

ARMY WOSpec

Backbone of Our Army

WARFIGHTER
TRAINER
LEADER

2nd Edition

MARCH 2014



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My Personal Guide as a
WARFIGHTER-TRAINER-LEADER

Paestick – Symbol of Regimentation and Discipline.

Let the Journey begin!

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FOREWORD FROM CHIEF OF ARMY

The SAF today comprises of 3 Corps of officers: Commissioned Officers, Warrant Officers and Military Expert Officers. While each Corps has a different role and function, together, the 3 Corps provide leadership to anchor the core competencies and capabilities of the SAF.

The Warrant Officer and Specialist Corps is the backbone of Our Army. It has evolved in parallel with the transformation of Our Army into a modern 3rd Generation fighting force. The roles of Warrant Officers and Specialists in Our Army has grown significantly, with new responsibilities and appointments such as Commanding Officers, Sergeant Majors, Master Trainers, and Subject Matter Experts.

Our Army is a People organisation and leadership is key to inspiring and motivating our People. Warrant Officers and Specialists lead Our Army by providing excellent last-mile leadership for our Soldiers. Warrant Officers and Specialists directly touch the lives of our Soldiers, and have the opportunity and the responsibility to engage and bring out the best in our Soldiers. By leading, coaching, motivating and inspiring our Soldiers well, Warrant Officers and Specialists equip our Soldiers with strong military skills and good values, transforming them into good soldiers and good citizens.

This 2nd edition of the Army WOSpec Guidebook has crystallised the essence of what it means to be a Warrant Officer and Specialist in the 3rd Generation Army, and outlines the developmental milestones of Our Army's Warrant Officers and Specialists. It also records and recognises the rich experiences and expertise of our Warrant Officers and Specialists as the backbone of Our Army.

Together, I am confident that the strong partnership of Commissioned Officers, WOSpecs and Military Expert Officers will provide Our Army with the leadership to achieve our vision of Our Army - **READY, DECISIVE, RESPECTED.**



MG RAVINDER SINGH
Chief Of Army



MESSAGE FROM SERGEANT MAJOR OF THE ARMY

Since the inception of the Singapore Armed Forces in 1965, the Non-Commissioned Officer (NCO) Corps has evolved to meet the changing needs of the SAF and Singapore society at large. We are now identified as the Army Warrant Officer and Specialist (WOSpec) Corps. In recent years, we have progressively studied and identified the roles and responsibilities of Our Army WOSpecs and introduced initiatives that are strategically aligned to Our Army's Vision and Mission.

Today, we have defined the roles of our WOSpecs as three-fold – a Warfighter-Trainer-Leader, with four key responsibilities - Taking Charge of Training, Deepening Skills and Knowledge, Leading and Managing WOSpecs and Enforcing Regimentation and Discipline. Our WOSpecs has been and will continue to be the backbone of Our Army, in close partnership with the Commissioned Officers and Military Expert Officers at all levels of command.

This 2nd edition of the Army WOSpec Guidebook is dedicated to our WOSpecs. This guidebook serves as an important educational resource in our Corps' pursuit of excellence and must be read by all, Commissioned Officers, WOSpecs and Military Expert Officers. It gives an overview of what it is to be a WOSpec and sets the foundation for all WOSpecs to strengthen their drive and passion for their profession. In addition, this guidebook will also provide the Commissioned Officers and Military Expert Officers an understanding of the WOSpecs' roles and responsibilities, which will lead to an interactive and integrative collaboration that will ensure the success of Our Army's Vision and Mission.

In conclusion, I would like to express my appreciation to our WOSpecs-led Editorial Team for their professionalism and perseverance in the publication of this book.

Our journey continues ...



CWO TANG PECK OON
Sergeant Major of the Army



PREFACE

The Army Warrant Officer and Specialist (WOSpec) Guidebook was first published in July 2008. In the five years that have followed, Our Army has continued to transform into a leaner, more formidable and capable 3rd Generation fighting force.

In today's increasingly complex battle space, Our Army WOSpecs are cognisant of evolving organisational requirements, soldiering trends, and the individual and unit's Mission Essential Task List (METL). In the 3rd Generation Army, our WOSpecs must be Commanders who can effectively lead and nurture soldiers who are increasingly highly-educated, info-tech savvy, resourceful, and eager to contribute.

To meet these increased organisational demands, and remain relevant and effective in the 3rd Generation Army, it is thus essential that Our Army WOSpecs constantly seek to upgrade and enhance their professional knowledge and skills, in a continued journey of personal mastery.

