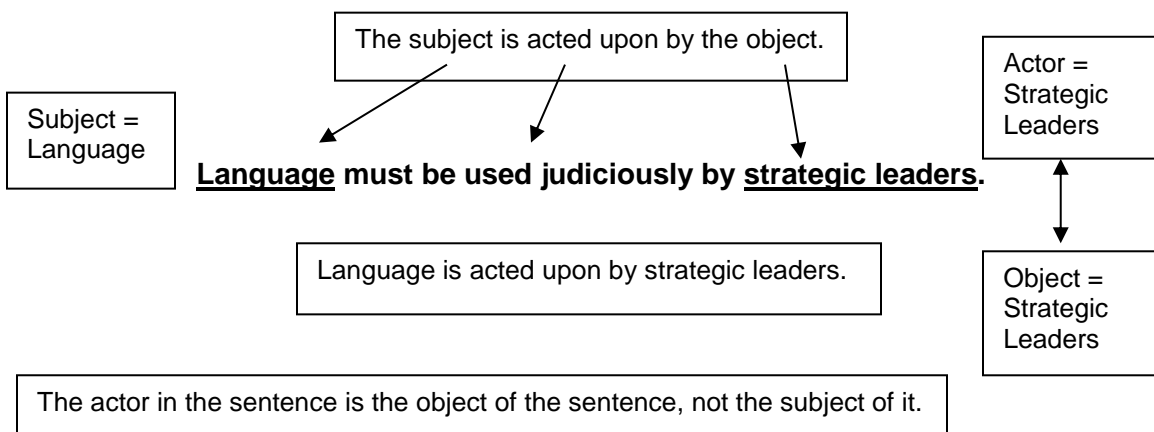
A thesis partition—or essay map—frequently follows the thesis statement, providing readers with a clear indication (map) of the main points in the paper (and the order in which they are presented). In other words, the thesis partition provides the reader with a map of the route the essay will travel.

## Voice (Active and Passive)

Writing by strategic leaders frequently requires a greater level of economy, precision, and directness than many other forms of writing. For that reason, USAWC faculty may insist upon nearly exclusive use of the active voice (as opposed to passive voice) in student papers. If the subject of the sentence is doing something (e.g., “I am writing this sentence”), the sentence is written in active voice. If the subject of the sentence is having something done to it (e.g., “This sentence is being written by me.”), then the passive voice is in play. In active voice, the form of the verb used places the subject of the sentence in the active position: the subject performs the action rather than being acted upon. As in: “Strategic leaders must use language judiciously.”



A passive construction of the sentence reads: “Language must be used judiciously by strategic leaders.” In passive voice, the subject receives the action of the object.



In the above example, the active voice form of the sentence is far superior to the passive voice form. Active voice is frequently stronger, clearer, and more economical. Students should use active voice whenever it will help them to write clear and concise sentences (which is most—but certainly not all—of the time). Writers use active and passive voice to focus attention on



particular elements of a sentence. Doing so impacts the interpretation of the larger ideas, arguments, and bodies of evidence presented in a manuscript. Being able to recognize and consciously shift between active and passive voice is fundamental to the process of bringing obedience to language and opening doors to more effective communication. The decision to use either active or passive voice in a particular sentence should always be based upon the purpose and desired impact of the sentence. Some more examples:

<b>Effective Use of Active Voice</b> (Focus on actor doing the action.)	<b>Ineffective Use of Passive Voice</b> (Focus removed from the actor.)
I shot the sheriff.	The sheriff was shot (by me).
I am shooting the sheriff.	The sheriff is being shot (by me).
I will shoot the sheriff at noon.	The sheriff will be shot at noon (by me).
The sheriff refuses to surrender.	Surrender is refused by the sheriff.
I killed the sheriff.	The sheriff was killed (by me).

Using passive voice to purposefully obfuscate serious events can be insidious. Just as the sentence, “The Sherriff was killed” hides the perpetrator of the crime, so too does the all too common: “Mistakes were made and lives were lost.” Who made the mistakes that resulted in loss of life? Whose life was lost? This use of passive voice attempts to avoid accepting responsibility for the mistakes and the deaths. While obfuscation may be an appealing move, it is, in general, the antithesis of responsible research and good writing.

Absolute avoidance of the passive voice is unnecessary, unproductive, and counter intuitive. No edict exists requiring the use of active voice at all costs. When used appropriately, passive voice can add to sentence strength, increase understanding, and direct reader attention to important elements that might be overlooked were active voice to be employed rigidly.

Like active voice, when used appropriately, passive voice directs attention to the part of the sentence that is most important. Some examples:

<b>Ineffective Use of Active Voice</b> (Focus on Unimportant Actor.)	<b>Effective Use of Passive Voice</b> (Focus on Important Element.)
Unknown forces destroyed the weapon.	The weapon was destroyed.
Officials at West Point buried General Custer.	General Custer was buried at West Point.
The UPS driver delivered the supplies on time.	The supplies were delivered on time.
The river flooded 17,000 homes yesterday.	17,000 homes were flooded yesterday.



## Rules for Writing and Research

### Academic Misconduct

Academic misconduct is any activity that compromises the academic integrity of the institution and/or subverts the educational process. Academic misconduct takes three forms: (1) Cheating, (2) Plagiarism, and (3) Fabrication.

- *Cheating*: intentionally using unauthorized information or inappropriate assistance during the academic process.
- *Plagiarism*: taking another's words or ideas and passing them off as one's own.
- *Misrepresentation*: submitting for USAWC credit a single work for more than one course or work previously prepared outside the USAWC.
- *Fabrication*: intentional falsification/invention of bogus information or references.

Sooner or later, academic dishonesty will be discovered. Examples include:

- Eric T. Poehlman, a medical professor at the University of Vermont, pled guilty to fabricating data on a half million dollar NIH grant application. He was sentenced to 366 days in prison, fined \$180,000, and barred for life from receiving federal grant money (See J. Gravois, *Chronicle of Higher Education*, March 18, 2005).
- Karl-Theodor zu Guttenburg resigned from his position as German Defense Minister after it became known that he had plagiarized portions of his doctoral dissertation. His degree from The University of Bayreuth was rescinded. He committed plagiarism in 2007. Five years later, at the apparent height of his career, his past caught up to him. No longer a popular political figure in the midst of enacting major political reforms, he is now a symbol of malfeasance and dishonor (See J. Dempsey, "[Plagiarism in Dissertation Costs German Defense Minister His Job](#)," *New York Times*, March 1, 2011).
- At the USAWC, students have had their degrees rescinded and their names ground off the plaques honoring graduates (See USAWC Memorandum No. 350-7).

### Copyright

#### USAWC Student/Fellow Papers

Works produced by U.S. students in the Resident, Distance, and USAWC Fellows Programs are funded by the Federal Government of the United States and are, therefore, not protected by copyright. The law states that: "Copyright protection . . . is not available for any work of the United States Government . . ." ([17 USC § 105](#)). If students write papers on their own time, completely of their own volition, and do not use them to fulfill any USAWC or other obligations associated with being employees of the U.S. Federal Government, then copyright of those works normally falls to the authors. Those wishing to use information gained from student papers (or the papers in their entirety) may do so, provided they follow proper reference citation procedures. Lack of copyright protection is not license for academic thievery in the form of plagiarism. Note: Some U.S. government documents contain copyrighted materials included with permission. Copyright of those materials is retained by the original author, therefore, not all government documents are free from copyright restrictions.

## Use of Outside Materials in Student Projects

Students should avoid the reproduction of copyrighted materials. U.S. Government publications, including Strategy Research Projects (SRPs), Program Research Projects (PRPs), and Fellows Strategy Research Projects (FSRPs) are not protected by copyright, but nearly *all* other published and unpublished materials created after 1922 are. Generally, copyright clearance is required whenever an author wants to reproduce the central or primary component of a work, a substantial portion of a work, or an entire work. Common examples of materials requiring copyright clearance include (a) the reproduction of text covering more than an extended quotation, and (b) maps, charts, statistical tables, diagrams, photographs, Internet files, digital images, slides, and other illustrative materials used in original or altered forms.

Whenever possible, make reference through paraphrase and provide complete source documentation to copyrighted materials rather than seeking to reproduce them. Exercise care when quoting source material. Extended quotes must be used sparingly and in the interest of scholarship, education, and contribution to the marketplace of ideas. If including copyrighted material is essential to a research project, copyright permissions must be obtained in accord with copyright law. "Unauthorized duplication, public performance, or public display of protected materials in any format, including electronic, is prohibited" (CBks Reg 25-96 *Copyright Permissions Policy*, Paragraph 4.b.).

Library personnel will request permission for the use of copyrighted material. *Do not attempt to resolve copyright issues by yourself.* Securing copyright permission is not guaranteed and approval by the copyright owner may take as long as 12 weeks. Moreover, copyright owners do not have to grant permission to use copyrighted material, frequently charge a considerable fee, and may require a precise credit line to be included in your document.

Use of copyrighted material is not necessary for completion of student research projects. The USAWC does not pay copyright fees. If a PA requests inclusion of copyright material, the appropriate department, usually the PA's, must pay for the copyrighted information.

## Distribution of Documents

A paper's distribution statement determines the manner in which it is stored/referenced, and the audience to which it is made available. All USAWC terminal student research papers must be written using only Distribution A materials, positioned for unlimited release (even if they are not, in fact, made readily available to the public), and carry a Distribution A statement.

### Distribution A

Approved for public release; distribution is unlimited; available to the public, foreign nationals, companies, and governments worldwide.

### Distribution B

Authorized for release to U.S. Government agencies only. Distribution B documents contain sensitive information that, if released to the public, might have the potential to compromise some aspect of national security, personnel safety, and/or ongoing operations. **Because the SRP/FSRP is intended for public release, students must not utilize Distribution B documents or other sensitive materials for their Strategy Research Projects.**

## Freedom of Information Act

All student research papers produced at the USAWC are subject to the provisions of the Freedom of Information Act (FOIA). Through FOIA requests all student work that is retained by the institution is easily accessed by any interested party. Be advised, however, that papers not intended for distribution may become public under certain circumstances.

## SRP/FSRP Availability and Access

The USAWC makes selected student research available to the public online. Occasionally, papers may also be forwarded to the Defense Technical Information Center (DTIC) and accessible via [www.dtic.mil](http://www.dtic.mil). DTIC may forward papers to the National Technical Information Service (NTIS) which provides them to the public for a fee. Eligible users (e.g., members of DoD agencies, DoD contractors, government agencies, and some educational institutions) can automatically obtain documents within a specific area by subscribing to the Automatic Document Distribution Service.

## Human Subjects Research

The USAWC follows the guidance set forth in the Department of Defense Instruction 3216.02, *Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research*. The USAWC Human Research Protection Program (HRPP) is an institutional program that governs the conduct of human subject research by the U.S. Army War College. The Deputy Commandant serves as the USAWC Institutional Official (IO). There is a Human Protections Administrator and each department plus SSI has an Exempt Determination Officer.

Students intending to interview or survey human beings for research projects must first discuss the intent with the Project Adviser. This applies regardless of the reason for the interview/survey or the format (face to face, telephone, email, print, etc.). The Project Adviser makes the initial determination if the student's intent falls within the use of human subjects in research via the research contract: if marked "Yes" for use of human subjects the project will be forwarded to a USAWC Exempt Determination Officer for further guidance. All students must obtain a review by an Exempt Determination Officer before interviewing human beings or to obtain identifiable private information. Faculty intending to interview or survey human subjects for research must contact an Exempt Determination officer prior to the research effort.

The following three USAWC Human Research Protection Screening Questions must be answered in COMPASS to determine whether the project must be reviewed by an exempt determination officer. Further information and examples are provided in COMPASS for the basic questions which are:

1. Does your project involve testing a generalizable theory or principle? (Can it be replicated and apply to other populations?)
2. Is the activity a systematic investigation? (Does it involve a scientific, methodical, and thorough approach?)
3. Is the information collected from a living individual ABOUT that person? (Is it personal, invasive, or otherwise identifying details or opinions about specific individuals?)

If the answer to all three questions is "Yes," a USAWC Human Research Protection Exception Determination Form must be completed. A "No" answer to any of the above questions indicates

that the project does not meet the legal definition of human subject research and no further action is needed (select “No” in COMPASS) unless the nature of the project changes.

Categories of review are: Not Research, Exempt, Expedited, and Full Board Review. Expedited and Full Board Review categories must be forwarded by an Exempt Determination Officer to the Human Protections Administrator. The Human Protections Administrator will forward the research proposal to the Army’s Consolidated Academic Review Board.

Serious or continuing non-compliance with this program by USAWC personnel will be reported directly to the USAWC HPA via phone or in person. The USAWC HPA will inform the IO in accordance with the IRB policies and procedures as well as the Surgeon General through the Army Human Research Protections Office (AHRPO) as required by 32 CFR 219.103(b)(5) and DoD Directive 3216.02. The USAWC HPA will also inform any agencies that may be sponsoring the related research work. Contact information is found on the USAWC HRPP website.

- The USAWC HPA will gather information in its investigation and deliberations. After completing their investigation, the HPA conveys its recommendation to the USAWC IO. The IO adjudicates whether an investigator has committed serious or continuing non-compliance. Investigators who commit serious or continuing non-compliance will not be allowed to conduct human subject research at USAWC and may be subject to other disciplinary action as determined by the IO.
- Serious or continuing non-compliance with this program that is attributed to systemic factors may lead to the cessation of all human subject research at USAWC until appropriate corrective measures are taken.

