

**AUSTRALIAN DEFENCE COLLEGE**

**AUSTRALIAN COMMAND & STAFF COLLEGE**



**RAN STAFF ACQUAINT COURSE**

**STUDY GUIDE  
PHASE ONE**

**FOREWORD**

1. The Study Guide contains one page for each event of the course program. Details of each activity are summarised and supporting documentation is nominated where applicable.
2. A summary of Exercises conducted during the course is on page IV.
3. To facilitate note taking, the Study Guide should be brought to each activity.

## II

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**EXERCISES CONDUCTED DURING PHASE ONE**

<b>EXERCISE</b>	<b>DESCRIPTION</b>	<b>SUBMIT</b>	<b>ASSESSED</b>
FORETHOUGHT	Individual Writing. Introduction to Defence writing	Yes	No
AUSTREK	Syndicate Discussion. To solve a problem.		No
SOAPBOX (SHORT TALK 1, Information Briefs)	Individual Presentations. To provide practice in Speaking.		No
SOAPBOX (SHORT TALK 2)	Individual Presentations.		Yes
SOAPBOX (SPEECH NIGHT)	Individual Presentations.		Yes
RE-CONSTRUCTION	Individual Writing. To practise Defence writing.	Yes	No
TAR BLUE	Individual Writing. To practise writing a letter.	Yes	No
FORKLIFTS	Syndicate Exercise. Problem solving	No	No
TASK GROUP VISIT	Syndicate Exercise. To prepare a Defence paper	No	No
REQUEST	Individual Writing. To prepare written correspondence.	Yes	Yes
RIO	Individual Writing. To write a meeting brief.	Yes	Yes
QUILL	Individual Writing. To prepare a Defence paper.	Yes	Yes
GROUP THRUST 1, 2 and 3	Syndicate Discussions. To practice meeting procedures.		No
TOUCH	Individual Writing. To practise answering correspondence	Yes	Yes

## RANSAC 2009 STAFF AND PHASE 1 SYNDICATE LISTS

**Commandant:** Brigadier B. McManus  
**Director of Studies - Navy:** Captain Richard McMillan, RAN  
**Course Director:** Commander Andrew St. John-Brown, RANR

**RANSAC Directing Staff:** Commander Ted Wynberg, RANR  
 Commander Steve Rowley, RANR  
 Commander Paul Taylor, RFD, RANR  
 Commander Rod Harrod, RANR  
 Commander Daniel Gibbons, RANR  
 Lieutenant Commander Rob Bryson, RANR

**Course Planning Officers:** Lieutenant Commander Tana Oreb, RANR  
 Lieutenant Commander Heidi Rossendell, RANR

COURSE MEMBER NO	RANK	INITIAL	SURNAME	PQ
S1	LCDR	TC	BINNS	SU
S2	LCDR	LJ	COOK	INT
S3	LCDR	DJ	DELANEY	MO
S4	LCDR	RRB	DOKTER	NPC O
S5	CMDR	PR	DOWTON	WEEO
S6	LCDR	VP	FREDERICK	SU/INT
S7	LCDR	PH	HALL	EN AE
S8	CMDR	KW	HAYDEN	LE
S9	LCDR	CR	HILLAM	NS
S10	LCDR	CA	MCGUIRE	SMN C
S11	LCDR	MJD	MILLER	SMN MW
S12	APS6	GP	MOLLOY	TO
S13	LCDR	L	PRITCHARD	AVN O
S14	LCDR	GR	WAGHORN	PSYCH

### SYNDICATE ONE (TBA)

**Syndicate Director:** Commander Paul Taylor, RANR

COURSE MEMBER NUMBER	RANK	PREFERRED NAME	SURNAME	PQ	REMARKS
	CMDR				1
	LCDR				
	LCDR				
	LCDR				
	LCDR				
	LCDR				

**SYNDICATE TWO (TBA)****Syndicate Director:** Commander Rod Harrod, RANR

COURSE MEMBER NUMBER	RANK	PREFERRED NAME	SURNAME	PQ	REMARKS
	CMDR				1
	LCDR				
	LCDR				
	LCDR				
	LCDR				
	LCDR				
	LCDR				

## NOTE:

1. Syndicate Leader

### COURSE MEMBER DUTIES

Exercise	TASK GROUP	GROUP TRUST					
		One 08:00 – 09:00 Tue 14 Jul 09		Two 09:15 – 10:15 Tue 14 Jul 09		Three 10:30 – 11:30 Tue 14 Jul 09	
	Tue, Thu, Fri 07, 09, 10 Jul 09	Chair	Secretary	Chair	Secretary	Chair	Secretary
<b>Syndicate One</b>							
<b>Syndicate Two</b>							

	SPEECH DAY ONE	SPEECH DAY TWO
08:00 – 08:15 Wed 15 Jul 09	08:15 – 10:00 Wed 15 Jul 09	10:15 – 12:00 Wed 15 Jul 09
Preparation and loading of presentations on to system	14	4
	7	10
	13	3
	6	9
	12	2
	5	8
	11	1

## **COURSE MEMBER DUTIES**

### **SECURITY BRIEF**

#### **Introduction**

1. Physical security is an ongoing requirement of the Service, and each ship and establishment has specific requirements, as well as the general requirements that are common to all areas in Defence. One issue that is higher profile in the Australian Command and Staff College is computer security, especially security of the issued laptop computers.

#### **Aim**

2. The aim of this brief is to introduce Course Members to the security and occupational health and safety requirements for the Australian Command and Staff College.

#### **Conduct**

3. The College Security Officer will brief course members for about 15 minutes.

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#### **NOTES**

## COMPUTER ISSUE AND TUTORIAL

### Introduction

1. Course members need to be familiar with the College computer system, and the equipment they are issued if they are to be able to use that equipment to deliver quality submissions. At ACSC the course members are issued with laptop computers which connect directly to the College unclassified network for delivery of presentations, assignments, etc. These computers can be used at HMAS HARMAN and are internet-capable.

### Aim

2. The aim of this session is to equip Course Members to use the College computer system.

### Scope

3. During this activity staff will:

- a. Issue a laptop computer to each course member and give instruction about its operation.
- b. Identify the packages supplied at the College including Microsoft WORD (word processing), Microsoft EXCEL (spreadsheet), Microsoft PowerPoint (presentations), Internet and E-MAIL applications.
- c. Advise course members of the administration of the College unclassified computer network
- d. Advise course members about the use of network printers and other peripheral devices.
- e. Advise course members how to use the internet when away from the College

### Conduct

4. This activity will take one hour. The course will be split into groups by the IT staff and will attend the rooms as directed. There they will be briefed by the staff, will take their laptop and accessories on their charge, and will check its basic operation while the staff members are present, including connecting and disconnecting from the College Open Student Network (OSN), and connecting to printers and loading appropriate drivers.

5. The OSN is an UNCLASSIFIED environment with no access to the Defence RESTRICTED Network (DRN).

### Note:

6. Under no circumstances are Course Members permitted to load non-College software onto the college network or laptops.

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### NOTES

## **EXERCISE AUSTREK**

### **Introduction**

1. During the residential phases of RANSAC course members will be required to work as a syndicate team on many occasions. Teams work better together when the members have some idea of the thinking and frames of reference of the other members of the team. This can help members avoid unnecessary confrontation, or to prepare a means of approach should they want to advocate an action that they believe will not meet with the approval of others.
2. RANSAC course members generally have not worked together before and so this exercise is included as a means of providing the understanding to enable good teamwork.

