

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button at the bottom of this document.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarize yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

ISSA 6314 – Strategic Thought and Leadership

Course Description/Overview

This course offers students an opportunity to explore how strategic leaders at the executive level of organizations think and influence actions. Students study leadership, ethics, decision-making, and strategy. The course emphasizes the relationship between intelligence and strategic decisions. Historical case studies highlight commonalities and habits of mind that form the nexus between strategic thought and leadership. Students will appreciate that a major aspect of thinking strategically and influencing others toward effective outcomes is well-analyzed intelligence appropriately tailored for the needs of policy makers.

Strategic thought and leadership literature was once the purview of government policy makers and the military. As such, much material exists on grand strategy, operational strategy, and battlefield strategy or tactics. The same paradigm exists for decision-making, intelligence, and leading men and women. However, strategic thought and leadership concepts have proliferated into areas such as politics, economics, intelligence, law enforcement, and homeland defense. Moreover, strategic thought and leadership, with a keen focus on competitive advantage, is now robust in business literature. It is indeed an interdisciplinary subject.

Unfortunately, this interdisciplinary subject tends to “stovepipe” within professions and activities. For example, military leaders may study Carl Von Clausewitz while business leaders embrace Michael E. Porter. In so doing, we will explore similar strategic concepts in both camps but the dialog may remain isolated to camp constituents.

This course, while focused on international security intelligence, incorporates material from other disciplines to include the business community. Students in any Master's program with a leadership-related component are welcome, with their Department Chair's permission, to take this course.

Finally, this course is designed to be highly interactive, based on your experiences and your well-thought-out positions and opinions, and give you an opportunity to showcase your informed opinions. Different perspectives from professionals pursuing graduate-level programs should generate debate and mutual learning.

Click this link for a [printable version of the syllabus](#).

Course Objectives/Learning Outcomes

Objectives: As a result of completing this course, the student will be able to:

1. Understand key elements amid the concept of strategy
2. Understand the role of ethics, analysis amid intelligence, and decision-making within the concept of strategic thought.
3. Understand key elements amid the concept of leadership.
4. Analyze the nexus between strategic thought and leadership.
5. Apply key elements of leadership, ethics, analysis amid intelligence, decision-making, and strategy to selected case studies.
6. Appreciate the impact of analysis amid intelligence on policy decisions.

Required Texts and Materials:

There is no textbook for this course. Readings and videos are provided online. Occasionally, but rarely, a non-ASU entity owning an assigned reading will require a subscription to their journal. Sometimes access to the document will require a nominal purchase. Please contact the professor immediately if you discover an article that requires any payment. Some materials/readings are available on Amazon. If a reading is inaccessible after searching on the ASU library web site and on Google, please inform the instructor. We are at the mercy of organizations that own external materials.

Grading Policies

Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

A Note on Grades: ISSA 6381 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together, to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade.

Assignment	Percent of Grade	Due	Notes
Engaged participation (Discussion)	30%	Weekly with three exceptions (see notes)	<p>Primary robust postings are due no later than 11:59 p.m. Central Time on Thursday. Responses are due no later than 11:59 p.m. Central Time on Sunday.</p> <p>There are no discussion questions for weeks with the mid-term (week five), scholarly critique (week seven), and final essay-exam (week eight).</p>
Midterm Individual presentations	40%	Sunday at the end of week five.	<p>The mid-term assignment consists of a PowerPoint presentation (10 - 15 slides). It must be submitted no later than 11:59 p.m. Central Time on Sunday of week five. Early submissions are appreciated.</p> <p>Complete instructions and guidance on bibliographic and citation guidelines should adhere to the Chicago Manual of Style 17th Edition.</p>
Final Essay-Exam	30%	Wednesday at the end of week eight	<p>The topic for the final essay-exam will be posted on Monday of week six. The final essay-exam must be submitted no later than 11:59 p.m. Central Time on Wednesday of week eight. Early submissions are appreciated.</p> <p>Complete instructions and guidance on bibliographic and citation guidelines should adhere to the Chicago Manual of Style 17th Edition.</p>

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = 59 % and below.