#### Non-Attribution Policy

The USAWC’s non-attribution policy guarantees that remarks and opinions expressed in privileged forums will not be publicized, quoted, or discussed outside the USAWC without the *express written permission* of the speaker. The library maintains a file identifying restrictions each speaker placed on his or her remarks. Consult the file prior to citing a potentially privileged source. Do not cite privileged speakers or information without obtaining written permission.

#### Plagiarism

Plagiarism is the antithesis of integrity and responsible research. The term “plagiarism” is derived from the Latin *plagiarius*, a word suggesting kidnapping. Thus to plagiarize a work is to kidnap another’s creation—ideas, words, thoughts, etc. Once kidnapped, the plagiarist then passes off the creation—or elements thereof—as his/her own. Plagiarism is fraudulent misrepresentation—intellectual deception perpetrated on readers and those invested in the community of ideas. Plagiarism is a serious form of cheating that carries serious consequences.

“Substantiated charges of plagiarism will result in a ‘Fails to Meet Standards’ grade for the course, disenrollment from the USAWC, and potentially other forms of administrative action” [USAWC Memo 350-7, 4(2)(b)].

Some plagiarism examples:

- Paraphrasing another author's work without giving proper credit to the author (e.g., incorporating the other author's ideas into your paper in any manner that suggests that the ideas are your own when they are, in fact, derived from another source).
- Directly quoting another author's work without giving proper credit to the author (e.g., incorporating the other author's words into your paper in any manner that suggests that those words are your own and not a quotation).
- Copying a segment of another's work word for word, then conveniently "forgetting" to include quotation marks, but "remembering" to cite the source. Quotation marks or a block quotation format *must* be used to demarcate the quoted material. *Failure to properly indicate quoted material via quotation marks or block quote formatting constitutes plagiarism regardless of whether a source citation accompanies the material.*
- Using another author's work in its entirety and presenting it as your own work (e.g., digging up an obscure article or SRP, copying it, and submitting it under your own name or purchasing a paper from another for the same purpose).
- Translating an author's work into another language and submitting the work as your own (e.g., taking a document written in Portuguese, translating it into English, and putting your name on it as if the original words/ideas—not just the translation—are your own).
- Patchwork writing: Taking bits and pieces of works from a variety of sources, combining them either through partial paraphrase or direct quotation, and claiming the ideas/words as your own (e.g., weaving together information from several different documents, adding some of your own words and ideas, shifting word order, and claiming the patchwork as entirely your own).

Sometimes people plagiarize to save time or to make themselves look good (temporarily). For some plagiarists, dishonesty comes easily and fear of detection is modest or non-existent. Plagiarism is a serious violation of professional integrity that can ruin a person's reputation and career. In February 2008, for example, the White House was confronted with the news that Tim Goeglein, an assistant to the President, had plagiarized by presenting another person's work as his own in a guest column he "wrote" for the *Fort Wayne News-Sentinel*. Subsequently, the press learned that Goeglein had made a habit of lifting words from other writers, leaving out proper source attribution and documentation, and claiming the words as his own. He resigned from the President's staff in disgrace (See M. Abramowitz & W. Branigin, "Bush Aide Resigns Over Plagiarism," *Washington Post*, Saturday, March 1 2008, A03). Plagiarism of this type is especially insidious because it is a willful attempt to deceive. In this case, Goeglein's actions damaged his reputation and violated a public trust.

The so-called "accidental" plagiarist, however, is typically a sloppy, careless writer at worst or a hapless dabbler relatively unskilled in the finer points of misrepresentation at best. Avoiding plagiarism is not difficult. Cite all sources, including those that have been published, those that have not, those that you have translated, and those that you may have previously written yourself that have been circulated beyond classroom or personal settings. If, for example, you wrote or contributed to a government project or conducted a professional presentation, you should reference your work as you would any other work, including giving proper credit to co-authors. The sixth edition of the *Publication Manual of the American Psychological Association* (2010, 170) defines "self-plagiarism" as: "the practice of presenting one's own previously published work as though it were new" when it is not.

In contrast to plagiarism, proper source citation promotes visibility and credibility, documents research skills, and helps establish analysis veracity and argument merit. Documented research is grounded research. Grounded research is the bedrock of good scholarship. Good scholarship can impact understanding of the strategic environment. Perspicuous understanding of the strategic environment enhances national security. Enhanced national security preserves freedom and democracy. The bottom line: Don't plagiarize. America needs strategic leaders to help guide policy, not pretenders who undercut American values with plagiarism and deceit.

When in doubt about source documentation, ask for faculty/PA assistance or seek guidance from the Director, Communicative Arts. Improper source documentation or inadequate use of sources undermines scholarship. Plagiarism in any form can lead to professional embarrassment, personal failure, and, potentially, dismissal from the program. As a guide, one should always document when quoting materials from another and should always quote when lifting five consecutive words from a source. If you are not lifting, but are just rephrasing the ideas/material and paraphrasing in your own words, then provide a footnote. Generally speaking, one need not document knowledge that is considered common. For example, to write that U.S. involvement in WW II began in late 1941 and continued until well into 1945 would not need to be documented even if you happen to read a source noting the dates. That kind of information is considered common knowledge and there is no need to document it. If, however, for some reason you are directly quoting, word for word "that U.S. involvement in WW II began in late 1941 and continued well into 1945" then you would need to include a footnote to the quoted source. Generally, it is better to paraphrase in your own words and document the source with a footnote than to quote. Avoid lengthy quotes at every opportunity. (See Academic Dishonesty.)

When plagiarism is suspected, the primary faculty member(s) associated with the project bear(s) first line responsibility for examining the paper and initiating corrective action.

### Security Classification

Resident students must write unclassified papers unless the Dean specifically authorizes an exception to policy. Unclassified papers contribute to public dialogue and allow research to be disseminated and, possibly, published. Some subjects, however, may only be addressed in a classified document. The production of classified SRPs/FSRPs requires strict observation of all physical and automation security procedures of Army regulations. Students who conduct classified research bear sole responsibility for:

- Understanding the process required to produce classified work.
- Obtaining permission from your PA and FA to pursue a classified project. The PA must be willing and able to work on the classified material and to review the final document.
- Complying with all aspects of security management (applies to both student and PA).
- Ensuring that the paper receives and displays the necessary security classification and appropriate downgrading and declassification markings.
- Contacting the USAWC Security Manager (SB 17 Root Hall, 5-4188) before beginning research to obtain:
  - Procedures for developing, producing, archiving, and exporting classified SRPs.
  - Guidance through the process of producing a classified SRP.
  - Designated secure work stations for production and storage of classified materials.



- Help managing classified working papers.
- Help classifying the final document.
- Apprising the Director, Communicative Arts that the SRP will be classified.
- Identifying the SRP with an unclassified title/abstract for tracking purposes.
- Following the same style and academic guidelines required for all SRPs.

Classified SRPs may be posted to the SIPRNET.

### Source Documentation

All good research is grounded research, rooted in the historical and/or theoretical context that surrounds and permeates the issue being investigated. By integrating ideas from multiple sources, authors bring significant ideas to the forefront of a research project and generate evidence or “good reasons” in support of a thesis, argument, or position. Referencing these sources in written or oral presentations is essential to the research process and to the development of a credible and persuasive argument. For course papers, writing projects, and speeches students are expected to cite sources accurately and in the correct format. *The Chicago Manual of Style* is the official citation style guide at the USAWC. Consult either *The Chicago Manual* or the *Turabian Guide* for source citation specifics.

Responsible documentation also entails a commitment to ground research in information gained from sources of the highest quality and integrity possible. Evaluate sources carefully prior to their use. Learn about the author, the quality of the publication outlet, the review process prior to publication, and the quality of the sources referenced. Particular care should be taken in the evaluation of on-line content. Prior to citing an on-line source, evaluate (a) authority (Who wrote the material?), (b) accuracy (Is this fact or opinion?), (c) currency (Does this material capture contemporary thinking?) and (d) scope (Does the site include references to detailed materials that can be verified?). Avoid quotidian sources such as dictionaries, encyclopedias, non-academic/non-professional web pages, or open source information databases (e.g., Wikis). They should not be relied upon as either (a) entirely accurate, or (b) worthy of supporting a substantial argument. Wikipedia, for example, may be helpful as an introductory overview of a topic or issue, but cannot provide the foundation for professional or graduate level research. One should “never cite it as an authoritative source” (Turabian, 2007, 27).

Proper source documentation entails avoiding both blatant and accidental plagiarism by:

- Referencing all information that did not come from inside the author’s own mind.
- Providing reference information for all materials used in the development of a paper, and doing so in the precise form and location required. Those reading a work must be able to verify the evidence offered while tracking the ideas presented.
- Referencing previously circulated self-authored works, and all translations of other’s works with proper citations.

Course papers, formal research documents, and SRPs/FSRPs must adhere to the footnote citation style dictated in the *Chicago* and *Turabian* style manuals. Students must follow these guidelines consistently. Each student is responsible for properly documenting all sources used in each and every paper he/she writes. Through practice and repetition, USAWC graduates are

exceptionally well-prepared for the professional writing tasks that they will encounter as strategic leaders.

Strategic leaders who are not well versed in source documentation risk exposure to charges of sloppy research, poor information, bad judgment, and even plagiarism. Learn the material. Seek guidance, not services. Do not ask reference librarians, FIs, PAs or others to format source documentation. Careful review of *The Chicago Manual of Style* or the *Turabian Guide* should answer all routine source documentation and reference format questions.

### Student Publication

Students are encouraged to publish papers with the potential to make a meaningful contribution. Only well-polished, well-constructed papers should be advanced for publication consideration. Consult with the PA and Second Reader (if any) for revisions suggestions and/or guidance in identifying an appropriate outlet. Communicative Arts maintains a list of Publication Outlets that may be of assistance in identifying target publications (see Blackboard). Articles to be released to the general public must be cleared prior to submission. The purpose of the clearance process is to ensure accuracy while protecting classified or sensitive defense information from unauthorized, perhaps inadvertent, release. The primary faculty member(s)/SME(s) bear(s) responsibility for clearing print and electronic information for public release. For Strategy Research Projects, both the author and the PA certify the document as part of the final process. No additional clearance review is necessary for finalized, accepted papers.

When *significant* revision or augmentation involving the PA has been undertaken to prepare the manuscript for publication, the student is encouraged to invite the PA to become the second author on the revised document. Note: To be eligible for award consideration, papers must not have been previously published, so students may wish to wait until after graduation to submit their papers for publication review.

## Resources for Student Success

### Contacts and Access

<p>Applied Communication and Learning Lab (ACLL)</p> <p>POC: David Dworak, Ph.D.      <a href="mailto:David.D.Dworak.civ@mail.mil">David.D.Dworak.civ@mail.mil</a></p>
<p>A resource for all USAWC students and faculty, the ACLL advances the education and development of strategic leaders through the fusion of educational methodologies with communicative arts. The ACLL promotes excellence in strategic leader writing, research, and oral communication by offering courses, coaching, publication support, and collaborative educational opportunities for students and faculty charged with conveying complex information. The intended outcome for students is the ability to communicate effectively and persuasively to any audience at any time. The intended outcome for faculty is not only to develop the ability to communicate effectively, but to also gain the competencies and experience necessary to assess and advance student learning. The ACLL is a unique collaborative educational initiative founded on the principles of relational learning and communicative excellence.</p>

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Visiting Assistant Professor	Professor Ann C. Sipos	<a href="mailto:Ann.C.Sipos.civ@mail.mil">Ann.C.Sipos.civ@mail.mil</a>

Professional Writing		
Effective Writing Lab	Professor Ann C. Sipos	<a href="mailto:Ann.C.Sipos.civ@mail.mil">Ann.C.Sipos.civ@mail.mil</a>
IF Writing Program & Academic Prep Course	Mr. Jeremy Beussink Root Hall, B-19	717-245-3375 <a href="mailto:Jeremy.P.Beussink.civ@mail.mil">Jeremy.P.Beussink.civ@mail.mil</a>
Key Strategic Issues List	<a href="https://ssi.armywarcollege.edu/pubs/display.cfm?pubID=1393">https://ssi.armywarcollege.edu/pubs/display.cfm?pubID=1393</a>	
Template Assistance	Computer Education Center (CEC)	717-245-4213
<i>Chicago Manual of Style</i> Online Access	<a href="https://login.usawc.idm.oclc.org/login?url=https%3a%2f%2fwww.chicagomanualofstyle.org%2fhome.html">https://login.usawc.idm.oclc.org/login?url=https%3a%2f%2fwww.chicagomanualofstyle.org%2fhome.html</a>	
<i>Chicago Manual of Style</i> Quick Tip Videos	<a href="http://usawc.libguides.com/faculty_development/facultydevelopmentcopyright">http://usawc.libguides.com/faculty_development/facultydevelopmentcopyright</a>	

Critical Reading		
Commandant's Reading Program	Professor Charles D. Allen DCLM, Root Hall, B-322	717-245-3460 <a href="mailto:Charles.D.Allen20.civ@mail.mil">Charles.D.Allen20.civ@mail.mil</a>