### **Aim**

3. The aim of this exercise is provide Course Members with a syndicate exercise to help the syndicate members to identify the problem-solving methods and the ethical frameworks of the other members of the syndicate.

### **Objectives**

4. The objectives of the exercise are for Course Members to:
  - a. become better acquainted with fellow syndicate members,
  - b. overcome initial nervousness in speaking in a syndicate environment,
  - c. appreciate the variety of beliefs and values held by fellow syndicate members,
  - d. gain first impressions of how different syndicate personalities interact when faced with a problem solving exercise, and
  - e. appreciate the difficulties involved in achieving consensus in a group with diverse views.

### **Conduct**

5. Ex AUSTREK is a 90-minute activity conducted in syndicate. Syndicate DS will issue a separate exercise instruction and will then brief the exercise. Course Members will discuss the exercise problem and produce a solution within the given time limit. Syndicate DS will conclude by commenting on the proposed solution and the way in which it was determined.

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### **NOTES**

## **VIDEO: DECISIONS, DECISIONS**

### **Introduction**

1. The good staff officer's skill set includes the ability to solve problems and then identify ways of having the solutions implemented. The decision-making process is the process of having the group accept and implement the wishes of the commander, and it is much more than just issuing a formal direction if the aim is for the group to implement the idea without close supervision.

### **Aim**

2. The aim of this video and tutorial is to help Course Members improve their decision making effectiveness

### **Scope**

3. The video outlines the basic principles of good decision making:
- a. collecting the information,
  - b. consulting the people affected,
  - c. communicating and explaining the decision when it has been taken, and
  - d. checking to see that it has been implemented.

Four noted decision-makers of the past, Montgomery, Elizabeth I, Brutus and Winston Churchill join forces to help John Cleese be more decisive.

### **Conduct**

4. 'Decisions, Decisions!' is a 50-minute activity. The syndicates will combine to watch the video and then discuss in plenary session lessons that individuals have taken from it. Course members might illustrate lessons by referring to decision implementations they have experienced in the past.

### **Related reading:**

- A. Tietjen T., *Decisions-Decisions! A Simple Approach to Taking Decisions*. Video Arts, London, 1984.
- B. Adair J., *Training for Decisions*. Gower, Westmead, 1979.

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### **NOTES**

## **EXERCISE SOAPBOX**

### **Introduction**

1. The staff officer has two methods of communicating ideas to others, in writing or by talking. Speaking persuasively is a most important tool for the staff officer, and most of the staff officer's persuasion will have to be done in public, either in small briefings or in larger presentations. On RANSAC, development of this skill will be by a graduated series of talks, starting with a simple introduction, and concluding with a major briefing to the course and guests with questions afterwards. Some other speaking opportunities will include introducing and questioning visiting presenters, speaking in meetings, and arguing a case in syndicate.

### **Aim**

2. The aim of this activity is to brief the assessed exercises that comprise Exercise SOAPBOX.

### **Scope**

3. During this activity DS will:
- a. Introduce the elements of Exercise SOAPBOX
  - b. Describe the assessment process used for oral exercises
  - c. Take questions to ensure that Course Members understand their requirements.

### **Conduct**

4. Syndicates will combine for this brief 15-minute brief.
5. DS will address the elements of the scope; in particular ensuring that Course Members are aware of the requirements of the two formally assessed elements.

### **Related reading:**

- A. RANSAC Exercise SOAPBOX
- 

### **NOTES**

## **EXERCISE SPEECH NIGHT**

### **Introduction**

1. Briefings are a normal part of the staff officer's work. At one end of the scale they might be an informal chat with a senior officer in his or her office, and at the other end of the scale they could be a full presentation to an assembled group of staff of different ranks, backgrounds and interests. At the end of such a briefing, the briefing officer would be expected to answer questions from the floor, and generally the officer for whom the briefing has been arranged would ask the first question, followed by supplementary questions from his staff. Exercise SPEECH NIGHT is a preparation for this latter end of the range of briefings.

### **Aim**

2. To simulate a formal brief to a group including senior officers.

### **Scope**

3. Course Members will be required to give a formal presentation on a defence-related topic of their own choice. The presentation is not to be simply an information brief, but is to argue a case for a course of action that the presenter feels is necessary. At the end of the presentation any member of the audience may ask questions.

### **Conduct**

4. Course Members will be required to propose a topic for approval by their Syndicate DS. Each Course Member will then research the approved topic and present it as detailed in the Exercise SOAPBOX instruction.

5. Speech night presentations will take place at a venue at HMAS HARMAN as specified in the course program. Both syndicates will combine for this exercise, and presentations will be given in the order specified in the table 'Course Member Duties' on page VII.

6. Any visual aids may be used. The presentation must be classified at RESTRICTED or below, and should be UNCLASSIFIED to allow a range of guests to be present.

7. Course members and Directing Staff may invite guests to Ex SPEECH NIGHT presentations. All guests are to be cleared through the DS at least 24 hours before the exercise. At the end of the presentation the presenter is to invite questions from any member of the audience, including DS and any guests.

8. Each presentation will be formally assessed and Syndicate DS will provide written and verbal feedback to each Course Member.

### **Related reading:**

A. RANSAC Exercise SOAPBOX, Annex D

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### **NOTES**

## INFORMATION BRIEFS

### Introduction

1. Frequently a Staff Officer will be required to give a short verbal brief. Often this brief will be at short notice and will simply require the staff officer to distil the information in a paper, or a longer brief, or a publication. Two distinct skills are required for this: the ability to prepare a precis of given information, and the ability to talk without aids.

### Aim

2. To simulate the delivery of a short information brief on a longer publication.

### Introduction

3. During this activity course members will:

- a. Prepare a synopsis or precis of an article given to them.
- b. Deliver that precis as a verbal information brief.

### Conduct

4. Course Members will be nominated in the weekly program to give an information brief for three minutes to the Phase One Course Members and DS.

5. Topics will be given to students during the afternoon of the previous working day.

6. Syndicates will combine for the brief, which will be delivered during the morning or afternoon tea break. The location of the briefs will be the larger syndicate room unless otherwise advised

7. All Syndicate DS and Course Members are to attend the briefs.

8. Briefers may refer to notes but other aids are not to be used.

9. The brief will not be formally assessed, however, the Syndicate DS will debrief the individual Course Members following the brief. Syndicate DS will time the brief and terminate if appropriate.

### Related reading:

A. RANSAC Exercise SOAPBOX, Annex A

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### NOTES

## **EXERCISE FORETHOUGHT**

### **Introduction**

1. Course Members will join RANSAC with a variety of background experiences, capabilities and aspirations. Some might not have clear personal objectives in mind when nominating for the course. They will also have different expectations of the Course, some of which might not be addressed by it. The Directing Staff endeavour to meet the expectations of course members, but to do this need to be aware of them.

2. The Defence reference for formatting written material is ADFP102. Staff officers will be expected to be familiar with this reference, and to use it unless local authorities dictate otherwise.

### **Aim**

3. The aim of Exercise FORETHOUGHT is for Course Members to communicate to the DS their aims for their attendance at RANSAC and their expectations of the course.