The 2nd edition of the Army WOSpec Guidebook aims to enhance the awareness of Our Army WOSpecs, and enable them to take greater ownership of their key roles and responsibilities in Our Army today. It is also the intent of the editorial committee to facilitate the use of this guidebook by the Commissioned Officers and Military Expert Officers to better understand Our Army WOSpecs, and strengthen the partnership between the Corps.

It is our aim that the Army WOSpec Guidebook will continue to **EDUCATE, ENGAGE, AND ENERGISE** our WOSpecs, and **EMPHASISE** the roles and responsibilities of this professional Corps.

With Pride We Lead!

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PRINTED

Chung Printing Pte Ltd

OUR ARMY



VISION

OUR ARMY is the bedrock of our nation's defence. We draw our strength from our Regulars, NSFs and Operationally Ready NSmen. We thrive on the support of our Families, Employers and fellow Singaporeans.



READY IN PEACE, we are capable of a full spectrum of operations.

DECISIVE IN WAR, we will fight and win to defend our country.

RESPECTED BY ALL, Our Army is a trusted national institution. We forge the fighting spirit of our people to secure our future and protect our way of life.

MISSION

OUR ARMY is to deter aggression, and should deterrence fail, to secure a swift and decisive victory.

OUR ARMY is to be ready and capable of conducting a spectrum of operations to defend the security interests and sovereignty of Singapore.

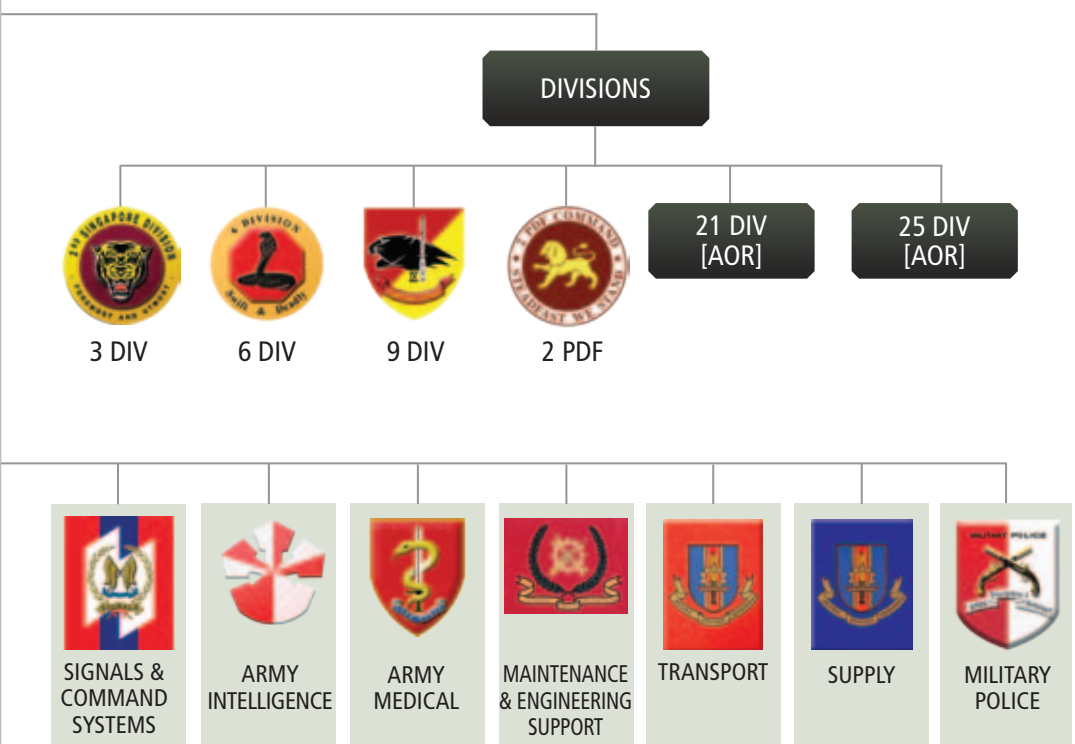
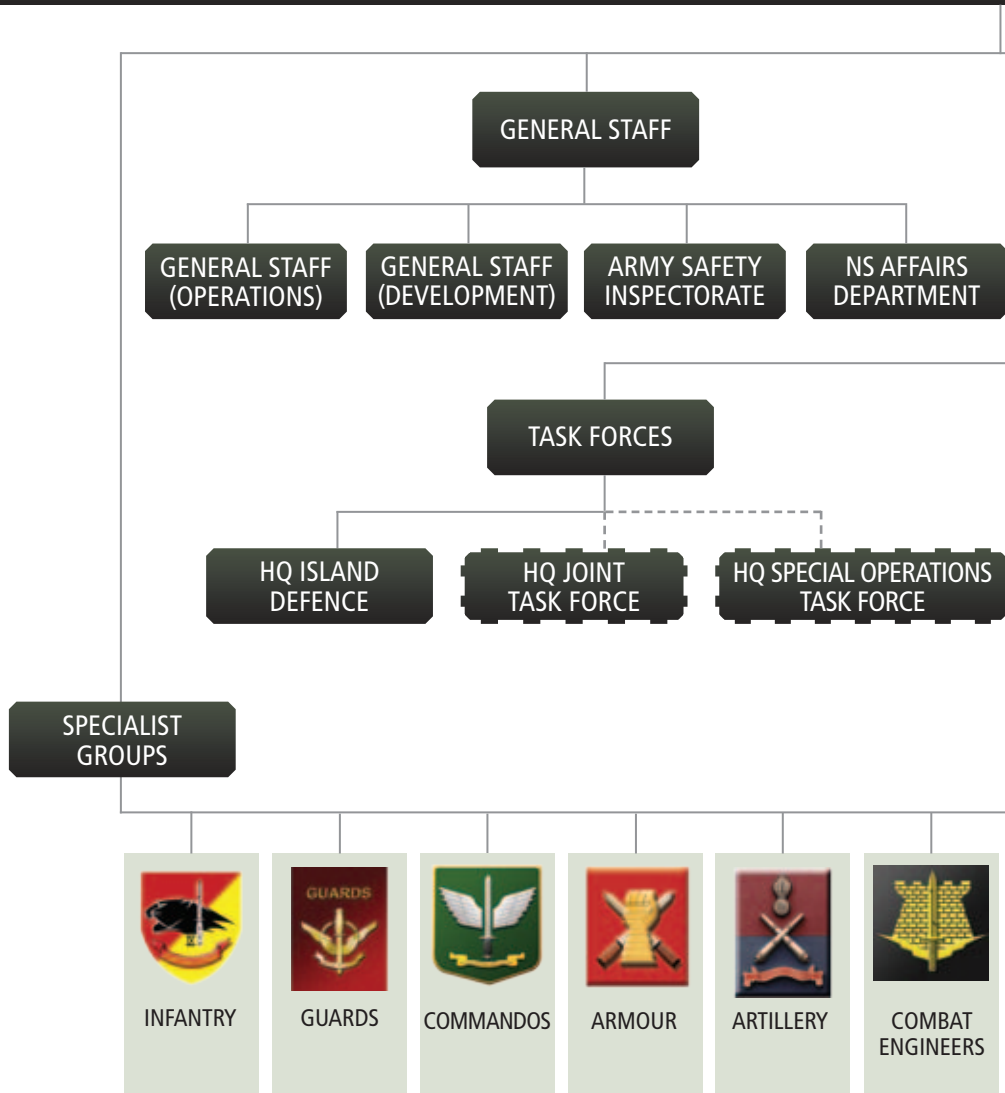