Public Speaking		
Eisenhower Series College Program	Colonel Edward A. Kaplan Root Hall, B-210	717-245-3341 <a href="mailto:edward.a.kaplan.mil@mail.mil">edward.a.kaplan.mil@mail.mil</a>
Senior Leader Communication Course	Carol A. Kerr, Ed.D. PAO, Root Hall, A-228	717-245-4389 <a href="mailto:Carol.A.Kerr.civ@mail.mil">Carol.A.Kerr.civ@mail.mil</a>
Public Speaking for Strategic Leaders Course Director	Larry D. Miller, Ph.D., M.S.S.	<a href="mailto:Larry.D.Miller.civ@mail.mil">Larry.D.Miller.civ@mail.mil</a>
Senior Leader Public Speaking Program	Megan J. Hennessey, Ph.D. Root Hall, B-204	717-245-4979 <a href="mailto:Megan.J.Hennessey.civ@mail.mil">Megan.J.Hennessey.civ@mail.mil</a>
Public Speaking Requirement	Christopher W. Fowler, Ph.D. Registrar, Root Hall, B-21	717-245-4209 <a href="mailto:Christopher.W.Fowler3.civ@mail.mil">Christopher.W.Fowler3.civ@mail.mil</a>
Speaker's Bureau	Mr. Robert D. Martin Root Hall, A-228	717-245-3845 <a href="mailto:Robert.D.Martin95.civ@mail.mil">Robert.D.Martin95.civ@mail.mil</a>

USAWC Fellows Program		
Chair	Colonel Kelly W. Ivanoff Root Hall A-223	<a href="mailto:Kelly.W.Ivanoff.mil@mail.mil">Kelly.W.Ivanoff.mil@mail.mil</a>
Manager	Mr. Don H. Myers Root Hall A-214	717-245-3345 <a href="mailto:Don.H.Myers.civ@mail.mil">Don.H.Myers.civ@mail.mil</a>
Director of Academics and Engagement	Mr. Phil Evans Root Hall A-224	717-245-3442 <a href="mailto:Philip.M.Evans2.civ@mail.mil">Philip.M.Evans2.civ@mail.mil</a>
Public Affairs Officer (PAO)	Carol Kerr, Ed.D. PAO, Root Hall A-118/120	717-245-4389 <a href="mailto:Carol.A.Kerr.civ@mail.mil">Carol.A.Kerr.civ@mail.mil</a>

**Effective Writing Lab Online (EWLO)**

To access the EWLO (NOTE: Firefox or Chrome may be required on NIPR computers):

1. Navigate to: <https://armywarcollege.blackboard.com/>
2. If you agree to the security statement, select "I agree."
3. Enter Username (= USAWC email) and Password. For first time access, select "Forgot Your Password." A link will be emailed to you. Click or copy-and-paste into your browser; only copy the link once it may be displayed twice).
4. Once in Blackboard, the Effective Writing Lab Online course link will appear in the list under "My Departments." Select the link to access the course.



5. EWLO course and navigation information appear on the EWLO Home Page.

## Information Paper Guidance

### Information Paper

ATWC-SSI  
17 June 2018

SUBJECT: Use of an Information Paper

1. Purpose: To give the reader easy access to act in a clear and concise format (e.g., for use in a discussion or trip book). The format may be altered to meet a specific need. Paragraphs will contain only essential facts concerning the subject.

2. Facts:

a. Papers will be self-explanatory and will not refer to enclosures except for tabular data, charts, or photographs.

b. Prepare on plain bond paper with one-inch margins all around.

c. Papers should not exceed one page in length. They need not be signed, but must include the action officer's name and telephone number in the lower right-hand corner.

d. Avoid using acronyms and abbreviations, except for those that are familiar outside the Army (e.g., DoD).

e. Avoid using classified information when it does not contribute to understanding the issue at hand.

f. The format may be altered to meet a specific need (e.g., the paragraphs may be numbered or unnumbered; it may be constructed to serve as a talking paper).

POC's Name/245-4402

## Information Paper Example

### Information Paper

ATWC-SSI

7 July 2018

SUBJECT: Communicative Arts

1. Communicative Arts consists of one Title 10 (Director), one Editorial Assistant, and one part-time Title 10 Writing Coach. Duties include creation and annual enhancement of the Communicative Arts Directives, detailing academic standards and expectations for student work, format specifications for writing the Strategy Research Project (SRP) or the Program Research Project (PRP) as per the Resident Education Program (REP) or Distance Education Programs (DEP) respectively, and provide writing support to the International Fellows Office, the USAWC Fellows Program, the Basic Strategic Arts Program, and the Advanced Strategic Education Program (ASEP).
2. In cooperation with the faculty, assess student facility with academic/professional writing; design and administer an Effective Writing Program and the Effective Writing Lab Online (EWLO) via Blackboard.
3. Adjudicate the Student Awards Program for REP and DEP students. Encourage and promote student efforts to advance strategic knowledge through publication, preferably in refereed outlets.
4. Administer several Directed Study and Elective options, including: AA2201 (Reading), AA2203 (Writing), and the multi-sectioned Elective AA2202 (Public Speaking for Strategic Leaders). All two credit courses.
5. Course Author for two Electives: SI2202 (Public Speaking for Strategic Leaders-REP Only), and DE2344 (Program Research Project) in the DEP.
6. Provide writing support and guidance for BSAP/ASEP. Support DEP annual orientation programs.
7. Provide writing support and assistance to the Writing Instructor, International Fellows Office.
8. Superintend the formatting and administrative processing of selected SRPs, PRPs, and FSRPs in preparation for archiving and public release.

Prepared by:

Larry D. Miller, 245-3358

## Point Paper Guidance

18 July 2018

### POINT PAPER

Subject: Subject Line Clearly Conveys Issue under Discussion

1. Problem: State the issue under consideration or the problem to be solved. The problem statement should provide significantly more detail than the subject line (above) and is frequently presented as or with a question or series of questions defining the issue(s).

2. Background: (1-2 brief paragraphs) Provide essential background necessary to understanding the problem or issue under consideration. Omit both common knowledge and esoteric or overly detailed background information. The background section should frame the discussion to come in such a way that the reader has the context necessary to understand the discussion without becoming burdened by the totality of background information presented in a larger, more detailed document (e.g., the SRP).

3. Discussion: (The bulk of the point paper) Present major points of the larger study/issue. Develop your position through active voice, logical organization (such that each point flows from the one prior), and consideration of the reader's perspective. Each point should be developed in one to three sentences as needed for clear, precise communication of each idea. The use of active voice and a direct, conversational (but formal) style will help the reader understand the issue accurately, follow your logic, and arrive at your recommendation. Avoid jargon.

4. Recommendation: Must flow logically from Discussion, introduce no new arguments, and be as specific as possible. Recommendations may include courses of action (including specifics as to who should implement the recommendations and how), may suggest further areas of study/investigation/inquiry, or may simply drive home the logical conclusion developed in the discussion section.

Prepared by:

Thomas L. Smith, COL, USA  
G-8; 204-697-1111

\*\*\* Note: A Point Paper Template is available in Blackboard.

POINT PAPER

Subject: United States – Peoples Republic of China (PRC) Competition over Taiwan

1. Problem: The PRC is leveraging their burgeoning military and economic power to achieve hegemony in the Indo-Pacific region particularly regarding Taiwan. They are utilizing coercive techniques, short of war, to undermine the agreed upon foundations of the US-PRC One China policy. Over the next decade, the PRC will increase the strategic costs for the U.S. to sustain the status quo of an autonomous Taiwan.

2. Background: Taiwan, also referred to as the Republic of China (ROC), has played a critical role in Sino-American foreign relations since 1947 when the Nationalist forces of Chiang Kai-shek, defeated by Mao's Communist forces on the Chinese mainland, retreated to the island. Still a politically separate government, the ROC has evolved from an autocratic style government into a democratic entity whose prosperity is underpinned by a free and open capitalistic economy. The US has underwritten ROC security requirements since their defeat by PRC forces. This policy has led to increasing competition with the PRC as they attempt to challenge and eventually replace U.S. preeminence in the Pacific.

3. Discussion:

a. PRC views Taiwan as sovereign Chinese territory and integral to their regional security strategy. Reunification of Taiwan with the PRC is a core issue (non-negotiable) and deemed inevitable. Reunification will enable the PRC to rectify one of their remaining sovereign territorial disputes. Additionally, the PRC views Taiwan as key to their security, whereby reunification would link the South China Sea (SCS) and East China Sea (ECS) allowing them to solidify their First Island Chain strategy.

b. PRC is utilizing an increasingly aggressive all-of-nation strategy, short of war, to coerce ROC towards reunification. Militarily, the PRC leverages their growing capabilities to execute aggressive military posturing towards Taiwan. They also work to isolate the ROC on the international stage by enticing states, both within and outside the Indo-Pacific, to sever diplomatic ties with the ROC and prevent their inclusion in international institutions. Despite these measures, the ROC continues to utilize its' Democratic status and economic stature to establish trade (Southbound Policy) and sustain official and unofficial diplomatic ties.



c. U.S. policies (1979 Taiwan Relations Act [TRA], 2018 Taiwan Travel Act [TTA], and 2019 National Defense Authorization Act [NDAA]) towards the ROC are aimed at sustaining the status quo of political separation from the PRC, while buttressing ROC defensive military capabilities and diplomatic standing to withstand PRC malign actions. While espousing the One China concept, the U.S. is determined to uphold the ROC's right to self-determination, thus any reunification must be mutually agreed to by ROC and PRC.

d. PRC negatively perceives U.S. policies as attempts to prevent resolution of their internal sovereign matters and elements of a PRC containment strategy. All are viewed as contrary to the One China policy espoused in the 2017 US NSS.

e. US-ROC-PRC security situation is at a tipping point. PRC's military modernization and expansion strategy will shape the East Asia regional security environment in their favor within the next decade. Their strategy will raise U.S. costs, in terms of economic and military means, to sustain the status quo of ROC autonomy.

f. U.S. possesses three potential options to address the PRC's malign intentions towards the ROC: sustain the current status quo whereby Taiwan remains an autonomous international entity with the U.S. acting as the strategic guarantor of their security; negotiate a strategic Grand Deal with the PRC where the US no longer guarantees ROC autonomy in exchange for strategic concessions from China; or maneuver to immediately recognize the ROC as an independent sovereign state buttressed by a US-ROC security treaty.

4. Recommendation: The U.S. should discard the antiquated One China policy mentioned in the 2017 NSS in favor of immediate recognition of the ROC as an independent sovereign state. The regional balance of power between the US and PRC in East Asia is at a tipping point. The military advantages the US enjoys will be degraded over the next 5-10 years as the PRC executes its' military modernization strategy. The U.S. also must leverage all elements of its' national power to garner international support for the ROC. Through a whole of government approach the US can expand the competitive space with the PRC in favor of the ROC.

Prepared by:

Jane Student, LTC, USA

## Position Paper Guidance

CSWC-SSL-ACL  
28 January 2016

### POSITION PAPER

Subject: Subject Line Clearly Conveys Issue under Discussion

1. Purpose. To whom (must be a specific person or duty position) and for what reason.
2. Position. In one sentence or short paragraph, state your position on the issue.
3. Key Points. Briefly summarize section four, using a minimum of Key Points.
  - a. Key points should be one sentence each, and provide structure for your argument.
  - b. Key Points should stand alone and not require subordinate points.
4. Discussion.
  - a. Use this type of paper to provide rationale to support a decision or position that the reader should take. Discussion para “a” should map directly back to Key Point “a,” etc.
  - b. Use active voice and a direct, conversational style to help the reader understand the issue accurately, follow your logic, and arrive at your recommendation. Avoid jargon.
  - c. Tailor discussion to the needs and knowledge of the reader. Sub-paragraph headers such as Participants, Issues, Facts, Assumptions, Joint Staff Position, Fallback Position, etc. may be appropriate. Try to limit sub-paragraph length to six lines or less.
  - d. Do not include background information in the two pager that your reader already knows. The exception is to shape/critically integrate information into your logic flow.
  - e. Do not exceed two pages. The paper should stand on its own. For DM course, reference sections within the three- to five-page annex paper for background information, context, and detailed analysis leading to the supported position.
  - f. Against the Position. Make this your second-to-last sub-paragraph. Present opposing arguments accurately, without bias. Cover at least main opposing argument.
  - g. Rebuttals. Make this your last sub-paragraph. Summarize rebuttals to opposing arguments. Ideally, rebuttals will be well-balanced, emotion-free & reinforce the position.
5. Recommendation. Must flow logically from Key Points & Discussion, introduce no new arguments, and be specific as to “who” should implement and “how” they should do it.

Prepared by:

Thomas L. Smith, COL, USA  
[Thomas.l.smith.mil@mail.mil](mailto:Thomas.l.smith.mil@mail.mil); DA G-8; 241-697-1111

\*\*\*Note: A Position Paper Template is available in Blackboard.

POSITION PAPER

Subject: Relationship with Allies in Preparation for Operation Overlord

1. Purpose. To provide U.S. leaders with recommendations on Allied Operations during the preparation for Operation Overlord, specifically on relationships with the French, British, and in reference to the bombing campaign.

2. Position. The U.S. should recognize the French National Committee and General Charles de Gaulle's political authority to administer French territory once liberated from the Germans. Second, the Allied Expeditionary Air Force (AEAF) must prioritize cooperation between the American and British bombing forces, and subordinate elements must strictly adhere to that prioritization.