### **Scope**

4. This exercise will enable Course Members to:
- a. be aware of their aims for attending RANSAC
  - b. articulate their expectations of the course to DS; and
  - c. demonstrate their mastery of Defence writing conventions.

### **Conduct**

5. A separate exercise instruction will be issued to Course Members with the Joining Instructions. Course Members will submit a short Defence essay in accordance with the exercise instruction prior to their attendance at the College.

6. A short debrief will be provided by Syndicate DS early in the Course. Those Course Members whose submission indicates a level of written expression that does not meet the College requirements will be debriefed individually early in the Course.

### **Related reading:**

- A. ADFP 102—*Defence Writing Standards*
- B. RANSAC Exercise FORETHOUGHT

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### **NOTES**

**VIDEO: *BE PREPARED TO SPEAK*****Introduction**

1. 'Public speaking' is a generic term that covers many situations. For many people, speaking in public is the most stressful activity they can do. One survey in the USA showed that the thought of delivering the eulogy at a funeral generated more stress than the thought of dying!
2. Part of the stress is that the delivery is 'live'. There is no opportunity to withdraw the words once spoken as there is the opportunity to revise and hone a written piece of work. However, there is no opportunity to withdraw the written word once submitted, so if a talk is as well prepared as written work, then the stress levels in public speaking can be reduced.

**Aim**

3. The aim of the activity is to consolidate previous reading on public speaking.

**Scope**

4. Identify the issues to be considered when preparing a talk, in particular:
  - a. location,
  - b. audience, and
  - c. preparation of material.

**Conduct**

5. Syndicates will combine to view the video 'Be Prepared to Speak'.

**Related reading:**

- A. RANSAC Effective Speaking Reader
- 

**NOTES**

## **STAFF OFFICER RESPONSIBILITIES**

### **Introduction**

1. Being a staff officer is much more than knowing how to write according to the rules, or having a good speaking manner. At senior levels the staff officer is a critical element of the senior officer's team, and has a position of considerable influence, even power, which the staff officer needs to use to the benefit of their principal.

2. There is also a need to assimilate the different working environments of different headquarters, especially different types of headquarters. There is a considerable difference between the process of deliberate planning that is the normal procedure in a non-operational headquarters and the process of immediate planning that is more common in operational headquarters.

### **Aim**

3. The aim of this presentation is to introduce Course Members to the responsibilities, practices and procedures of being a staff officer, as viewed from a senior officer's position.

### **Scope**

4. The following topics will be addressed:
- a. the Staff Officer's functions,
  - b. the Staff Officer's environment, and
  - c. the Staff Organisation.

### **Conduct**

5. This is a 90-minute presentation delivered by the CSO to a senior officer or by a senior officer who has held a CSO position in recent appointments. After about fifty minutes there will be a short break after which the course will reconvene for a plenary question session.

6. Both syndicates will combine for this presentation, either in the Synnot Theatre or in the larger syndicate room.

### **Related reading:**

- A. RANSAC Notes On Being A Staff Officer
- 

### **NOTES**

## EFFECTIVE SPEAKING

### Introduction

1. 'Public speaking' is a generic term that covers many situations. For many people, speaking in public is the most stressful activity they can do. One survey in the USA showed that the thought of delivering the eulogy at a funeral generated more stress than the thought of dying!
2. Part of the stress is that the delivery is 'live'. There is no opportunity to withdraw the words once spoken as there is the opportunity to revise and hone a written piece of work. However, there is no opportunity to withdraw the written word once submitted, so if a talk is as well prepared as written work, then the stress levels in public speaking can be reduced.

### Aim

3. The aim of this session is to introduce Course Members to the fundamentals of effective public speaking.

### Scope

4. The following topics will be discussed:
  - a. Types of presentations.
  - b. The characteristics of an effective presentation.
  - c. Visual aids.

### Conduct

5. A member of the Directing Staff will present this one-hour activity to the two syndicates together in the large syndicate room.

### Related reading:

- A. RANSAC Effective Speaking Reader
- 

### NOTES

## **EXERCISE SHORT TALK ONE**

### **Introduction**

1. Staff officers are required to provide briefs on a variety of topics to a range of audiences, ranging from one senior officer to a whole conference. At RANSAC public speaking will have a similar range of talks and audiences, beginning with a short brief to a syndicate audience, and working up in length and audience size.

### **Aim**

2. To provide Course Members with an introduction to public speaking.

### **Scope**

3. Course Members will be required to give a three-minute talk about themselves with specific reference to their service careers.

### **Conduct**

4. Ex SHORT TALK 1 will be conducted in two half-hour sessions in syndicate. Course members will present to their syndicates. Syndicate DS will time each talk. Visual aids are not to be used. Syndicate members will verbally debrief each other's talks and the DS will also debrief each talk.

### **Related reading:**

A. RANSAC Exercise SOAPBOX, Annex B

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### **NOTES**

## EFFECTIVE WRITTEN COMMUNICATIONS

### Introduction

1. Written communications is the core of all record keeping in Defence and most organisations. The records must be succinct yet intelligible to the future reader who might not have the depth of current corporate knowledge possessed by the writer. To enable current efficiency, the records should conform to standard forms.

2. In the Australian Defence Organisation the standards that written communications are required to reflect are given in ADFP 2 – *Defence Writing Standards*.

### Aim

3. The aim of this activity is to assist Course Members improve the effectiveness of their written expression.

### Scope

4. The following topics will be discussed:

- a. The communication process.
- b. Vocabulary improvement.
- c. Written expression.
- d. An introduction to ADFP 102

### Conduct

5. This one-hour tutorial will examine a series of short exercises included as annexes in related reading A. These should have been read as part of the pre-joining activity, and completed by course members who believed they needed to.

### Related reading:

- A. RANSAC Effective Written Communications
- B. ADFP 102—Defence Writing Standards

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### NOTES

## CONVENTIONS OF DEFENCE WRITING

### EXERCISES RECONSTRUCTION AND TAR BLUE

#### Introduction

1. Written material in the Defence organisation is to conform with the instructions given in ADFP 102. Material written to other standards looks out of place, and sometimes will subconsciously be devalued by officers expecting work in the standard format. It follows, then, that staff officers who deliver their written material in the standard format will have a better chance of getting their work valued for its content and not devalued because of its presentation.

2. When writing to outside organisations or people the impression given of Defence by the correspondence standards can also help or hinder Defence causes. For this reason Defence insists on its standards being met.

#### Aim

3. The aim of this tutorial is to re-introduce Course Members to the conventions of Defence writing and Defence correspondence.

#### Scope

4. This activity will cover:
- a. the basics of layout of Defence writing, and
  - b. layouts and formats for Defence correspondence.

#### Conduct

5. Course Members have been issued with the Defence Writing Reader as pre-course reading and are to be prepared to contribute to a discussion of its contents in this tutorial. During this one-hour activity Syndicate Directors will conduct interactive sessions with their syndicates to identify and explain the main characteristics of Defence writing.

6. Syndicate DS will brief students on Exercises TAR BLUE and RECONSTRUCTION. These exercises are to be handed in as directed in the weekly program for review and comment by Syndicate DS but will not be formally assessed.