Course Organization:

This course is organized in three parts.

- Part I: Strategy through Thought and Leadership
- Part II: Case Studies:
- Part III: Comparative Look and Analysis

Part I: Strategy through Thought and Leadership

Lesson 1: Strategy

The idea of "strategy" dates back to ancient Greece. It has evolved into areas such as politics, economics, intelligence, law enforcement, and homeland defense. Moreover strategy, with a keen focus on competitive advantage, is now robust in business literature. This lesson binds the loose and sometimes misapplied term into a workable concept that reflects a senior or executive level of activity. Examples include strategic planning, strategic movement, and strategic ramifications. This lesson prepares students for a dialog on strategic thought.

Required Readings:

1. Patrick C., Rabun, "Some tactical mistakes have theater-strategic consequences" Naval War College Joint Military Operations Paper, 2007. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA476604&Location=U2&doc=GetTRDoc.pdf>
2. Introduction to Clausewitz. Colonel (ret) Jim Helis, Ph.D., U.S. Army War College, 8 September 2010, Video Lecture (30:32)
3. Joseph M. Guerra, "An introduction to Clausewitzian Strategic Theory: General Theory, Strategy, and their Relevance for Today." *Infinity Journal*, Volume 2, Issue No. 3, summer 2012, Pp 30-34.
https://www.infinityjournal.com/article/65/An_Introduction_to_Clausewitzian_Strategic_Theory_General_Theory_Strategy_and_their_Relevance_for_Today/
4. Robert L. Cantrell. "Understanding Sun Tzu on the Art of War."
<http://www.artofwarsuntzu.com/LionelGilesTranslation.htm>
5. Porter, Michael E., "The Five Competitive Forces that Shape Strategy." Harvard Business Review, January 2008, pages 25-40 via [ASU library Link](#)
6. Video by Michael Bergdahl: Lessons Learned (5:08)
<http://www.youtube.com/watch?v=DCu3zngViJU>

Lesson 2: Strategic Thought

The concept of “thought” and the associated verb “thinking” date back to the most primitive of times. In this lesson, the words “thought” and “thinking” are matched to the premodifier “strategic.” “Strategic thought” and “strategic thinking” are thus derived terms that reflect thinking events conducted at an upper or executive level. This lesson purports that conscientious strategic thinkers observe and orient before they decide on a course of action. Accountability follows and is affected by ethical and moral choices.

Required Readings:

1. Hillel J. Einhorn and Robin M. Hogarth, “Decision Making: Going Forward in Reverse.” Harvard Business Review, Jan-Feb 1987, pg 66-70 (No. 87107) via [ASU library Link](#)
2. S. Trevis Certo, Brian L. Connelly, Laszlo Tihanyi, [Managers and their not-so rational decisions](#), Business Horizons, Volume 51, Issue 2, March–April 2008, Pages 113-119
3. Australian Broadcasting Group, 4-Corners Video (2000): "The Other Lockerbie." Shooting down of Iran Air 655 - USS Vincennes incident. The first link is the source of the report. Links two-through-three capture the vide via YouTube (3 parts).
 1. <https://www.usni.org/magazines/proceedings/1993-08/vincennes-case-study>
 2. <http://www.youtube.com/watch?v=hmRhoJH954w>
 3. <http://www.youtube.com/watch?v=50sYFs6p7lk>
 4. <http://www.youtube.com/watch?v=rGU5FNtpBzM>
4. Jim Underwood, “*Competitive Intelligence*”Oxford, United Kingdom: John Wiley and Sons, Inc. 2002.
<https://easydb.angelo.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=66808&site=eds-live>
5. *Gen. Hal M. Hornburg, commander, Air Education and Training Command Everyone Needs Core Values, Mentors, Address to Virginia Military Institute Corps of Cadets, Lexington, Va., Nov. 16, 2000*
6. *Martin L. Cook. Professor of Ethics, U.S. Army War College. “Moral Reasoning as a Strategic Leader Competency.”*