3. Key Points.

a. Intelligence leaders report the French population writ large supports General Charles De Gaulle and the National Committee that he leads. The National Committee represents the idea of a fighting France and can unite post-war France until elections are held. Further, Allied Supreme Command's imposition of an Anglo-American military government immediately after liberation would likely insult much of the French population and potentially contribute to greater instability.

b. Fears of civil war between the supporters of de Gaulle and the Vichy regime are largely unfounded and de Gaulle's prestige in France has grown enormously in the last few months. Despite his difficult personality and overt arrogance, he is the obvious choice and delays in supporting de Gaulle could strengthen the pro-Russian sentiments among the French.

c. The headquarters of the Supreme Commander in Europe is an integrated command with high-ranking British officers in each of the major staff elements. The cooperation between Allied officers, particularly the British senior officers serving on the SHAEF staff, has been excellent and serves as a model of how an Allied command should function. The loyalty of these British officers is clearly to the Allied cause without prioritization of their own country's military desires.

d. There is confusion and inconsistency in the bombing campaign. Strict prioritization of air efforts by the AEAF is essential. Operational efficiency testing indicates that Operation CROSSBOW targets (V1 and V2 launch sites) are more effectively targeted by minimum-altitude fighters dropping greater than 1000-pound bombs. Heavy bombers should primarily support Operation POINTBLANK.

#### 4. Discussion.

a. While the leaders of the French National Committee are often arrogant and offensive in their supposition of equality in political and military affairs to the Americans and British, the National Committee has the support of the French people and are the best hope for a stable, democratic government in France after the German occupation.

b. The Headquarters of the Supreme Commander is a high performing organization because of the seamless integration of British and American officers. Despite regular pleas from subordinate commanders for favoritism to proposals that benefit their own country's forces, officers remain impartial and committed foremost to the Allied cause.

c. The AEF must issue clear guidance on priorities for the bombing campaign between major operations: POINTBLANK (Combined Bomber Offensive (CBO), CROSSBOW (V1 and V2 launch sites), and support to the ground invasion force. The AEF should also direct utilization of the best aircraft for each mission based upon lessons learned in testing and combat operations.

#### 5. Recommendation.

a. The U.S. leadership (military and political) should recognize the French National Committee and General Charles de Gaulle's political authority to administer French territory once liberated from the Germans.

b. Priority for the air campaign during Preliminary (I) and Preparatory (II) phases will be Operation POINTBLANK, Operation CROSSBOW, and then interdiction support for the Operation OVERLORD landings. During the Assault (III) phase priority will shift to interdiction and close air support for ground forces. During the Build-up (IV) priority will shift back to Operation POINTBLANK with the interdiction campaign also receiving a generous allotment of sorties to protect the Allied lodgment from counterattacking formations. Subordinate commanders will focus heavy bombers on Operation POINTBLANK, while minimum-altitude fighters will focus efforts on Operation Crossbow.

#### 6. References

a. Malcolm Pill, "Montgomery and Eisenhower's British Officers," *British Journal for Military History*, 4 (July 2018), pp. 81-106.

b. Mario Rossi, "United States Military Authorities and Free France, 1942-1944," *Journal of Military History*, 61 (January 1997), pp. 49-64.

c. Wesley Frank Craven and James Lea Cate, eds., *The Army Air Forces in World War II*; vol. 3, *Europe: Argument to V-E Day* (Washington, D.C.: Office of Air Force History, 1983), pp. 84-106.

Prepared by:

Thomas W. Spahr, LTC, U.S. Army

## Template Instructions

### Basic Information

The Director, Communicative Arts provides custom Templates for student use in MS Word. These templates are available in Blackboard. Every time a person uses MS Word, that person is writing a document based on a particular template. When MS Word is opened normally, the “Normal Template” is activated automatically without user action (or, frequently, knowledge). The “Normal Template” provides default formatting information such as font and font size, line spacing, and a variety of other elements that set default parameters for how the software operates (such as whether or not certain mistakes are auto-corrected, or how the computer handles cut-and-paste operations). Users will often change document settings each time they begin a new project (as when one document requires Arial 11 pt font and another requires Times New Roman 12 pt font).

Luckily, MS Word also allows users to create personalized default settings that differ from the “Normal Template.” Thus a variety of templates can be created to meet the needs of different projects. One might create, for example, a template to use for official correspondence, and a separate template for personal communication. These would differ from the “Normal Template” and would allow users to customize the way each set of documents would look—without having to make changes prior to beginning work on a particular memo or personal letter.

Prior to the availability of these Communicative Arts Templates, students struggled with detailed formatting instructions, form requirements, and last minute form changes. Use of the proper template eliminates 90 percent of formatting hassles and headaches. To use a template, one simply needs to access it prior to beginning work on a particular project. Communicative Arts Templates are custom made for USAWC students.

To access a Communicative Arts Template required or recommended for a particular project (SRP, FSRP, Strategy Paper, Directed Study, Course Paper, Point Paper, Position Paper), simply:

- Navigate to the Communicative Arts Blackboard page.
- Select the template appropriate to the task at hand, and open it—this brings up a new MS Word document with required elements built in (e.g., Cover Page, SF 298, Abstract Page, and First Page).
- Verify that the Cover Page is, indeed, appropriate to the task (meaning the proper template is opened—each template has different language on built in pages).
- Immediately save the document by selecting SAVE AS. Give it a file name specific to the project, and “Save As Type: Word Document” (not “Word Template” and not “Word 97-2003 Document”), and save to a hard drive or CD.

The newly saved document now has all of the front-matter, font, font size, spacing, and other information required for successful formatting of the document. To begin writing your text, simply navigate to the First Text Page and begin writing in the box below the title. Now all text entered will be based on the Communicative Arts Template rather than the default MS Word “Normal Template,” which is exactly what you want!

## Selecting the Proper Template

Submit all drafts to PAs in the correct template. For SRPs/FSRPs, the front matter (SF 298, Title, and Abstract pages) needs to be included in all drafts, but *does not* need to be completed fully until final draft submission.

Each major project within its associated Program (REP U.S., REP IF, USAWC Fellows) has its own template. Choose the template that matches project and program.

- Diploma-only International Fellows who are presenting their SRP in a non-written format, do not need a template.

Each template is customized to meet the needs of its particular project type, ensuring correct formatting and inclusion of all pages necessary for distribution.

Differences among templates occur on the Cover Page, the SF 298 (if any), and the Title Page.

### Cover Page Differences for REP SRPs

The side banner states the type of project.

Documents by International Fellows carry a special copyright statement to alter readers to the fact that the work is not produced by an employee of the U.S. government.

This is a cover page template for a Strategy Research Project. On the left, a vertical grey banner contains the text "Strategy Research Project" in large, bold, black font. The main content area is white and contains the following text: "Start on the next page of this template to complete the SF 298. Information entered there automatically appears where needed in the document. If changes are required later, make them on SF 298." followed by "Title Appears in this Space." and "by". Below this is "Author Appears Here when Entered on SF 298" and "Affiliation Appears Here when Entered on SF 298". Then "Under the Direction of:" followed by "PA Name Appears Here when Entered on SF 298". A small image of the United States Army War College logo is centered. Below it is "United States Army War College Class of 2017". Then "DISTRIBUTION STATEMENT: A" and "Approved for Public Release Distribution is Unlimited". At the bottom, a disclaimer states: "The views expressed herein are those of the author(s) and do not necessarily reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government. The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation."

This is a cover page template for a Strategy Research Project International Fellow. On the left, a vertical grey banner contains the text "Strategy Research Project International Fellow" in large, bold, black font. The main content area is white and contains the following text: "Start on the next page of this template to complete the SF 298. Information entered there automatically appears where needed in the document. If changes are required later, make them on SF 298." followed by "Title Appears in this Space." and "by". Below this is "Author Appears Here when Entered on SF 298" and "Affiliation Appears Here when Entered on SF 298". Then "Under the Direction of:" followed by "PA Name Appears Here when Entered on SF 298". A small image of the United States Army War College logo is centered. Below it is "United States Army War College Class of 2017". Then "COPYRIGHT STATEMENT." and "The author is not an employee of the United States government. Therefore, this document may be protected by copyright law." At the bottom, a disclaimer states: "The views expressed herein are those of the author(s) and do not necessarily reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government. The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation."

### REP Templates Available in Blackboard

- REP AY20 SRP Template U.S.
- REP AY20 SRP Template IF
- REP Course Paper
- REP Directed Study
- REP Point Paper
- REP Position Paper

### AWC Fellows Templates Available in Blackboard

- AWCF AY20 Strategy Paper Template
- AWCF AY20 FSRP

#### Template Front Matter

The Template front matter—Cover Page, SF 298 (as applicable), Abstract page, and First Page of Text—is precisely formatted for each type of document and each program (REP—U.S. Resident, REP—IF).

For each page, the Template provides the required format. Students enter all information (Title, Author Name, etc.) once in the identified location (for U.S. REP students on the included SF 298). The template then uses those entries to position the appropriate text throughout the front matter (e.g., the template places the entered Title on the Cover and Abstract Pages as well as the first page of text). Simply follow instructions at the data entry point. Changes to front matter entries can only be made at the data entry point.

### Information Entry—Basic Guidance

Each custom template contains visible instructions directing information input. These instructions appear in red (electronic version) and are placed in each area requiring specific content. **Complete all elements depicted in red.** To use:

- Click on the instruction, a box will appear.
- Begin typing/entering information as needed. (Entered text will be black.)
- Upon first keystroke, the instructions will disappear (the entry field remains, however, so changes can be made at any time prior to final submission).

### REP SF 298—Box by Box Instructions

- Box 4—Title: Enter title of 10 words or fewer. Check visual appeal of title on Cover Page. If the line breaks at a visually unappealing location, add a hard return in the SF 298 box in the title location where you would like the line to break on the Cover Page.
- Box 6—Author Name and Branch of Service/Affiliation: Enter Rank or Title of Author, followed by Author Full Name. Do not abbreviate titles (other than Mr., Mrs., Ms.).

- Box 7— PA Name and Department: Enter PA Rank or Title followed by PA Full Name. Do not abbreviate titles (other than Mr., etc.).
- Box 13—Word Count: Count the words in the text—not including front matter and footnotes—and enter the total number of words (not including front matter, abstract, charts, tables, graphs, footnotes, etc.).
- Box 14—Abstract: Once the document is complete, write an abstract and enter it in Box 14. Abstracts must be written after the document is completed, describing what the author has written, not what will be written later.
- Box 15—Key Terms: Enter terms that will help researchers identify the document as a potential source of interest. Do not duplicate terms from the title. Must be in title case.
- Box 18—Number of Pages: Enter page total (lower left corner of the document screen).

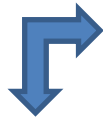
### USAWC Fellows SF 298—Box by Box Instructions

Note: The FSRP template differs from the SRP Template in that it contains information specific to the Fellows program. Follow instructions in red to complete the following:

- Box 4—Title: Enter title of 10 words or fewer. Check visual appeal of title on Cover Page. If the line breaks at a visually unappealing location, add a hard return in the SF 298 box in the title location where you would like the line to break on the Cover Page.
- Box 6—Author Name and Branch of Service/Affiliation: Enter Rank or Title of Author, followed by Author Full Name. Do not abbreviate titles (other than Mr., Mrs., Ms.)
- Box 7— PA Name and Department: Enter PA Rank or Title followed by PA Full Name. Do not abbreviate titles (other than Mr., etc.)
- Box 12— Both the author and the Mentor must check the box certifying the statement that “To the best of my knowledge this FSRP accurately depicts USG and/or DoD policy & contains no classified information or aggregation of information that poses an operations security risk.”
- Box 13—Word Count: Count the words in the text—not including front matter and footnotes—and enter the total number of words (not including front matter, abstract, charts, tables, graphs, footnotes, etc.).
- Box 14—Abstract: Once the document is complete, write an abstract and enter it in Box 14. Abstracts must be written after the document is completed, describing what the author has written, not what will be written later.
- Box 15—Key Terms: Enter key/subject terms that will help researchers identify the document as a potential source of interest. Do not duplicate terms from the title. Must be in title case.
- Box 18—Number of Pages: Enter the total number of pages indicated on the lower left corner of the document screen.



# Strategy Research Project



The first few pages of the SRP/FSRP templates are completed when you complete the SF 298 on the next page.

**Start on page 2 of this template. There you can complete the SF 298**  
**Error! Bookmark not defined.** Information entered there automatically appears where needed in the document. If changes are required later, make them on SF 298.

Title Appears in this Space.

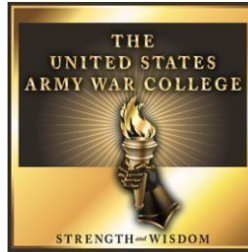
by



Author Appears Here when Entered on SF 298  
Affiliation Appears Here when Entered on SF 298

Templates for each project (course paper, Directed Study, SRP, FSRP, Strategy Article) are different. Be sure to use the correct template.

Under the Direction of:  
PA Name Appears Here



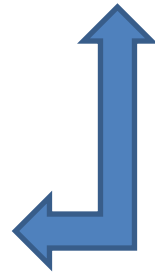
This is an REP U.S. Student Template. All other Templates have a side banner indicating that the author is either an REP International Fellow or an AWC Fellow studying at a host institution.

Note: This is the Distro A template. All students/Fellows are required to write Distribution A papers unless otherwise directed and granted exception to policy.