#### Related reading:

- A. ADFP 102 — *Defence Writing Standards*
- B. RANSAC Defence Writing Reader
- C. RANSAC Exercise Defence Writing

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#### NOTES

## **DOS-NAVY'S ADDRESS**

### **Introduction**

1. The Australian Command and Staff College has three environmental directors of studies who head departments of the College for the Commandant. Their management roles rotate among them, but one will manage the planning activities of the ACSC, the second will manage the delivery of the ACSC(J), and the third will be the Chief of Staff of the College. In addition, DOS-Navy will manage Navy single-Service activities, DOS-Land will manage Army activities, and DOS-Air will manage Air Force activities. RANSAC is a Navy activity, which caters also for members of the other Services, and so is managed by DOS-Navy.

### **Aim**

2. The aim of this address is to introduce Course Members to the College senior management

### **Scope**

3. The address will welcome Course Members to the College and outline the benefits of:
- a. Participation in College activities; and
  - b. Completion of the Course requirements.

### **Conduct**

4. DOS-Navy will present this activity will be conducted in the Synnot Theatre with both Phases attending. The presentation will take 30 minutes, including some time for questions.

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### **NOTES**

## **LIBRARY BRIEF**

### **Introduction**

1. Many of the activities on the course, particularly those in Phases 2 and 3, will require individual research. The College research centre is the Vane Green Library, located between the Geddes Building and the Shedden Building. As an element of the Defence library network focussing on senior officer development, the library has an extensive relevant collection and the staff is well attuned to the demands of staff courses.

### **Aim**

2. The aim of this brief is to introduce Course Members to the library and its staff.

### **Scope**

3. Library staff will:
- a. outline the facilities available in the library,
  - b. outline how to access catalogues and borrow books,
  - c. provide information on other library resources, and
  - d. issue Course Members with Defence library cards.

### **Conduct**

4. Library staff will conduct this 40-minute interactive brief in the library.

---

### **NOTES**

## **ORGANISATION OF THE DEFENCE DEPARTMENT**

### **Introduction**

1. While it is theoretically possible to work in an organisation without understanding the organisation or having any knowledge of its structure and methods, this approach is not recommended. Senior staff officers will need to have knowledge of how the organisation they serve is arranged and how business is transacted in it. Most course members come from positions remote from Navy HQ, and thus a primer on the headquarters and the higher Defence organisation is useful.

### **Aim**

2. To introduce Course Members to the organisational structure of the ADF and Navy.

### **Scope**

3. The tutorial will include details of the:
- a. organisational structure of the ADF;
  - b. senior Defence committees, roles and responsibilities;
  - c. organisational structure of the RAN; and
  - d. senior navy committees, their roles and responsibilities

### **Conduct**

4. A member of the Directing Staff will conduct this activity to both syndicates together in the larger syndicate room. It will be a presentation/discussion taking about 30 minutes for the presentation with another 30 minutes for discussion.

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### **NOTES**

## MANAGEMENT OF MEETINGS

### Introduction

1. Meetings are one of an organisation's prime vehicles for passing out information and for working together to solve problems.
2. The advantage of getting a group of people together to wrestle with a problem is that the issues often crumble as the creative ideas of those attending often spark other ideas, and once the ideas are gathered, they can be tested relatively quickly. Often a meeting can resolve in an hour or two an issue that would take weeks of circulation to people at their individual workplaces.
3. As a means of dispensing information, the meeting has the advantage that all members have been given the same information – exactly – and often the opportunity for multi-way interaction results in the information being given better and understood better.

### Aim

4. The aim of this tutorial is to analyse meeting processes to enable course members to better contribute at meetings they attend, whether as convenor or attendee.

### Scope

5. The video will cover the five essential stages of conducting any good meeting:
  - a. Plan meetings in advance
  - b. Prepare a detailed agenda
  - c. Pre-notify attendees
  - d. Control the discussion
  - e. Summarise and record decisions

### Conduct

6. The syndicates will meet together to view the video 'Meetings, Bloody Meetings' in the larger syndicate room. Course Members should read Chapter 5 of related reading A prior to the tutorial. There will be some time at the end of the video for discussion.

### Related reading:

- A. RANSAC Effective Speaking Reader
- B. ADFP 102—Defence Writing Standards.
- C. Jay, Anthony. *How to Run a Meeting*, London, Video Arts, 1976. (Companion booklet to the video 'Meetings, Bloody Meetings')
- D. Puregger, Marjorie., *Mr Chairman: a Guide to Meeting Procedure, Ceremonial Procedure and Forms of Address*, 4th ed., Brisbane, University of Queensland Press, 1980.

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### NOTES

## PROBLEM SOLVING: DEFINING THE PROBLEM

### Introduction

1. Most staff work commences with a problem to be solved. The activity generates a solution to be sold to those who must implement it. The skill of recognising and solving problems, and the skill of selling the solution are both essential tools in the staff officer's box. They are, of course different skills, and are both addressed in this course.

### Aim

2. The aim of this tutorial is to provide Course Members with an understanding of the principles involved in recognising and solving problems and introduce them to the Kepner-Tregoe method of problem solution analysis.

### Scope

- a. definition of a problem
- b. the steps in solving problems

### Conduct

3. For this 90-minute activity syndicates will meet together in the larger syndicate room to view a video '*Problem solving: a case study*' and then Syndicate DS will conduct a tutorial on the steps involved in solving problems.

### Related reading:

- A. RANSAC Problem Solving Reader

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### NOTES

## **PROBLEM SOLVING: CHOOSING A SOLUTION**

### **Introduction**

1. Once the problem has been defined, and the possible solutions have been identified, whether by the staff officer or others, the staff officer will have to select the solution that best solves the problem. There are many ways of doing this and the 'Kepner-Tregoe' method provides an analysis tool that allocates numbers to each solution according to how well the solution matches the elements of the need. The solution with the highest number is judged to be the best of those compared.

### **Aim**

2. The aim of this tutorial is to provide Course Members with practice in using a methodical approach to solution selection using the Kepner-Tregoe method.

### **SCOPE**

3. This exercise will give syndicates practice in selecting the best alternative from a range of options.

### **Conduct**

4. This exercise will be worked in syndicate over a total period of two hours. Syndicate DS will conduct a tutorial on the Kepner-Tregoe method of solution selection by working through the key points of the related reading A and the worked example, paragraph 46 of its Annex A.

5. Syndicates will then apply the Kepner-Tregoe method to Exercise TASK GROUP VISIT.

### **Related reading:**

- A. RANSAC Problem Solving Reader
- B. RANSAC Exercise TASK GROUP VISIT

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### **NOTES**

## PROBLEM SOLVING: CREATIVE THINKING

### Introduction

1. Before solutions can be compared, possible solutions must be found. Often, one simply has to look in a catalogue of some kind to find a range of possibilities, but sometimes an acceptable solution is not that easy to find. In such cases, one must be more creative in generating options that might be more or less effective in solving the problem. Once the options are known, then judgements can be made, but this session is about how to spot the possibilities in the first place

### Aim

2. The aim of this video and tutorial is to introduce course members to the concepts of creative or lateral thinking.

### Scope

3. The activity will revise a number of group and individual techniques for generating creative ideas including:

- a. forced choice,
- b. brainstorming, and
- c. mind mapping.