Lesson 3: Strategic Thought and Leadership

Leadership and management are sometimes put forward as overlapping skills and as consisting of the same, or very similar, elements. In actuality, the two are very different, and the academic and professional discipline of leadership has its own body of literature. The theories and models are codified, quantitatively measurable, and capable of predicting, explaining, and understanding. As such, this lesson explores the application of recognized and measurable leadership styles as expressed by leaders who think strategically. This lesson also introduces the LEADS (Leadership, Ethics, Analysis, Decision-Making, and Strategy) model that will be used throughout the remainder of the course. Analysis in the midst of intelligence, as represented by the "A" in the LEADS model, especially underpins every one of the other elements to a significant degree. This variable, as will be confirmed in the case studies, often determines both individual and collective levels of effectiveness. This lesson highlights that shoddily analyzed intelligence has no place in the practice of strategic thought and leadership.

Required Readings:

1. Gary L. Boomer, "Leadership, management, and administration: What's the difference?" *Accounting Today*, Sep 2012. P. 34. You may have to register for a free subscription: http://www.accountingtoday.com/ato_issues/26_9/Boomer-blueprint-leadership-management-administration-63784-1.html
2. John Blumentritt, "President George H. W. Bush and General Merrill A. McPeak: an investigation of the differences between two national security leaders, vis-a-vis leadership styles, as expressed during the genesis of the unipolar moment." Doctoral Dissertation, 2009. Read pages 27-39. <https://angelo.blackboard.com/bbcswebdav/institution/LFA/CSS/Course%20Material/ISSA6314/Readings/Published%20Dissertation.pdf>
3. General Stephen R. Lorenz, "Lorenz on Leadership: Accountability in Public Life." Air Education and Training Command News Story. <http://www.aetc.af.mil/news/story.asp?id=123327873>
4. John W. Blumentritt, "Let the Master Answer" *Torch Magazine*, Nov/Dec 2009, page 1: <http://www.torch.aetc.af.mil/news/story.asp?id=123186232>
5. "Hobson's Choice: Responsibility and Accountability," Editorial, *Wall Street Journal* (1952) Reprinted in AU-24, page 59
6. Orit Gadiesh and James L. Gilbert, "Transforming Corner-Office Strategy into Frontline Action. *Harvard Business Review*, May 2001, pages 112-119 Via [ASU Library Link](#):
7. Video Speech: Gen Stanley McChrystal: Listen, Learn ... then lead. TED: Ideas worth spreading http://www.ted.com/talks/stanley_mcchrystal.html

Part II: Case Studies:

Lesson 4: Gettysburg Campaign -- American Civil War

This is the first of three case studies regarding the practice of strategic thought and leadership. This case study provides examples of strategic leadership that resulted in multiple tactical events, which in turn drove unexpected strategic ramifications. It will be important in this lesson to consider how leadership, ethics, decision-making, and strategy contributed to success and failure. The impact of intelligence, both positive and negative, contributed greatly to the outcome of the Gettysburg Campaign.

Required Readings

1. Review previous readings from lessons one, two, and three as required
2. 360 degree Video Presentation, U.S. Army War College <http://www.csl.army.mil/Gettysburg360/Gettysburg%20360%20Version%201.0.html>
3. Leonard J. Fullenkamp, "An Overview of the Gettysburg Campaign" *Gettysburg: A Study in Command with Selected Correspondence* U.S. Army War College Strategic Leader Staff Ride AY13. Published by U.S. Army War College. Accessed July 19, 2013. <http://www.csl.army.mil/img/SLEPIimages/AY13%20Gettysburg%20SLSR%20Book.pdf>
4. Steve Knott, U.S. Army War College "Why J.E.B. Stewart ends up in Carlisle" Video Lecture <http://www.youtube.com/watch?v=lrXxz4iniR>

Optional Readings and Assignment

1. Read Book: Shaara, Michael, *The Killer Angels*, David McKay, 1974.
2. *Gettysburg*. Ronald F. Maxwell, Turner Pictures, 1993. Film.
3. Read Novel by Newt Gingrich and William R. Forstchen, *Gettysburg*, 2003. This is a fictional novel in which the outcome of the campaign is vastly different than what really occurred. Gingrich and Forstchen seize upon many of the variables discussed in this lesson, reflect an alternative and reasonable outcome to these events, and then carry those outcomes to a logical conclusion. This alternative history demonstrates how the campaign could have easily gone the other way.