United States Army War College  
Class of 2020

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**REPORT DOCUMENTATION PAGE**

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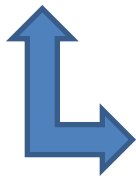
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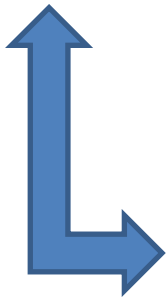
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## Block Quotations

Block quotations are single spaced, left justified, and indented on both the left and the right. Block quotes should be used for quotations greater than four lines of text. No quotation marks are used. Position a footnote at the end of the last line quoted, as in the following example:

Research projects require the incorporation of information from multiple sources. Paraphrase is, generally speaking, the preferred method of incorporating ideas and information of others into the development of a new thesis. Authors must take care to reference all information gathered and presented. When used sparingly, however, block quotations can enhance the quality and readability of a paper:

Block quotations can never substitute for considered analysis. They should only be used when the information presented in the original quotation cannot be effectively paraphrased (with accompanying citation), or when it is stated in such a way as to necessitate preservation of the original language.<sup>1</sup>

Inexperienced authors frequently equate the presence of block quotations with the presence of authority. Even the most astute observation included in a quotation, however, is limited by the original material that surrounds it and incorporates it into the overall development of the thesis.

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One epigraph may appear at the beginning of the document just below the title. If used, an epigraph should be a maximum of 3 lines of text and should be valuable to framing the paper.

—Communicative Arts Directive<sup>2</sup>

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Figure Captions appear directly under the object to which they refer, are centered, and should include the word “Figure,” followed by a number (unless there are so few figures in the document to render numbering unnecessary) with a period mark after it, and a caption with the first word capitalized. Use the Caption Style button on the ribbon to help format. Whenever possible, limit figure captions to one line. Always include a footnote citation. If the figure is your own creation or has been altered from the original, include that information in the footnote.

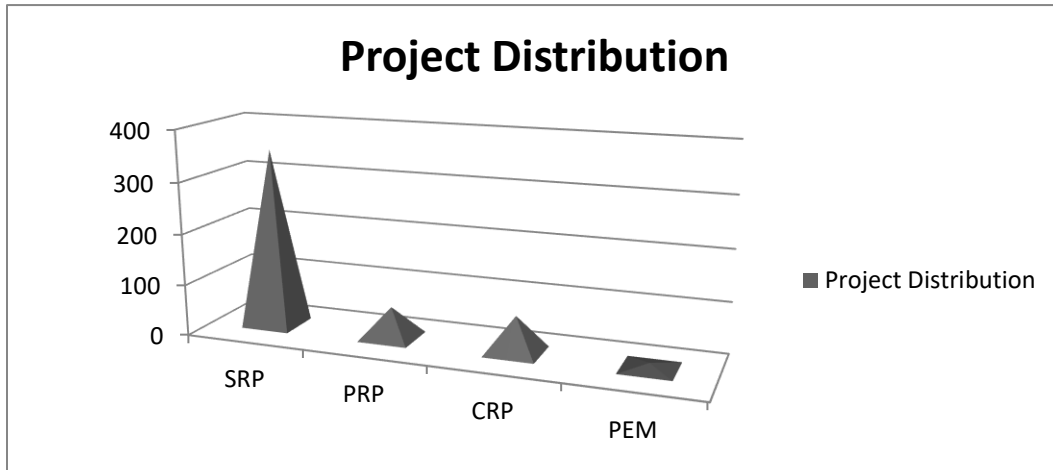


Figure 1. Historic Distribution of USAWC Student Projects by Type<sup>3</sup>

## Tables

Table Titles should be positioned immediately above the table to which they refer, are centered, and should include the word “Table,” followed by a number with a period mark after it, and a title with the first word capitalized. Use the Caption Style button on the ribbon to help format. Include a footnote citation with information regarding the source of included data or the full table (as appropriate).

Table 1. USAWC Assessment Profile<sup>4</sup>

Message Component	Assessment	Percentage
Content	3 Meets Standards	50%
Organization	2 Needs Improvement	25%
Style (Written Work) Delivery (Oral Presentations)	2 Needs Improvement	25%
Overall	3 Meets standards	100%





## Exemplary Student Writing

The award winning papers presented here are well-written, well-documented, and well-organized. Presented in USAWC Template form, they exemplify the required format.

### Model Papers

The first paper is a USAWC Fellows Strategy Article that serves as an example of a well-written brief essay (1471 words) as might be offered in response to a required seminar writing task or written as a thoughtful essay for publication consideration by a military or professional journal that will consider brief essays (e.g., *Joint Force Quarterly*, *IO Sphere*, *Special Warfare*). Written by LTC Robert W. Schultz, "Countering Extremist Groups in Cyberspace" won first place in the 2015 CJCS 1500 Word Strategy Article Competition hosted by NDU Press on behalf of the Chairman, Joint Chiefs of Staff. The paper was published by *Joint Force Quarterly*. See *JFQ* (4<sup>th</sup> Quarter): October 2015, <http://ndupress.ndu.edu/Media/News/News-Article-View/Article/621124/jfq-79-countering-extremist-groups-in-cyberspace/>.

The second paper is a Strategy Research Project (4903 words) by Lieutenant Colonel Benjamin R. Ogden. "Butter Bar to Four Star: Deficiencies in Leader Development" won First Place in the 2017 Chairman of the Joint Chiefs of Staff 5000 Word Strategic Research Paper Competition. The paper was published in *Joint Force Quarterly*. See *JFQ* (4<sup>th</sup> Quarter): October 2017, <http://ndupress.ndu.edu/Publications/Article/1325964/butter-bar-to-four-star-deficiencies-in-leader-development/>.



**Strategy Paper  
Army War College Fellow**

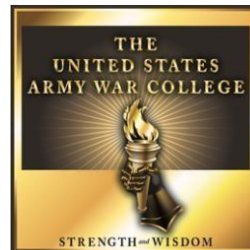
# Countering Extremist Groups in Cyberspace

by

Lieutenant Colonel Robert Schultz  
United States Army

Under the Direction of:  
Dr. Stephen Crocco

While a Fellow at:  
The Naval Postgraduate School



United States Army War College  
Class of 2015

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## Countering Extremist Groups in Cyberspace

How can the United States develop effective strategic options to counter extremist groups that operate in cyberspace? For extremist groups that promote hatred and violence, cyberspace provides a virtual safe haven from which to operate, using websites to promote their cause, raise funds, communicate, and grow. The ability to remain elusive has made these extremist groups the true beneficiaries of cyberspace. Utilizing social media outlets, these groups have global reach for organizing, planning, and conducting operations. They instill loyalty among their followers through near-constant, clear communication. Cyberspace has also enabled extremist groups to adopt decentralized organizational structures with indiscernible command structures making them difficult to identify and target using conventional military power.<sup>2</sup> Countering these adversaries poses a significant challenge. With an ever-increasing number of extremist websites, U.S. efforts to degrade these online operations have been inadequate, pointing to the need for innovative strategic solutions to counter these cyberspace-based threats.<sup>3</sup> However, the same protection cyberspace offers them also makes these online extremists susceptible to deception. This paper argues that false-flag operations can provide the strategic means to mask a deception that could degrade the bounds of trust between extremists operating in cyberspace and their loyal supporters by undermining the legitimacy of their governing ideology.

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<sup>2</sup> John Arquilla and David Ronfeldt, *Networks and Netwars: The Future of Terror, Crime, and Militancy* (Santa Monica, CA: Rand Corporation Press, 2001), 241.

<sup>3</sup> Gabriel Weimann, *Terror on the Internet: The New Arena, the New Challenges* (Dulles, VA: Potomac Books, 2006), 15.

## Deception Works

Deception is often employed strategically to manipulate an adversary's perceptions to gain a competitive advantage while disguising the basic objectives, intentions, strategies, and capabilities of the deceiver.<sup>4</sup> In cyberspace, suitable deception targets could include an organization's ideological infrastructure, legitimacy, and bonds of trust that connect the group with its followers. By targeting these three facets, a deception strategy can directly challenge an extremist group's online existence.

During the 20th century, deception has been an essential element of significant military operations. Between 1914 and 1968, over 90-percent of the deceptions conducted in support of military operations were successful.<sup>5</sup> Based on the technology available at the time, these deceptions were executed in the physical domain where actions and messages had to be seen or heard by their intended audience for the deception to achieve its effect. However, in cyberspace anyone has the ability to post a message anonymously or influence perceptions in the virtual reality of cyberspace. In loosely associated groups that are built on rigid ideology, there is space to sow the seeds of dissent by making members look as if they are not conforming to the agreed-upon ideology. Of note, "it is much easier to lead a deception target astray by reinforcing their existing beliefs, thus causing the target to ignore the contrary evidence

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<sup>4</sup> Richard J. Heuer, Jr., "Strategic Deception and Counterdeception: A Cognitive Process Approach," *International Studies Quarterly* (25, no. 2, June 1981), 294.

<sup>5</sup> Barton Whaley, *Stratagem: Deception and Surprise in War* (Norwood, MA: Artech House Press, 2007), 82-118.

of one's true intent, than it is to persuade a target to change his or her mind.”<sup>6</sup> For this reason, the decision to employ deception must be based on the ability to deceive an adversary into believing something they want to believe as opposed to embracing an entirely new idea.<sup>7</sup> In light of this, the U.S. should acknowledge that rapidly improving information technologies enhance the ability to carry out unobserved operations and create believable deceptions in cyberspace over a protracted period of time.<sup>8</sup> With these favorable conditions, a means of employing deception can be realized through the use of an age-old operational concept called False Flag Operations (FFO).

### False-Flag Operations

The term "false flag" originated in naval warfare where ships would attempt to deceive an enemy maritime vessel by hiding or replacing their flag in order to maneuver close enough to destroy or capture it. Though FFOs faded away in the mid-1800s, as many states believed these operations were being carried out without proper oversight or governmental control, today FFOs are more than just a maritime deception tactic. They are holistically defined as secret or disguised operations intended to deceive an adversary into believing the operations are being executed by groups or states other than those who planned and implemented them.<sup>9</sup> When employed in cyberspace, FFOs could disguise deceptions in a like manner. Additionally, where traditional FFOs used a

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<sup>6</sup> Richard J. Heuer, Jr., "Cognitive Factors in Deception and Counterdeception," in *Multidisciplinary Perspectives in Military Deception* (Monterrey, CA: United States Naval Postgraduate School, May, 1980), ed. Donald C. Caniels, et al., 60.

<sup>7</sup> Carolyn Pumphrey and Antulio Echevarria II, *Strategic Deception in Modern Democracies: Ethical, Legal, and Policy Challenges* (Carlisle Barracks, PA: U.S. Army War College, November 2003), 4.

<sup>8</sup> Charles A. Fowler and Robert Nesbit, "Tactical Deception in Air-Land Warfare," *Journal of Electronic Defense* (June 1995), 50, <http://www.highbeam.com/doc/1G1-17620824.html>.

<sup>9</sup> Geraint Hughes, *The Military's Role in Counterterrorism: Examples and Implications for Liberal Democracies* (Carlisle Barracks, PA: U.S. Army War College, May 2011), Letort Paper, 105. Mid-19th century states feared pirates were primarily conducting FFOs and as a result the practice was discontinued. During both world wars, however, the German Navy continued to conduct FFOs globally.

disguise to approach the enemy, in cyberspace the interaction between the deceiver and the deceived is reversed. The deception target must choose to visit the FFOs website in the first place for the deception to work.

Further, this concept has long been legally acceptable under the *Law of Armed Conflict*, which permits the use of disguises prior to engaging in combat and is also legitimized under articles 37-39 of the Geneva Convention. “Ruses of war are not prohibited. Such ruses are acts which are intended to mislead an adversary or to induce him to act recklessly...”<sup>10</sup> Since posting web-based content is far from engaging in combat, the need to eventually reveal attribution of the sponsor remains a question for legal study. Thus without actual combat, the web-based FFO concept is more akin to “Black” or “Covert” deceptions where the sponsor’s attribution remains hidden.<sup>11</sup>

#### How This Would Work

This concept of FFOs in cyberspace is designed around creatively developing websites, blogs, and chat rooms that mirror a targeted extremist group’s ideology. First, cyber-deceivers develop FFO web-based content that is consistent with the targeted group’s narrative. In some cases, skilled coders will be able to execute seamless redirections from targeted websites to FFO sites. Next, as readership and membership grow, the content on FFO sites would gradually change. Over time, the narratives would shift subtly, to influence the target audience into believing the target group’s ideology is corrupt, or so devious that the target audience would feel the bond of trust has been

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<sup>10</sup> U.S. Department of the Army, “Law of Land Warfare,” *Army Field Manual 27-10* (Washington, DC: U.S. Department of the Army, July 18, 1956), see note 15, para 54. See also, the 1977 *Protocol Addition to the Geneva Conventions of 12 August 1949, art. 37-39*.

<sup>11</sup> Thomas W. Smith, Jr., *Encyclopedia of the Central Intelligence Agency* (New York: Facts on File, 2003), 31.

broken, thus compelling supporters to terminate association with the extremist group in cyberspace.<sup>12</sup>

For example, the recent trend of using online radicalization to fill the ranks of the Islamic State could be countered through the use of FFOs undermining the bond of trust between those who may want to join the cause by using false-flag websites to highlight the atrocities of the organization's ongoing operations, thus delegitimizing the movement. Alienating extremist groups like the Islamic State from the international Islamic community through FFOs would not only degrade such organizations in the short term, but potentially discredit their online activities over longer periods.