### Conduct

4. For this two-hour activity the syndicates will combine for a video on creative thinking (*Why didn't I think of That?*) and will then use some of the techniques to solve some brain-teasers, individually and as a group. Course Members are expected to have read related reading B before the tutorial.

### Related reading:

- A. RANSAC Problem Solving Reader
- B. RANSAC Creative Thinking Reader

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### NOTES

## **EXERCISE REQUEST**

### **Introduction**

1. Staff officers will often have to generate correspondence. If they are the secretary of a meeting, they may have to initiate correspondence in response to the direction of that meeting. They may or may not have had input at the meeting, and they may or may not be satisfied with the outcome the meeting reached, but their job now is to do the will of the meeting. The alternative is resignation.

### **Aim**

2. This exercise tests the course members' abilities to generate a simple request to a headquarters at the direction of a meeting decision. The correspondence should be written to convince the headquarters staff of the value of the request, with an appropriate level and tone.

### **Conduct**

3. Syndicate DS will brief students on this exercise as detailed in the Course Timetable.
4. Course members will write a piece of correspondence in accordance with the exercise instruction in non-programmed time and submit it as directed in the timetable.
5. This exercise will be formally assessed against the ACSC written assessment criteria and Syndicate DS will provide individual written feedback to Course Members.

### **Related reading:**

- A. RANSAC Exercise REQUEST
- 

### **NOTES**

## WRITTEN BRIEFS

### Introduction

1. One of the two common forms of expressing extended information in writing in the ADO is the written brief. The other is the Defence paper. The ability to write both types of documents is an essential skill for any Defence staff officer.
2. The Defence brief is a document that should live up to its name. At the same time it must impart information — and often an argument — in a standard structure with a standard method of referencing supporting material that is presented with the brief. The point of all the structure is to ease the reader's task by providing the information predictably.

### Aim

3. The aim of this tutorial is to introduce Course Members to extended written briefs.

### Scope

4. This activity will cover:
  - a. generic rules for briefs,
  - b. types of briefs,
  - c. styles of brief formatting,
  - d. flagging references,
  - e. referencing in the text.

### Conduct

5. This 75-minute tutorial will be conducted to both syndicates together in the large syndicate room. DS will work interactively with course members to cover the material in the scope. Course Members are to be familiar with the contents of the references before the tutorial.

### Related reading:

- A. ADFP 102—Defence Writing Standards
- B. RANSAC Written Briefs Reader

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### NOTES

## WRITTEN BRIEFS: EXERCISE RIO

### Introduction

1. Staff officers need to write briefs in various forms and for a range of reasons. As an assessment of written expression, course members will be required to write a brief in a constrained time frame.

### Aim

2. The aim of Exercise RIO is to exercise Course Members in preparing a 'meeting brief' for a senior officer in a limited time.

### Conduct

3. Exercise RIO will be briefed as shown in the course program. Course Members will be given file pack from which to prepare a meeting brief to a deadline. Detailed instructions and all the necessary files and information will be contained in the exercise instruction.

4. Three hours of programmed time will be devoted to working this exercise in syndicate, and course members should expect to spend about the same amount of non-programmed time on it.

5. This exercise is formally assessed and written feedback will be provided to individual Course Members.

### Related reading:

A. RANSAC Exercise RIO

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### NOTES

## **PROBLEM SOLVING: LOGICAL ARGUMENT**

### **Introduction**

1. Logical argument is the series of thought processes that enable one to connect a number of pieces of information into a structure that will convince a sceptical reader of the conclusion reached. The conclusion reached through logical argument will be a 'rational' decision. Two other types of decision not reached by logical argument are 'non-rational' and 'irrational' decisions. The staff officer should always strive to present a rational argument to his or her principal, but must also be aware of non-rational and irrational interventions.
2. For example, rational argument might suggest that there is no need for a Navy base in Victoria, but non-rational politics might demand that one be provided because the Minister's power base is there. Or, even, irrational 'arguments' might be invoked to justify the situation.
3. There are many parts to a logical argument, and persuading other people to your point of view is easier if the arguments you present are logical. You then only have the emotive barriers to confront. The other side of the coin is that the staff officer is often called upon also to critique an argument, especially one espousing a position that his or her principal disagrees with. An ability to identify whether the arguments advanced are logical will aid the staff officer in giving advice to his or her principal.

### **Aim**

4. The aim of this tutorial is to develop Course Members' skills in recognising illogical and fallacious arguments.

### **Scope**

5. This activity will cover:
  - a. the elements of an argument,
  - b. the basic deductive reasoning process, and
  - c. some common logical fallacies.

### **Conduct**

6. This one-hour activity will be conducted with the whole course in the large syndicate room. The DS will lead a syndicate discussion based on related reading A. The discussions will be interspersed with exercises in related reading B. Course Members are encouraged to work the exercises after the tutorial.

### **Related reading:**

- A. RANSAC Logical Argument Reader
- B. RANSAC Exercise LOGICAL ARGUMENT

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### **NOTES**

## **COURSE QUALITY CONTROL**

### **Introduction**

1. The aim of quality control activities in the College is to ensure that the planned course is delivered, and to identify opportunities for improvement proffered by course members.

### **Aim**

2. The aim of this brief is to advise Course Members of the quality control process in the College and their parts in it.

### **Conduct**

3. The College Training Development Cell is responsible for evaluation of the Course. A member of the TD Cell will brief the Student Body on quality management and the processes available to students while at the College.

4. Course Members will be required to complete the questionnaires and return them by the time directed.

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### **NOTES**

## DEFENCE PAPERS

### Introduction

1. Defence Papers are the primary vehicles in Defence for presenting an argument in writing. Like Briefs, they are written to a formula to make their structure predictable to the reader, and so make the reader's job easier. The structure of a paper also follows a logical argument's progression from premises, through connections to a reasoned conclusion. A well-written paper is can be very persuasive and difficult to rebut. It also looks good, and this can be a determining factor in whether it is regarded fairly on its merits.

2. A staff officer who cannot properly argue a balanced case in a Defence paper is acting under false pretences. Worse, an officer who writes a poor paper or lays it out incorrectly is likely to be reducing his argument's chance of success. It is worth the effort to cap off a good problem-solving effort with a well-structured, pleasing staff paper.

### Aim

3. The aim of this tutorial is to introduce Course Members to the requirements for Defence writing and lead into further work on the writing of Defence papers.

### Scope

4. This activity will cover:
- a. generic layout rules for papers,
  - b. types of papers,
  - c. sequencing the argument,
  - d. use of supplementary documents, and
  - e. referencing of source material.

### Conduct

5. This is a two-hour activity conducted with both syndicates in the large syndicate room.
6. Course Members are to be familiar with the content of ADFP 102, Part 2, Chapter 9, before the tutorial. Using this reference as a basis for discussion, DS will use interactive methods to introduce Course Members to the presentation, content, structure, style and format of the Defence paper.

### Related reading:

- A. ADFP 102—Defence Writing Standards
- B. RANSAC Defence Writing Reader
- C. RANSAC Exercise DEFENCE WRITING

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### NOTES

## **EXERCISE SHORT TALK TWO**

### **Introduction**

1. Staff officers are required to brief on issues both in writing and verbally. This exercise extends the length of the talk but keeps the audience as a syndicate. The topic will be self-selected, and will relate to Navy or Defence management.