Lesson 5: Algiers

This is the second of three case studies regarding the practice of strategic thought and leadership. This case study reflects a great deal of strategic volatility, uncertainty, confusion, ambiguity, and ethical dilemmas. It also provides examples of strategic direction that resulted in multiple tactical blunders and events. It will be important in this lesson to consider how unexpected tactical events drove second and third order effects in the areas of strategy and leadership.

Required Readings

1. Roger Trinquier's [Modern Warfare: A French View of Counterinsurgency](#)
2. [The Battle of Algiers](#) You Tube video

Lesson 6: Piracy in Somalia: Business creativity or criminality

This is the third of three case studies regarding the practice of strategic thought and leadership. This case study is arguably the most thorny and complex. Relatively honest fishermen, concerned with protecting assets, transformed into pirates. The study provides an example of villains who plan, organize, and execute a rascalion-based strategy. One may not like the criminal aspect of piracy. However, it is indeed a thought-out strategy in which ranking people direct accomplices in pursuit of financial gain. It will be important in this lesson to consider the clash between ethical leadership and financial desperation amid a unique culture and volatile political environment. Is this piracy a justified business practice, relative to the environment, or crimes orchestrated by non-state actors practicing as thugs? If the latter, consider the ethical implications of intelligence being leveraged for criminal activity.

Required Readings

1. Review previous LEAD-centric readings from lessons one-three as required.
2. Ashley Blumentritt. "Piracy" Unpublished essay. Texas A & M at Galveston. Fall 2012.
3. Murphy, Martin. 2012. *Piracy*. CIWAG case study series 2011-2012, ed. Andrea Dew and Marc Genest. Newport, RI: US Naval War College, Center on Irregular Warfare and Armed Groups.
<http://www.usnwc.edu/getattachment/d4963572-9979-4c08-8639-eb2bc4d104c8/Murphy-final-for-website.pdf>
4. Tharoor, Ishann. "How Somalia's Fishermen Became Pirates." Time Magazine: April 18, 2009. <http://www.time.com/time/world/article/0,8599,1892376,00.html>

5. Caldwell, Christopher. "No Surrender to Somali Pirate Thugs." Time Magazine: April 27, 2009. <http://www.time.com/time/magazine/article/0,9171,1891763,00.html>

Part III: Comparative Look and Analysis

Lesson 7: Universalities, Commonalities, and Habits of Thought and Mind

This lesson champions the idea that habits of mind, from a major American Civil War campaign, through defending the Republic of Texas in 1842, to Somalia's modern piracy network, are surprisingly similar. Thinking strategically and influencing others toward honorable pursuits requires ethical, well-informed, and decisive leadership. An absence of some or all of these three variables introduces volatility, uncertainty, confusion, and ambiguity. The action can then diminish into simple chance, coercion, and even villainy. Students will consider all ideas discussed, in the context of the Texas case study, as they critique Mid-Term PowerPoint presentations.

Required Readings

1. Paul J. H. Schoemaker, "6 Habits of True Strategic Thinkers.", Inc. , March 20, 2012.
2. James, B. (1985). Deterrence - a strategy that pays. *Business Horizons*, 28(6), 60. Via [ASU Library Link](#)
3. CIA: Intelligence in War: It Can Be Decisive - *Winning with Intelligence* https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol50no2/html_files/Intelligence_War_2.htm

Lesson 8: Final Essay-Exam

Topic will be posted in lesson six.

Communication

Office Hours and/or hours of outside-of class contact

By appointment. See the Instructor Information section for contact information.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services,

programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.