#### Implications of Successful False-Flag Operations

There are three effects we can expect to see if FFOs are successful in undermining the trusted bonds between targeted online extremist groups and would-be supporters. First, since cyberspace FFOs are targeting the legitimacy of extremist groups, we would see changes in measurable online activity, such as decreases in membership, fundraising, blogs, and chats, as well as increases in offensive messages posted on FFO websites. Second, we would see targeted extremist groups policing or even attacking other like-minded websites because they are questioning the veracity of ideology on sites they do not directly manage. Finally, we would also expect to see an overall change in the use of cyberspace as targeted extremist groups and their supporters—even if they detect the FFO—would no longer feel secure to operate in the virtual medium.

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<sup>12</sup> Mark E. Stout, John R. Schindler, and Jessica M. Huckabey, *The Terrorist Perspectives Project: Strategic and Operational Views of Al Qaida and Associated Movements* (Annapolis, MD: Naval Institute Press, 2008), 122.



## Mitigating Risk

Normally, FFOs have a limited shelf life, as targets will eventually become attuned to the presence of an active deception.<sup>13</sup> However, in cyberspace time is on the deceiver's side. Though cyber-based deceptions may take longer to be effective, the vastness and anonymity of cyberspace allows the deceiver to continually adjust messages and techniques with new strings of code. In terms of targeting ideology, cyber-based FFOs seek to achieve an aggregated effect over a series of unceasing efforts. Just as everyday Internet users have grown aware of the variety of hacking tactics, so will extremist groups grow to distrust their own websites as their ideological messages appear to deviate from approved narratives. Therefore, compromise to a FFO should be expected and welcomed in cyberspace. It would be just as advantageous to the deceiver if targeted groups discover FFO sites and begin to doubt their own information assurance measures.<sup>14</sup> Furthermore, cyberspace's ever-growing domain provides the deceiver with an increased area of operation. If compromised, it is a matter of taking the FFO off-line, adjusting content, and reappearing elsewhere. Regardless, common sense dictates that the U.S. should not ignore a low-cost and relatively safe tool to help achieve its goals.

## Conclusion

The rapid emergence of cyber-technologies which has connected every corner of the world is being used quite effectively by extremist groups. Concepts such as FFOs

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<sup>13</sup> James Adams, *The Next World War: Computers are the Weapons & the Frontline is Everywhere* (New York: Simon & Schuster, 2001), 286.

<sup>14</sup> Heuer, "Strategic Deception and Counterdeception," 294.

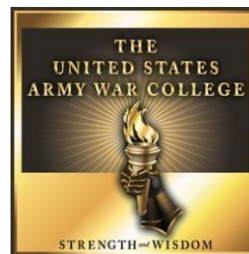
can be instrumental in developing solutions to achieve the desired strategic effect of countering them in cyberspace. Where some defensive cyber-security tools are effective - more offensive capabilities are needed to counter emerging threats in the 21<sup>st</sup> century. Cyber-based deceptions such as FFOs offer a cost-effective complement to traditional military force in the fight against extremist groups. When it comes to undermining and marginalizing the legitimacy of a governing ideology in cyberspace, deception through the use of false-flag operations can provide myriad strategic options from which to choose. In the end, targeted extremist groups will be hard pressed to determine which of their own websites to trust.

## Butter Bar to Four Star: Deficiencies in Leader Development

by

Lieutenant Colonel Benjamin R. Ogden  
United States Army

Under the Direction of:  
Dr. Stephen J. Gerras



United States Army War College  
Class of 2017

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## Butter Bar to Four Star: Deficiencies in Leader Development

### Abstract

The U.S. Army, along with the military services at large, has mastered the art of developing officers who dominate the tactical and operational levels of war, but has struggled to produce exemplary strategic leaders who excel within the civilian-military framework and under the complex demands of the strategic environment. What this paper carefully unpacks are the ideas that rigid cultural norms, faulty officer management practices, and significant flaws in Professional Military Education (PME) generate damaging gaps in the development of commissioned Army officers in the active component. In fact, the analysis will indicate that these discrepancies delicately nudge the Army towards sculpting its junior officers into tactically savvy and combat-effective generals instead of expert strategic leaders. Even though the study specifically indicts the Army's leader development program, the lessons can have implications that each branch of service should consider for the developmental well-being of their own officers. Recommended adjustments include merging leader development and human resources practices, promoting critical thinking opportunities by redefining and enforcing broadening assignment requirements, enhancing the status of academic proficiency, restructuring inefficient segments of PME, and increasing continuing education requirements for Flag Officers. Doing so ensures all future senior military officers emerge as proficient sources of strategic competency.

## Butter Bar to Four Star: Deficiencies in Leader Development

It's incredibly easy...to work harder and harder at climbing the ladder of success only to discover it's leaning against the wrong wall.

—Steven R. Covey<sup>1</sup>

Steven Covey's insightful message reminds us that individuals and institutions create inefficiencies when their well-intentioned efforts veer from the direction of the desired destination. In national security parlance, unchecked ways and insufficient means induce a hefty risk to achieve desired ends. Just such a disparity exists in the U.S. military between the various officer development programs and their ultimate objective: exemplary strategic leaders. Attaining the title of strategic leader depends on mastering three advanced competencies: conceptual competency dealing with specific thinking skills, technical competency which includes knowledge of external systems, and the interpersonal competency of consensus building and communication.<sup>2</sup> Yet, the road military officers travel to acquire these competencies often contains hidden detours and obstacles that prevent them from becoming effective, relevant, and successful general officers within the post-tactical, strategic environment. Operating in this environment means curbing tactical expertise in order to deal with intense complexity, great uncertainty, unsolvable problems, vast time spans, interdependent systems, and dissimilar cohorts.<sup>3</sup> Fellow strategic stakeholders are often civilian professionals with different educational and professional backgrounds, divergent thought processes, conflicting interests, and little experience operating in a tiered structure. Therefore, an

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<sup>1</sup> Steven R. Covey, *The 7 Habits of Highly Effective People* (New York: Simon & Schuster, 1991), 98.

<sup>2</sup> Stephen J. Gerras, ed., *Strategic Leadership Primer*, 3rd ed. (Carlisle Barracks, PA: U.S. Army War College, 2010), 28.

<sup>3</sup> Raymond F. Chandler III et al., *ALDS: Army Leader Development Strategy 2013* (Washington, DC: U.S. Department of the Army), 18.

officer's developmental process must include mastering civilian-military aptitude throughout the lifespan of a career, including a shift in standard mindset and actions so they are capable of keeping ahead of fast-moving complexity.<sup>4</sup>

What this paper carefully unpacks are the ideas that rigid cultural norms, faulty officer management practices, and significant flaws in Professional Military Education (PME) generate damaging gaps in the development of commissioned Army officers in the active component. In fact, the analysis will indicate that these discrepancies delicately nudge the Army towards sculpting its junior officers into tactically savvy and combat-effective generals instead of expert strategic leaders.<sup>5</sup> The paper concludes with recommendations aimed at reforming complacent systems, challenging conventional thinking, and rebalancing components of leader development models so all future flag officers emerge as proficient sources of strategic competency. Even though the study specifically indicts the Army's leader development program, the lessons can have implications that each branch of service should consider for the developmental well-being of their own officers.

### Cultural Impacts to Officer Development

Cultural elements most influential to officer development center around the overwhelming importance placed on operational experience as the mainstream career pathway and the deep-rooted institutional behaviors that discourage critical thinking by its leaders. Most officers will acknowledge the validity of a balanced approach for

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<sup>4</sup> Marybeth P. Ulrich, "A Primer on Civil-Military Relations for Senior Leaders," in the *The U.S. Army War College Guide to National Security Issues, Vol. II: National Security Policy and Strategy*, 5th ed. (Carlisle Barracks, PA: Strategic Studies Institute, 2012), 314.

<sup>5</sup> Emma Sky, "What Lessons Should We Take from the Iraq War," *Army Online* (66, no. 1, December 14th, 2015), <http://www.armymagazine.org/2015/12/14/what-lessons-should-we-take-from-the-iraq-war/>.

healthy development, but cultural forces have eroded this balance, tipping the scale in favor of the operational domain. This particular domain encompasses training activities that units undertake, experiences within an operational or deployed setting, and education gained through unit professional development programs and local special skills courses.<sup>6</sup> It equates to what an officer gains while “on line” in a unit or, more broadly, within their career track. Prolonged wars in Iraq and Afghanistan coupled with service members’ patriotic duty to deploy in those wars naturally affect the emphasis for operationally-focused learning. For a generation of officers, operational experience, training, and education has usurped all other forms of development and eventually appears as an unofficial condition in the selection process for promotions.<sup>7</sup> This promotion indicator uncovers a belief system that being tactically and operationally capable equates to being a successful flag officer and explains why officers hesitate to take assignments that are nonoperational for fear of falling behind their peers and jeopardizing the possibility to serve as a flag officer. A narrow-minded operational pattern develops among emerging leaders, even though “approximately 65 percent of one-star billets, 80 percent of two-star billets, 82 percent of three-star billets and 92 percent of four-star billets are nonoperational enterprise management positions.”<sup>8</sup> In essence, a skewed path for success, accompanied by misguided developmental

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<sup>6</sup> U.S. Department of the Army, “Army Training and Leader Development,” *Army Regulation 350-1* (Washington, DC: U.S. Department of the Army, August 19, 2014), 3.

<sup>7</sup> Heidi Keller-Glaze et al., *2009 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Main Findings* (Fort Leavenworth, KS: Center for Army Leadership, April 2010), Technical Report 2010-1, 38.

<sup>8</sup> David Barno et al., *Building Better Generals* (Washington, DC: Center for a New American Security, October 28, 2013), 11.



criteria, emerges even though comprehensive development remains the gold standard for producing future senior leaders.

This operational fetish also leads to anti-intellectualism among Army leaders and their joint service counterparts. Diverting from the operational field into assignments that build strategic thinking ability, such as Advanced Civil Schooling, academic professor, or fellowships, are traditionally undesirable and considered damaging to an officer's career.<sup>9</sup> Many officers and, to some degree, promotion boards begin to believe that stepping away from unit leadership assignments and focusing on individual academic development is an indictment of the officer's leadership abilities. A profound example of that assertion emerged recently when the Army failed to select four company grade officers for promotion when their selection for advanced academic scholarships kept them from taking the traditional route of serving in tactical units.<sup>10</sup> This operationally focused side of Army culture appeared in a broader scope as well. The Army's operational tempo over the years has caused myopic inclinations towards equipment modernization and readiness over restructuring its own PME system.<sup>11</sup> These cases reaffirm the belief that time operating in units and operational capability are more valuable to an officer's leadership development than intellectually rigorous opportunities which result in strategic capacity.

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<sup>9</sup> Mark Adamshick, *2013 Chief of Staff of the Army Leader Development Task Force Final Report* (Washington, DC: U.S. Department of the Army, June 14, 2013), 42; U.S. Army War College, *Review of Education, Training, and Assignments for Leaders (RETAL)* (Carlisle Barracks, PA: U.S. Army War College, April 2007), 5.

<sup>10</sup> Scott Maucione, "Are Some of the Army's Best Soldiers Being Forced Out?" *Federal News Radio* (October 31, 2016), linked from the *Federal News Radio Home Page*, <http://federalnewsradio.com/army/2016/10/army-best-soldiers-forced-out/>.

<sup>11</sup> Richard H. Kohn, "Tarnished Brass: Is the US Military Profession in Decline?" *World Affairs Online* (171, no. 4, Spring 2009), <http://www.worldaffairsjournal.org/article/tarnished-brass-us-military-profession-decline>.

Complacency towards officer self-development as well as assignment culture also enhances the gravitation towards operational development. Unlike enlisted leaders who follow a structured self-development model, Army officers' self-development consists solely of "self-initiated learning" to meet personal training, education, and experiential goals.<sup>12</sup> Because officers are strictly in charge of their own self-development, they tend to exert more time towards succeeding in their current or next assignment versus following a tailored approach that nests with long-term career objectives culminating in strategic aptitude. In fact, over half of surveyed officers confirm that their most-selected activities include professional reading, improving a skill they already mastered such as physical fitness, or networking.<sup>13</sup> This data implies that officer self-development basically merges with operational development. Moreover, the length of assignment tours within the military culture creates conditions where leaders feel compelled to lean heavily on operational topics as a matter of immediate self-interest. Officers generally do not spend more than a year in the same position and can't be expected to have immediate proficiency with all aspects of a new job. Becoming proficient as a leader in these positions requires most of an inexperienced officer's time; therefore, developmental habits form relating to near-term, operational tasks. Cultural aversion to intellectualism and neglected self-development end up pushing officers towards a singular focus of operational skills, leaving them critically shortchanged beyond the tactical realm.

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<sup>12</sup> U.S. Department of the Army, "Army Training and Leader Development," 4.

<sup>13</sup> John J. Fallesen and Katie M. Gunther, "2014 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Military Leader Findings," *Technical Report 2015-01* (Fort Leavenworth, KS: Center for Army Leadership, June 2015), 98; Peter Schirmer, *Leader Development in Army Units: Views from the Field* (Santa Monica, CA: RAND Corporation, 2008), 50.