### **Aim**

2. For Course Members to brief a group.

### **Scope**

3. Course Members will be required to give a six-minute brief about a management-related issue in their current Defence work situation. Questions will not be invited.

### **Conduct**

4. The exercise was briefed in the Exercise SOAPBOX brief as detailed in the course program. There will be two and a half hours for the talks and verbal debriefs.

5. Briefs will take place in Syndicate Rooms. Any visual aids may be used. Syndicate DS will time each talk. The talk will be formally assessed and Syndicate DS will provide written feedback to each Course Member.

### **Related reading:**

A. RANSAC Exercise SOAPBOX, Annex C

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### **NOTES**

## ADMINISTRATION OF THE DEPARTMENT OF DEFENCE

### Introduction

1. The Department of Defence is a very large organisation with an unusual management and leadership structure. The 'diarchy' of CDF and Secretary poses some problems to lower parts of the organisation, though rarely to the incumbents of the offices or their immediate staffs.
2. Visions come from the top of the organisation. They are where the strategic managers want the organisation to be at some time in the future. Any staff officer should have an understanding of the vision of the organisation, because it is against that vision that they should test their proposals, 'Will this idea advance the organisation on its journey to achieve its vision?'

### Aim

3. The aim of this address is for the Secretary of the Department of Defence or one of his deputies to provide Course Members with an understanding of strategic management in the Department of Defence.

### Scope

4. This activity will cover:
  - a. the Secretary's view of Defence and its future, and
  - b. major administrative issues in the Department of Defence.

### Conduct

5. This is a one-hour presentation by the Secretary of the Department of Defence in the Synnot Theatre to both Phases present. The time will include some allowance for questions.
6. Course members are to note the dress requirements for this activity.

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### NOTES

## DEFENCE PAPERS: EXERCISE TASK GROUP VISIT

### Introduction

1. The two most common other types of paper are the ‘discussion paper’, and the ‘options paper’. The aim of a discussion paper is to generate ideas and opinions. Alternatives are put, but are not argued to a conclusion. The aim of an options paper is to compare alternatives and reach a conclusion about which one is best. The assessed exercise, Ex QUILL, is this type of paper.

### Aim

2. The aim of Exercise TASK GROUP VISIT is to give Course Members practice in writing a Defence options paper.

### Scope

3. This activity will require course members to:
- a. identify and rank the criteria for a solution to the problem then test the options against the criteria to select the best option,
  - b. generate an argument based on the selection made, and
  - c. create a Defence paper, which explains the process and argues the case using the ‘squash ladder’ technique.

### Conduct

4. Four hours of program time is devoted to this exercise. Syndicate DS will use the exercise setting to lead their Course Members, in stages, through the preparation of the Defence paper.

### Related reading:

A. RANSAC Exercise TASK GROUP VISIT

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### NOTES

## **DEFENCE PAPERS: EXERCISE QUILL**

### **Introduction**

1. Staff officers need to write papers in various forms and for a range of reasons. As an assessment of written expression, course members will be required to write a paper arguing for adoption of a course of action.

### **Aim**

2. The aim of EXERCISE QUILL is for Course Members to develop the solution to a problem and then write a Defence options paper arguing for the solution reached.

### **Conduct**

3. Exercise QUILL will be briefed as shown in the course program. Course Members will be given file pack from which they will determine a recommended course of action and then to prepare a paper arguing for that course of action. Detailed instructions and all the necessary files and information will be contained in the exercise instruction. Four hours of programmed time will be devoted to working this exercise in syndicate, and course members should expect to spend about two hours of non-programmed time on it.

4. The syndicate will work as a group to determine the best course of action using the Kepner-Tregoe process. Course members will then individually develop an options paper to argue the case for the chosen course of action, and will use the 'squash ladder' technique as the framework of their argument. The paper is to identify requirements and constraints, assess the alternative courses of action, and reach a logical conclusion.

5. This is a formally assessed exercise and written feedback will be provided to individual Course Members.

### **Related reading:**

A. RANSAC Exercise QUILL

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### **NOTES**

## **DEFENCE MANAGEMENT: EXERCISE GROUP THRUST**

### **Introduction**

1. Staff officers will spend a lot of their time in meetings, arguing their cases, and negotiating with other participants to achieve the best outcome to the problem being discussed. Meetings should be seen as problem-solving activities, and involve all the disciplines of problem solving: defining the problem, determining criteria for solutions, creating solution options, and choosing the best of the alternatives considered.
2. The proper direction of the meeting and proper recording of the proceedings is just as important as the discussion.

### **Aim**

3. Exercise GROUP THRUST is to provide opportunities for Course Members to practise chairmanship, meeting procedure and minute taking.

### **Scope**

4. This activity will require course members to:
  - a. act as chair or secretary of a meeting, and
  - b. research a topic at the direction of the meeting organisers and contribute to the outcomes of the meeting

### **Conduct**

5. Exercise GROUP THRUST is a series of three one-hour meeting sessions in individual syndicate rooms. Each course member will be the chair or secretary for one of the sessions, and thus will have responsibility for proper conduct of the meeting as illustrated in the video 'Meetings, bloody meetings'.
6. Before the meeting an agenda is to be circulated to all attendees, and after the meeting a set of minutes is to be prepared and circulated.
7. Each meeting will discuss a topic of Navy or Defence management, usually with a Reserve aspect highlighted. The topics are expected to generate suitable questions to ask DCN in his session on 'Current Naval Management Issues'.
8. The exercise instruction will detail the issues to be discussed.

### **Related reading:**

- A. RANSAC Exercise GROUP THRUST

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### **NOTES**

## **DEFENCE MANAGEMENT**

### **VIDEO: *LEADERSHIP CHALLENGE***

#### **Introduction**

1. Leadership is a foundation skill for any service officer, and is particularly needed by the staff officer who may have to get people other than his or her subordinates to act on their wishes. Many times the staff officer will have to 'lead upwards' to get their principal to adopt the course of action the staff officer recommends.
2. Virtually every professional development course attended by service officers requires a study of leadership and this one is no exception.

#### **Aim**

3. The aim of this activity is to refresh course members' thoughts on leadership of work groups.

#### **Scope**

4. This activity will remind course members:
  - a. that leadership is an individual activity and that different people use different methods and
  - b. that there are some common elements of leadership that form the basis for individual approaches.

#### **Conduct**

5. This is a one-hour activity conducted in the large syndicate room as a combined discussion. The video provides the basis for the discussion on 'Leadership in the Navy', one of the meeting agendas for Ex GROUP THRUST.
6. Course members could attempt to draw parallels between the personalities depicted in the video and those leaders with whom they have previously come into contact.

#### **Related video:**

- A. The Leadership Challenge, How To Get Things Done in Organisations, CRM Films, WoodLanes Media PL.

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#### **NOTES**

## EXERCISE TOUCH

### Introduction

1. Staff officers in a policy headquarters such as NHQ or ADHQ will often have to provide advice to practitioners.

### Aim

2. The aim is for Course Members to prepare a response to correspondence.

### Scope

3. This activity will require course members to:
- a. research a policy issue in response to a request for policy guidance,
  - b. formulate the appropriate guidance, and
  - c. prepare a response in appropriate Defence format providing the requested guidance.

### Conduct

4. This exercise will be briefed as indicated in the course program. One hour of program time is allocated for this activity and course members should not require extra time to complete it. Although course members may research the policy as a group, the responses are to be prepared individually.

5. This is an assessable individual exercise and Syndicate DS will provide written feedback to individual Course Members.

### Related reading:

A. RANSAC Exercise TOUCH

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### NOTES

## DEFENCE EQUITY

### Introduction

1. Over the past twenty years Defence has suffered a number of incidents where members have been subject to inappropriate behaviour. Over the same period Defence has been working to change its rules and its environment to become a leader in providing fair and equitable working environments. As part of the process, Defence requires all members to attend annual briefings, for which this presentation can be counted.

2. The material is in the course as more than just an inclusion to meet Defence organisation rules. Equity is an ongoing management issue, one, which confronts every manager sooner or later, and so any course on Defence management should include an update on the policies that managers are charged with implementing and upholding in this organisation.

### Aim

3. The aim of this presentation is to update Course Members' understanding of Defence's commitment to improve the working environment and the manager's duty to do so.

### Scope

4. The presentation will discuss:
- a. equity and diversity;
  - b. unacceptable behaviour; and
  - c. associated mechanisms and resources.

### Conduct

5. This is a one-hour presentation by the Defence Equity organisation delivered to both syndicates together in the Synnot Theatre. The presentation should take forty minutes with a following question period of twenty minutes.

### Related reading:

- A. DI(G) PERS 35-3—Management and Reporting of Unacceptable Behaviour, 2004.
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### NOTES

## **CONFLICT RESOLUTION**

### **Introduction**

1. The mechanisms for dealing with conflict between people in Defence have improved over the past decade with newer options being made available to members and managers.
2. In the past the Services have relied mainly on the DFDA which has resulted in much time being spent in trials over actions which really only required management action to resolve. With the grievance process came a new set of options, but these generally related to management responses to situations.
3. The advent of ‘Good Working Relations’ in the Navy and similar programs in other agencies led to attempts to resolve disputes in the workplace without involving formal processes, at least in the initial stages. If disputes could not be resolved informally then management action could be invoked to settle the matter.
4. More recently, ‘Alternative Dispute Resolution’ (ADR) has been introduced to add to the manager’s toolbox of ways of solving problems acceptably.

### **Aim**

5. To provide Course Members with an appreciation of issues in conflict management.

### **Scope**

6. The presentation will discuss:
  - a. issues related to conflict management;
  - b. interests and positions;
  - c. communication in conflict;
  - d. creation of options; and
  - e. negotiating agreements and alternatives.

### **Conduct**

7. This is a one-hour activity that comprises a presentation by DADR staff for about 40 minutes followed by question time. The activity will be conducted to both syndicates concurrently and will be held in the Synnot Theatre.

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### **NOTES**

## NAVY CORPORATE AND FINANCIAL MANAGEMENT

### Introduction

1. Governance of the Navy program follows similar lines to governance of other Service and civilian programs in Defence.
2. Activities are chosen to enable Navy to achieve its defined mission and contribute towards Defence and Navy moving towards their vision positions. Funding then is allocated to activities, and that funding is spent undertaking those activities. Finally, the activity managers are charged to account for the funds they have spent and to verify that the money has been well spent on the activities for which it was allocated.

### Aim

3. The aim of this presentation is to provide Course Members with an understanding of higher level RAN management.

### Scope

4. The presentation will outline current issues relevant to the RAN corporate planning including:
  - a. Current business cases for the RAN.
  - b. The allocation of priorities.
  - c. Financial and resource planning.
    - (1) The roles and functions of the Navy Budget Management Team.
    - (2) Budget management timetables.
    - (3) Costing issues, and
  - d. Links between RAN and the ADF.

### Conduct

5. This is a ninety-minute activity in the Synnot Theatre conducted by a senior member of the Naval Business Management branch. After a presentation lasting about one hour there will be a short break and then question time for the remainder of the time.
6. Both syndicates will combine for this activity.

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### NOTES

## NAVY WORKFORCE PLANNING

### Introduction

1. Workforce planning is one of the ways in which Navy prepares for the future. People often think of large capital items such as ships as long lead-time items, but capital items such as a trained workforce can have just as long lead times. A Chief Petty Officer is not created overnight, but is the product of years of education, training and experience — both in and outside of the Navy. Providing the right workforce in twenty years time might well require some workforce adjustment now, and will almost certainly require workforce consideration at least a decade before the workforce is needed.

### Aim

2. The aim of this activity is acquaint course members with Navy's workforce planning issues and processes.

### Scope

3. This activity will cover:
- a. Navy's workforce planning processes,
  - b. the other processes for which workforce plans are an input, and
  - c. some issues currently exercising workforce planners in Navy.

### Conduct

4. This activity is a ninety-minute presentation-discussion conducted by staff of DNWP in the Synnot Theatre. After a presentation of about one hour there will be a short break and then the presenters will take questions from the floor for the remainder of the time. Both syndicates will combine for this activity.

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### NOTES

## CURRENT NAVY MANAGEMENT ISSUES

### Introduction

1. Staff officers need to be abreast of the strategic basis of what they do. The senior leadership of the Defence organisation and the Navy, down as far as Chief of Navy, determines strategic direction. CN's team in Navy Headquarters is then charged to make sure that the strategic vision can be implemented. The actual implementation is by commanders and staff at all levels of the Navy. Staff Officers should therefore take every opportunity both to know the strategic direction of their organisation, but also how that direction is influenced from above and below, both to support existing direction and to be able to influence future directions.

### Aim

2. The aim of this activity is to provide the Course Members with an understanding of strategic management in Navy and an appreciation of how the Navy Program is managed, with particular emphasis on how strategic decisions are made.

### Scope

3. A Navy view of strategic management including:

- a. strategic management of the Navy Program,
- b. peak decision making in the RAN,
- c. decision-making beyond the RAN.

4. The scope could well be addressed by referring to current thinking on issues either now or recently considered by CNSAC or being addressed by CN through other staff processes.

### Conduct

5. This is a ninety-minute presentation by DCN or a member of CNSAC. Approximately half the time would be devoted to discussion of the scope and after a break the second half would see the presenter taking questions from the course.

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### NOTES

## SCHOOLS OF MARITIME STRATEGIC THOUGHT

### Introduction

1. The mission of the Navy is to 'Fight and win at sea'. While commanders can muddle through, they will be more effective if they and their staffs have learned the lessons of the past. Maritime warfare is almost as old as recorded history, and the records of battles go back almost that far. Although technology has made enormous strides over the millennia there are some enduring principles. A thoughtful study of these principles is an important part of the development of the good staff officer.

### Aim

2. The aim of this activity is to introduce course members to the concepts of maritime warfare as a foundation for their further study in Phases 2 and 3.

### Scope

3. This activity will address:
- a. the major schools of maritime thought, and
  - b. the major maritime strategies applied through history.

### Conduct

4. This activity is a ninety-minute presentation in the Synnot Theatre by a senior staff member of the Sea Power Centre - Australia. Approximately half way through the time there will be a short break and then the course will reconvene for a plenary question period.

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### NOTES

## **AEROSPACE SCHOOLS OF STRATEGIC THOUGHT**

### **Introduction**

1. The mission of the Navy is to 'Fight and win at sea'. However, any student of military affairs over the past century will be aware that the advent of the aeroplane as a weapons platform has made study of aerospace warfare essential for any study of contemporary maritime warfare, and particularly for warfare in the joint environment.