While a mindset stuck in operational mode impedes an officer's development, the unwitting discouragement of critical thinking as a cultural anchor nearly derails it. Some psychologists define critical thinking as "reasoned thinking with a purpose" that "depends upon three core abilities: appreciating that your own opinions may be wrong; accepting statements as true even when they conflict with your own views; and temporarily adopting an initial position with which you disagree, and then reason from that starting point."<sup>14</sup> Senior military leaders who embrace and master this art have the ability to recognize their own biases, avoid fallacies, and objectively challenge assumptions when faced with new or existing ideas. These skills are vital for leading in the uncertain and rapidly-changing environment where conventional solutions may be obsolete, but the Army's track record in this area presents a discouraging pattern.<sup>15</sup> Past studies presented to the House Armed Services Committee have uncovered significant officer deficiencies in critical thinking due to lapses in officer development.<sup>16</sup> Being able to apply objective and reasoned thinking requires constant practice, which expands beyond its use in academic settings alone. Even when used in Army academic institutions, the faculty only delivers critical thinking concepts and knowledge to students

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<sup>14</sup> Anne Helsdingen, "The Effects of Practice Schedule and Critical Thinking Prompts on Learning and Transfer of a Complex Judgment Task," *Journal of Educational Psychology* (103, no. 2, May 2011), 383-398.

<sup>15</sup> Mark A. Milley and Erik K. Fanning, *2016 Association of the United States Army Press Conference* (Defense Video Imagery Distribution System: October 3, 2016), video file, <https://www.dvidshub.net/video/485763/ausa-press>.

<sup>16</sup> U.S. House of Representatives, Committee on Armed Services Subcommittee on Oversight & Investigations, *Another Crossroads? Professional Military Education Two Decades After the Goldwater-Nichols Act and the Skelton Panel* (Washington, DC, April 2010), 111<sup>th</sup> Cong., 2<sup>nd</sup> sess., xii.

versus instilling in them how to apply it.<sup>17</sup> If successful and routine immersion of this practice into an officer's career is paramount, then the operating environment and culture need to allow reasonable skepticism to flourish; however, overt skepticism in any military setting clashes with conventional and traditional behavior.

Not unlike the other services, the US Army thrives on standardization and conformity, both as official and cultural customs, to reinforce disciplined behavior.<sup>18</sup> These norms invariably conflict with the freedom to objectively assess an idea or situation, particularly if the idea is a standard practice. In organizations like the Army, a fine line exists between being skeptical in the name of critical thinking and nonconforming to embedded values such as duty and loyalty. Since pressures to conform in a group are substantial, failure to do so can result in being perceived as insubordinate or undisciplined, or even being sanctioned or expelled.<sup>19</sup> Likewise, military organizations pride themselves on having a steadfast belief in traditions. Some traditions akin to rowdy military balls, host calling cards, and unit slogans represent superficial and benign experiences. More operative traditions tend to originate from collective experiences relating to the creation and sustainment of an effective fighting organization that wins wars.<sup>20</sup> These types of practices contribute to what makes organizations like the Army cohesive so an officer showing skepticism towards them through critical thinking methods risks professional isolation and even survival in combat

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<sup>17</sup> U.S. Department of the Army, "The U.S. Army Learning Concept for 2015," *Training and Doctrine Command Pamphlet 525-8-2* (Fort Monroe, VA: Training and Doctrine Command, January 20, 2011), 7.

<sup>18</sup> Paul Yingling, "A Failure in Generalship," *Armed Forces Journal Online* (27, 2007), <http://armedforcesjournal.com/a-failure-in-generalship/>.

<sup>19</sup> Joe Kelly, *Organizational Behavior* (Homewood, IL: Richard D. Irwin Inc. and the Dorsey Press, 1969), 235.

<sup>20</sup> V. Mahalingam, "Role of Military Culture and Traditions in Building Ethics, Morals and Combat Effectiveness in Fighting Units," *Journal of Defence Studies* (7, no. 2, 2013), 97.

situations.<sup>21</sup> This phenomenon could render officers incapable of divorcing themselves of those norms even when overwhelming evidence exposes a contrary viewpoint. As a current consideration, one only needs to look at the Army's continued use of an obsolete physical fitness test established in 1985, even though significant advances in physical training have emerged as better assessments of physical readiness.<sup>22</sup> In the end, the culture of conventionality and tradition outweighs the urge to truly examine ideas, leading to a significant deficiency in the cognitive methods prized later in a senior leader's career.

Complementing conformity and tradition within Army culture, as well as military culture writ large, is the dependence on doctrine and regulations. As of the publication of this paper, the Army Publication Directorate website displays 537 Army Regulations and 16 Army Doctrine Publications in inventory, and that excludes hundreds of volumes of joint doctrine, local regulations, various degrees of standard operating procedures, and multi-echelon policy letters that lay the operating framework for service members.<sup>23</sup> Providing top-down directives for nearly every aspect of military life breeds outsourced thinking and makes it improbable that officers will spend time objectively questioning why or how something is done. Even if doctrinal leeway existed, most officers possess an innate aversion to the intellectual exploration that enables the critical thinking process. Army officers, in particular, tend to exhibit low levels of openness and high

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<sup>21</sup> Robert Rielly, "The Darker Side of the Force: The Negative Influence of Cohesion," *Military Review* (March-April 2001), 59.

<sup>22</sup> Whitfield B. East, *A Historical Review and Analysis of Army Physical Readiness Training and Assessment* (Fort Leavenworth, KS: Combat Studies Institute Press, U.S. Army Combined Arms Center, March 2013), 202-203.

<sup>23</sup> *Army Publishing Directorate Army Regulation Page*, <http://www.apd.army.mil/ProductMaps/PubForm/AR.aspx>.

levels of decisiveness, which benefit leaders at the tactical level but ultimately cripples those that reach the strategic level.<sup>24</sup> In effect, the gross overkill of prescriptive thinking is both borne from and satisfies the pervasive personality type of the officer population while also reinforcing a rigid and convinced mindset that is antithetical to challenging ideas. Even though the highlighted cultural artifacts play a large role in an officer's development, misguided talent management procedures lend further evidence of an inefficient leader development system.

### Officer Management Practices at Play

It is safe to assert that several officer management practices present a different, but no-less-serious obstacle to the development of our strategic leaders. Assessments in 2014 found that only “46 percent of Active Component leaders rated the Army effective at supporting the development of individuals through personnel management practices such as evaluations, promotions, and assignment selection.”<sup>25</sup> Anyone looking at officer management influences must begin with the most significant document in a career's paper trail and centerpiece to officer promotions and selections, the Officer Evaluation Report (OER). Unlike enlisted leaders, officers never personally appear in front of promotion boards and selection panels. Boards and panels in charge of selecting officers for ranks and commands only conduct file reviews.<sup>26</sup> By far, the most important document in the file that determines the fate of the officer is the OER because board members spend the most time reviewing it and it gives them insight into the

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<sup>24</sup> Stephen J. Gerras and Leonard Wong, *Changing Minds in the Army: Why It is So Difficult and What to Do about It* (Carlisle Barracks, PA: Strategic Studies Institute, October 2013), 9.

<sup>25</sup> Fallesen and Gunther, “2014 Center for Army Leadership Annual Survey,” 90.

<sup>26</sup> U.S. Department of the Army, “*Officer Promotions*,” *Army Regulation 600-8-29* (Washington DC: U.S. Department of the Army, February 25, 2005), 15.

leader's level of performance and potential compared to other officers.<sup>27</sup> The tyranny of the OER in determining the success of an officer should not be underestimated, so evident flaws within its structure and use have critical consequences for the quality of leader that emerges.

Structural flaws in evaluations discourage supervisors and senior raters from citing potential strategic leadership qualities that go beyond the number of tactical tasks accomplished. This defect, in turn, encourages officers to focus on tasks they accomplish and ignore the strategic leader attribute of being reflective about themselves and their experiences.<sup>28</sup> The danger of reinforcing accomplishments in this manner contributes to the development of an unwanted fixed mindset versus the more adaptable growth mindset. Someone with a fixed mindset believes their "abilities are predetermined and largely unchangeable," while a growth mindset is "the belief that one can cultivate and improve upon their abilities through practice and effort."<sup>29</sup> Constantly being recognized only for what one accomplishes causes the individual to develop a fear of failure and potentially avoid challenges. Conversely, being recognized for one's effort alleviates the fear of failure and promotes resiliency in the face of difficult situations, like those that resoundingly persist at the strategic level.<sup>30</sup> Fixed mindsets encouraged through OER practices can cripple officers once they become strategic leaders because problems at that level are fluid and virtually unsolvable. Our leaders

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<sup>27</sup> Human Resources Command, "Reviewing Board Information" (December 27, 2016), linked from the *United States Army Human Resources Command Home Page* at the "Adjutant General Directorate," <https://www.hrc.army.mil/content/REVIEWING%20BOARD%20INFORMATION>.

<sup>28</sup> Gerras, *Strategic Leadership Primer*, 29.

<sup>29</sup> Carol S. Dweck, *Mindset: The New Psychology of Success* (New York: Random House Digital, 2008), 10.

<sup>30</sup> *Ibid.*, 21.

must mentally evolve throughout their careers to focus on getting processes right versus seeking a clear win, but evaluations reinforce the performance outcome instead.

Alongside ill-constructed OERs rests poor utilization of broadening assignments as developmental opportunities for officers. Broadening assignments expand an officer's experience and introduce new ways of thinking to ensure the development of multifunctional skills. This technique works and many private companies achieve impressive results by using similar initiatives to elevate the thinking capacity of their leaders. Executives at General Electric participate in programs that immerse them in underdeveloped countries with the purpose of exposing them to unique experiences in order to "promote reflection and self-awareness" as a developmental tool.<sup>31</sup> As a result, broadening offsets parochialism and a myopic mindset for those bound to lead in unpredictable environments by opening their mental approach to addressing challenges. Unfortunately, trends for mind-opening broadening opportunities have been decreasing for many Army generals since the beginning of the conflicts in Iraq and Afghanistan.<sup>32</sup> The most obvious conclusion for this shortfall is simply that assignments supporting ongoing operations in the two major conflicts took priority. As presented earlier, operational assignments also dominate the landscape over broadening assignments for cultural reasons as witnessed through official administrative directives. Manning guidance issued after the announcement of troop withdrawals in Iraq and Afghanistan still prioritize operational manning and only mention broadening

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<sup>31</sup> Barno, *Building Better Generals*, 16.

<sup>32</sup> *Ibid.*, 7.



opportunities for officers as an objective vice a directed manning requirement.<sup>33</sup> The tone of these official documents sends a clear signal that broadening assignments are secondary options and give troubling insight to an institutional aversion to prioritizing these mentally enriching assignments.

Even though human resource managers stand alone as the primary executors of officer assignments such as broadening and joint opportunities, mentors have a significant role in managing an officer's career. Officers will use mentors to seek guidance and wisdom for career assignment paths that will eventually land them in the highest, strategic-level positions. This level of responsibility gives mentors a great amount of influence over the proper development of an officer. Yet, not all officers subscribe to the idea of having a mentor to assist them in their development or career management. Army-specific surveys conducted in 2014 determined that only 57 percent of company grade officers and 56 percent field grade officers reported actually having a mentor.<sup>34</sup> Unlike supervisors who have direct responsibility for coaching their subordinate officer, an officer protégé voluntarily seeks out and chooses a mentor based on trust and experience level. Therefore, this large minority of non-mentored officers maneuver through their career alone or with help solely from rotating supervisors and assignment managers. As a result, unilateral management techniques and inexperience cause officers to miss developmental opportunities or veer off track over a long career, while jeopardizing their full potential to serve strategic positions.

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<sup>33</sup> U.S. Department of the Army, "HQDA EXORD 10-13 ISO the HQDA FY13-15 Active Component Manning Guidance," *All Army Activities (ALARACT) Message 293-2012* (Washington DC: U.S. Department of the Army, October 18, 2012), 2.

<sup>34</sup> Fallesen and Gunther, "2014 Center for Army Leadership Annual Survey," 83.

Those officers that do participate in the mentorship process face different challenges to their development. In general, mentors offer many more years of seniority and experience which greatly benefit junior officers. The vast difference in experience should be the most advantageous part in the relationship.<sup>35</sup> However, a mentor's guiding compass entails experiences that assisted in their path to success years before, but may not be the most contemporary path for an officer today. Mentors can unwittingly perpetuate poor choices of assignments because those types of assignments fit an outdated career model. In particular, successful commanders fall victim to this phenomenon. Historically, mentors have counseled the most successful commanders to seek more difficult positions in large, operational commands and headquarters as optimal preparation for future promotion and command, simply because that path worked for them.<sup>36</sup> In addition, senior officers have a tendency to tether junior officers to them at new assignments because these subordinates have proven loyal, competent, and trustworthy in the past. This technique potentially benefits the senior officer and the units they serve, but it can severely obstruct the junior officer from new experiences and ways of thinking that are beneficial to their development portfolio.<sup>37</sup> Senior officers acting as mentors will insist on pulling their highest-potential subordinates with them to jobs and assignments that may not be the best fit for the career path of the aspiring officer. In the end, mentors and, more broadly, officer management practices have

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<sup>35</sup> Anna B. Guest, "A Coach, A Mentor...A What?" *Success Now* (no. 13, July/August/September, 1999), 1.

<sup>36</sup> Charles D. Allen, "Redress of Professional Military Education: The Clarion Call," *Joint Force Quarterly* (no. 59, 4<sup>th</sup> Quarter 2010), 97.

<sup>37</sup> Yingling, "A Failure in Generalship."

drastic effects on where an officer gains experience and how well that experience associates them with strategic competencies.