### **Aim**

2. The aim of this activity is to introduce course members to concepts of aerospace warfare as a foundation for their joint operations studies in Phase 3.

### **Scope**

3. This activity will address the major concepts of aerospace strategy and their evolution.

### **Conduct**

4. This activity is a sixty-minute presentation in the Synnot Theatre by a senior staff member of the Air power Development Centre. After about thirty-five minutes there will be a short break and then the course will reconvene for a plenary question period.

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### **NOTES**

## THE CONTINENTAL SCHOOL OF STRATEGIC THOUGHT

### Introduction

1. The mission of the Navy is to 'Fight and win at sea', but people live on land, not on sea. One significant strategic outcome of war is to seize and hold land, and this has historically been the job of armies. Today, Australia recognises the interconnectedness of land, sea and air as theatres of combat in its joint warfare doctrine. Seizing and holding ground is still part of the military task, and the ways of doing that are essential information for any joint warrior. The Continental schools of thought encompass the strategies traditionally and currently employed in that task.

### Aim

2. The aim of this activity is to introduce course members to the Continental School of strategic thought as a foundation for their joint operations studies in Phase 3.

### Scope

3. This activity will address the major concepts of land warfare strategy and their evolution.

### Conduct

4. This activity is a sixty-minute presentation in the Synnot Theatre by a senior staff member of the Land Warfare Studies Centre. After about thirty-five minutes there will be a short break and then the course will reconvene for a plenary question period.

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### NOTES

## **TERRORIST SCHOOLS OF STRATEGIC THOUGHT**

### **Introduction**

1. The mission of the Navy is to 'Fight and win at sea'. Most maritime thinking concerned warfare between nation-states, but today much of the fighting of the ADF is not against nation-states but against 'insurgent' groups. Whether these people are called terrorists, patriots, freedom fighters, or are given other labels is largely dependent on the perspective taken. One man's freedom fighter can be an opponent's terrorist. What impact does the apparent rise in terrorism have on the way the Navy goes about its business, especially in a joint warfare environment?

### **Aim**

2. The aim of this activity is to introduce course members to concepts of terrorist warfare as a foundation for their joint operations studies in Phase 3.

### **Scope**

3. This activity will address the major concepts of terrorist strategy and their evolution.

### **Conduct**

4. This activity is a sixty-minute presentation in the Synnot Theatre by an authority on terrorist warfare. After about thirty-five minutes there will be a short break and then the course will reconvene for a plenary question period.

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### **NOTES**

## INTRODUCTION TO JOINT WARFARE JOINT MILITARY APPRECIATION PROCESS

### Introduction

1. The ADF is expected for the foreseeable future to defend Australia in a joint environment. Staff officers in any headquarters, but particularly in operational headquarters must be conversant with joint doctrine, and the planning processes that are used in the headquarters. Staff officers will be expected to be proficient as part of a joint planning team.
2. Appreciations are an important component of military problem solving. The Joint Military Appreciation Process (JMAP) is the major planning process used in operational headquarters and a number of tools have been developed to enhance its use. A large part of Phase 3 is given to joint operations planning using JMAP, but at this stage of the course an introduction is useful to inform study decisions taken through Phase 2 in preparation for Phase 3.

### Aim

3. The aim of these presentations and syndicate discussions is to introduce Course Members to Australian joint warfare principles and the JMAP as a way of developing and presenting the optimum solution to a problem.

### Scope

4. This activity will address:
  - a. the joint warfare battlespace,
  - b. Australian joint warfare principles, and
  - c. an introduction to the processes of JMAP.

### Conduct

5. These two presentations will be conducted to both syndicates together in the large syndicate room.
6. Course Members are to be familiar with related reading A or B prior to the presentations.

### Related Reading

- A. ADDP 5 (formally ADFP 9)—*Joint Planning*, Chapter 8, 1999.
- B. ADDP 5.01—*Joint Planning (Provisional)*, Chapter 2, 2003.

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### NOTES

## **PREPARING FOR RANSAC PHASE TWO**

### **Introduction**

1. Phase 2 of RANSAC changes both the direction and the instructional methods of the course.

### **Aim**

2. The aim of this brief is to introduce Course Members to Phase Two of the Course.

### **Scope**

3. During this activity staff will:

- a. distribute the Phase 2 Study Guide;
- b. describe course mentoring arrangements for Phase 2;
- c. introduce course members to the Reserves Bulletin Board for RANSAC Phase 2;  
and
- d. explain exercise requirements for Exercises REPORTER, CONSULTANT, and TRAFALGAR

### **Conduct**

4. This activity will be a thirty-minute central brief to both syndicates conducted in the larger syndicate room.

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### **NOTES**

## **ADDRESS BY HRESP**

### **Introduction**

1. While RANSAC is open to all eligible Service officers, most courses are composed mainly of Reserves. For all course members, the policies on the Defence Reserve are important since the Reserve is embraced by all Services as part of the Total Force. HRESP is the CDF's senior staff officer and policy adviser on Reserve issues. He provides the strategic direction for that part of the defence force and in doing so can identify issues peculiar to Reserve service that nevertheless impact upon us all.

### **Aim**

2. The aim of this presentation is to provide Course Members with an appreciation of issues affecting ADF Reserves as a whole.

### **Scope**

3. This activity will incorporate:
- a. a strategic view of the Reserve element of the Australian Defence Force, and
  - b. a discussion of issues currently exercising the ADHQ concerning the Reserve element.

### **Conduct**

4. This is a forty-minute presentation by HRESP or a senior member of his staff to both Phases of RANSAC in the Synnot theatre.

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### **NOTES**

## **ADDRESS BY DGRES-N**

### **Introduction**

1. CN's senior Reserve adviser is DGRES-N. He provides the Navy strategic advice to CN regarding the Reserve element to meet both CN's objective for his Reserve element with Navy's strategic plans, and ACRES's vision to CDF about the Reserve element over the ADF.

### **Aim**

2. The aim of this presentation is to provide Course Members with an understanding of issues that are specific to the navy Reserve.

### **Scope**

3. This activity will incorporate:

- a. a strategic view of the Reserve element of the RAN, and
- b. a discussion of issues currently exercising the NHQ concerning the Reserve element.

### **Conduct**

4. This is a forty-minute presentation by DGRES-N or a senior member of his staff to both Phases of RANSAC in the Synnot theatre.

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### **NOTES**

## ADDRESS BY CN

### Introduction

1. Chief of Navy is Navy's strategic leader. He sets the direction of Navy to achieve its mission and contribute its parts to the overall ADF mission. All Navy staff officers need to keep abreast with the thinking of the CN of the day so that their actions can all be calculated to support him in achieving his goals.

### Aim

2. The aim of this presentation is to provide Course Member with an understanding of CN's strategic vision and goals for the RAN and NR, and also with his appreciation of what Navy must do to achieve them.

### Scope

3. This activity will incorporate:
- a. CN's appreciation of the 'state of the Navy'; and
  - b. CN's vision for the Navy and what it must do to achieve that aim.

### Conduct

4. This is a one-hour presentation by Chief of Navy or his deputy to both Phases of RANSAC in the Synnot theatre.

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### NOTES