### A Flawed Professional Military Education System (PME)

Just as officers rely on the officer management system to provide them with the best duty positions for development, they also rely on PME programs to prepare them for future challenges. According to Eliot Cohen during Congressional testimony, “These educational programs have been optimal for shaping tacticians and well-rounded military officers, but delinquent in generating the deep thinkers that sustain the military profession in the long run.”<sup>38</sup> His apt assertion violates the two-pronged purpose of PME: train for certainty in order to master one’s skills; and educate for uncertainty in order to attain critical thinking skills that assist in unanticipated and unpredictable situations.<sup>39</sup> Professional Military Education is paramount to an officer’s development, but its effectiveness rating over the past decade has been dismal. Only 62 percent of Army company and field grade officers surveyed feel that the institutional domain has been effective in their development or helpful in improving their leadership capabilities.<sup>40</sup> Such low confidence relates to significant flaws enmeshed within a PME system that adversely affects the intellectual progress of our future strategic leaders.

To begin, the PME environment lacks the intellectual diversity needed to challenge students that are being primed for strategic responsibility. Military organizations create an environment that inhibits divergence, which naturally extends

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<sup>38</sup> Eliot Cohen, *Global Challenges, U.S. National Security Strategy, and Defense Organization: Statement of Professor, Robert E. Osgood Profession of Strategic Studies before the Senate Committee on Armed Services* (October 22, 2015), 114<sup>th</sup> Cong., 1<sup>st</sup> sess., 152.

<sup>39</sup> Thomas E. Ricks, *The Generals: American Military Command from World War II to Today* (New York: Penguin, 2012), 346.

<sup>40</sup> Fallesen and Gunther, “2014 Center for Army Leadership Annual Survey,” 73.

into professional academic institutions. Conformity and similarity engross every officer consistently throughout their military career. Because of uniform standards, everyone dresses alike. Due to tract housing, officers reside in nearly identical government quarters. Most military communities, often geographically isolated, lack cultural variety compared to civilian neighborhoods. With the implementation of values systems, everyone adheres to a shared set of beliefs. Assignments often reunite the same work colleagues because of redundant location options. Even though a leader will move potentially dozens of times in a career, the units they serve resemble one another in almost every way due to intentional standardization. With such resounding similarity in the information, alternatives, and payoffs presented in everyday life, officers begin synchronizing behavior in all aspects of lifestyle, to include patterns of thought.<sup>41</sup>

Having such an identical lifestyle and environment is not necessarily a bad thing for operational and family readiness, but it drastically undermines intellectual diversity in a PME setting. Like-minded students who come from the same professional background or defense establishment predominantly make up seminar composition at PME schools. The current structure keeps officers intellectually isolated and unable to escape military paradigms or enhance their critical and creative thinking ability by interacting with people who truly think differently.<sup>42</sup> Even though the schools attempt to diversify the seminars by integrating government civilians and military officers from different services, the composition lacks the necessary peer ratios that would otherwise expose students

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<sup>41</sup> Sushil Bikhchandani, David Hirshleifer, and Ivo Welch, "Learning from the Behavior of Others: Conformity, Fads, and Informational Cascades," *The Journal of Economic Perspectives* (12, no. 3, 1998), 2.

<sup>42</sup> Steven Metz, "Strategic Horizons: U.S. Profession Military Education on the Chopping Block," *World Politics Review Online* (April 17, 2013), <http://www.worldpoliticsreview.com/articles/12879/strategic-horizons-u-s-professional-military-education-on-the-chopping-block>.

to adequate whole-of-government perspectives.<sup>43</sup> Professional Military Education becomes a meeting place for generally likeminded individuals to reinforce comfortable biases and, therefore, serves as a mechanism for institutional groupthink. Student intellectual diversity is negligible in a purely military education program compared to a university that consists of students from various backgrounds, values, political persuasions, and education, and who have alternative experiences and viewpoints.<sup>44</sup>

Educational expertise and tenures of PME military instructors also have a hand in perpetuating the gap of intellectual diversity among students. The selection process for instructors lacks sufficient discernment and relies mostly on the normal personnel management system rather than a process that identifies proper subject matter expertise for the instructor position in mind.<sup>45</sup> Without the considerate and thorough selection of military instructors, unmotivated personnel viewing these positions as detrimental to promotion or even incapable personnel can make their way into the PME system, virtually eliminating the impetus for challenging student thinking. Conversely, high-quality military instructors that challenge their students to broaden their mental capacity have limited time as PME instructors because their service requires them to move in accordance with normal permanent change of station timespans.<sup>46</sup> Acquiring unqualified instructors coupled with frequent losses of qualified instructors presents a

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<sup>43</sup> James Stavridis and Harlan Ullman, "Needed: A Revolution in Military Education," *Defense News Online* (December 15, 2015), <http://www.defensenews.com/story/defense/commentary/2015/12/15/commentary-needed-revolution-us-military-education/77053404/>.

<sup>44</sup> David Barno and Nora Bensahel, "Six Ways to Fix the Army's Culture," *War on the Rocks*, (September 6, 2016), blog entry <https://warontherocks.com/2016/09/six-ways-to-fix-the-armys-culture/>.

<sup>45</sup> U.S. Department of the Army, "The U.S. Army Learning Concept for 2015," 7.

<sup>46</sup> George E. Reed, "The Pen and the Sword: Faculty Management Challenges in the Mixed Cultural Environment of a War College," *Joint Force Quarterly* 72 (1<sup>st</sup> Quarter 2014), 16.

major challenge with faculty management and contributes to the lessening of intellectual diversity among PME students.

In addition to lacking intellectual diversity, PME courses lack depth and applicability in the curricula at each level. To be clear, the curricula at the PME schools generally have pertinent topics and concepts that enhance leaders' knowledge; however, a shortfall exists in how quickly evolving concepts get implemented into the program. For instance, "other than some adjustments to accommodate counterinsurgency doctrine, the PME provided by military institutions in the past decade has largely remained constant in spite of rapid changes and evolving threats in the world."<sup>47</sup> To exacerbate this problem, most of the students attending PME courses since 9/11 have wide-ranging deployment experience and real world application of the topics covered. Course content is often inferior to the level of a student's practical experience and does little to prepare them for immediate follow-on assignments and future strategic assignments.<sup>48</sup> Likewise, the academic programs that officers experience in PME can be characterized as survey-level curriculum, which offers limited exposure to professional topics and prevents a level of mastery needed for proper development of lifetime practitioners.<sup>49</sup> Even if the depth of the courses and diversity of students met higher standards, the efficacy of PME schools, particularly for the Army, presents a different test.

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<sup>47</sup> Barno, *Building Better Generals*, 7; U.S. House of Representatives, *Another Crossroads? Professional Military Education*, 72.

<sup>48</sup> U.S. Department of the Army, "The U.S. Army Learning Concept for 2015," 7.

<sup>49</sup> Kevin P. Kelley and Joan Johnson-Freese, "Rethinking Professional Military Education," *Foreign Policy Research Institute: E-Notes*, (October 25, 2013), <http://www.fpri.org/article/2013/10/rethinking-professional-military-education/>.

Like all academic institutions, military PME programs must have legitimate oversight, certification, and accountability in order to maintain competitive efficacy of student education. As an example, the Army historically fails to measure up to its civilian academic counterparts by having less than a quarter of its PME programs accredited by authorized organizations under the Department of Education.<sup>50</sup> This inequity causes future strategic leaders to migrate through a more recognizably substandard academic pipeline than their civilian counterparts destined for the same strategic field. As an extenuating effort, the Army created The Army University to better integrate all PME schools under one governing body, provide synchronization of progressive learning objectives throughout an officer's career, and establish regional accreditation standards for Army education programs.<sup>51</sup> Although a significant step forward, The Army University has yet to yield the regional accreditation it desires for many of its tenant programs, leaving them devoid of the comparable oversight measures seen at other universities.

The final evidence underscoring the inefficiency of the officer PME system, in relation to the Army, rests with underwhelming general officer continuing education. By definition, all ranks of flag officer fall under the category of strategic leader, making them the end product for the various leader development models. However, officers encounter a steep drop-off of PME once they pin on stars. As a simple measure, Army officers complete 32 combined months of mandated PME as tactical leaders in their first 20 years followed by roughly 8 combined months as strategic leaders in the next 10-20

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<sup>50</sup> Robert B. Brown, "The Army University: Educating Leaders to Win in a Complex World," *Military Review* (July-August 2015), 21.

<sup>51</sup> David Perkins, *Strategic Business Plan for the Army University* (Fort Eustis, VA: US Training and Doctrine Command), 18, [http://armyu.army.mil/sites/default/files/documents/20150331\\_SIGNED\\_FINAL\\_Strategic\\_Business\\_Plan\\_for\\_the\\_%20Army\\_University\(Unrestricted\).pdf](http://armyu.army.mil/sites/default/files/documents/20150331_SIGNED_FINAL_Strategic_Business_Plan_for_the_%20Army_University(Unrestricted).pdf).

years.<sup>52</sup> There are even plans of dropping the 8-month requirement further to just 6 weeks in total due to course restructuring.<sup>53</sup> Also, courses that general officers attend only familiarize them with practical strategic concepts rather than immerse them into analysis of the kinds of complex situations they will face. The Army simply stops educating its officers effectively once they reach the strategic rank of general, when those officers need it the most. According to a previous Army War College report, “Other professions such as physicians, lawyers, and professional engineers have requirements for continuing education, but the Army has very little beyond orientation courses” for its most senior leaders like general officers.<sup>54</sup> General officers can count on their attendance at one of the Senior Service Colleges being the last, extensive experience within a PME program littered with flaws.

#### A Way Ahead

Applying comprehensive modifications to the leader development systems of the Army and its sister services would increase the effectiveness of military officers throughout their careers and, more importantly, once they reach the highest levels of leadership. The most crucial recommendation is that current senior ranking officials acknowledge that high potential officers have been shortchanged by a flawed development system. Recognizing the problem would provide the right energy for integrated solutions to flourish. Structurally for the Army, Human Resources Command and Senior Leader Division should merge efforts with The Army University in a

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<sup>52</sup> U.S. Department of the Army, “Commissioned Officer Professional Development and Career Management,” *Department of the Army Pamphlet 600-3* (Washington, DC: U.S. Department of the Army, December 3, 2014), 17.

<sup>53</sup> Center for Strategic Leadership, *Army Senior Leader Development Courses: Programs Information Briefing*, (Carlisle Barracks, PA, U.S. Army War College, October 18, 2016), briefing slides.

<sup>54</sup> U.S. Army War College, *Review of Education, Training, and Assignments*, 5-6.



leadership “Center of Excellence” framework. Officer management and leader development are inextricably linked and continuing to compartmentalize them defeats the objective of producing our best leaders. The remaining recommendations involve measures to help balance and improve the systematic portions of leader development over the course of an officer’s career.

Successful completion of a broadening assignment and earning a Master’s Degree should be required to compete for battalion-level command. Additionally, the Army and applicable services should structure officer self-development to ensure officers not only expend effort in this critical domain, but that the focus is comprehensive and preparatory for gaining the right future skills. These adjustments would assist in the much-needed change in operational culture. Officer management adjustments should begin with restructuring evaluations to account for more intangible strategic skills such as how much prudent risk the officer takes, interpersonal skills they display, and examples of critical thinking and self-awareness improvement. At the same time, promotion boards should be directed to equally consider these strategic traits along with senior rater remarks about potential. The Army specifically needs to incorporate academic competency measures into the promotion and selection process. Integrating Academic Evaluation Reports and graduate-level grades more vigorously in the process or conducting pre-promotion board exams would serve as forcing functions for officers to break the operational chains and seek out academic opportunities instead.

PME requires major improvements to enhance the institutional development domain. For ILE and Senior Service Colleges, give the top quarter of students the option to participate in an apprenticeship program with civilian companies and

government agencies outside of the military during the electives period of school. A program like this allows immediate practice and exposure of lessons learned under strategically demanding settings. Last, increase the length of service and number of civilian and high-potential professors at ILE and the Senior Service Colleges so that student exposure to challenging and diverse thinking becomes paramount throughout their academic experience. Finally, Army and the joint services should consider better continuing education for flag officers. The Army Strategic Education Program is a good first step in the Army's case, but the piloted program greatly curtails general officers' education. Expand the program to at least 6 months for each flag officer rank, forcing them to inflate their knowledge of the environment to come. This approach would supersede the current education model and allow for more in-depth study in preparation for the demands they will soon face. Similarly, including mandatory fellowships for all newly-promoted one-star flag officers would jump start their mental transitions and could be the final gateway in breaking from deep-rooted tactical tendencies.

### Conclusion

United States Army generals and senior military leaders do not reach the highest potential possible over the course of their career. Do not misunderstand; flag officers today reflect some of the most adaptive, dedicated, and experienced tactical leaders that our nation has ever produced. However, their development as strategic leaders is the product of a system wrought with flaws in military education, inefficient officer management practices, and cultural barriers. Today's senior leaders have to be more dynamic than their predecessors from the past century, but the leader development system fails to prepare them for an unimaginable strategic environment that has increased in complexity, ambiguity, and speed in just a few decades. As a result, the

development system forces officers to focus on achieving the most senior rank versus the highest competency needed by the senior rank. Applying Steven Covey's message from the start of this paper, senior officers have as much desire to climb the ladder of success as ever before; however, the Army and its contemporary services have yet to reinforce the ladder they climb and ensure it is, in fact, leaning against the wall of strategic competence. The stakes are just too high for the next generation of officers and the national security institution as a whole to not overcome these blatant gaps.



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