STRUCTURE

OF ARMY

CHIEF OF

ARMY



SAF CORE VALUES

LOYALTY TO COUNTRY

LEADERSHIP

DISCIPLINE

PROFESSIONALISM


FIGHTING SPIRIT

ETHICS

CARE FOR SOLDIERS

SAFETY



The background of the left page is a close-up, slightly blurred image of the Turkish flag, showing the red field with the white crescent and star. The flag is draped and has a soft glow effect.

SAF CODE OF CONDUCT



- RULE ONE** We always honour our Nation. We will do everything to uphold it and nothing to disgrace it.
- RULE TWO** At all times, we must bear in mind that we are the protector of our citizens.
- RULE THREE** We are loyal to the Armed Forces, and we take pride in our Unit, our uniform, our discipline, our work, our training and ourselves.
- RULE FOUR** We must be exemplary in our conduct. We respect others, and by our conduct and bearing, win the respect of others.
- RULE FIVE** We are courageous but not reckless. We are devoted to duty but not to ourselves.
- RULE SIX** We guard our weapons as we guard secrets.

SAF WOSPEC

DISCIPLINED,
PROFESSIONAL AND
OPERATIONALLY READY.



VISION

To be an exemplary and dynamic professional in a Corps of excellence.

MISSION

TO BE A CONFIDENT AND COMPETENT WARFIGHTER, TRAINER AND LEADER

who is disciplined, professional and operationally ready in defending our interests and sovereignty. A warfighting expert officer embracing the SAF core values, harnessing technology and cultivating the passion for continual learning.



THE SAF SPECIALIST CREED

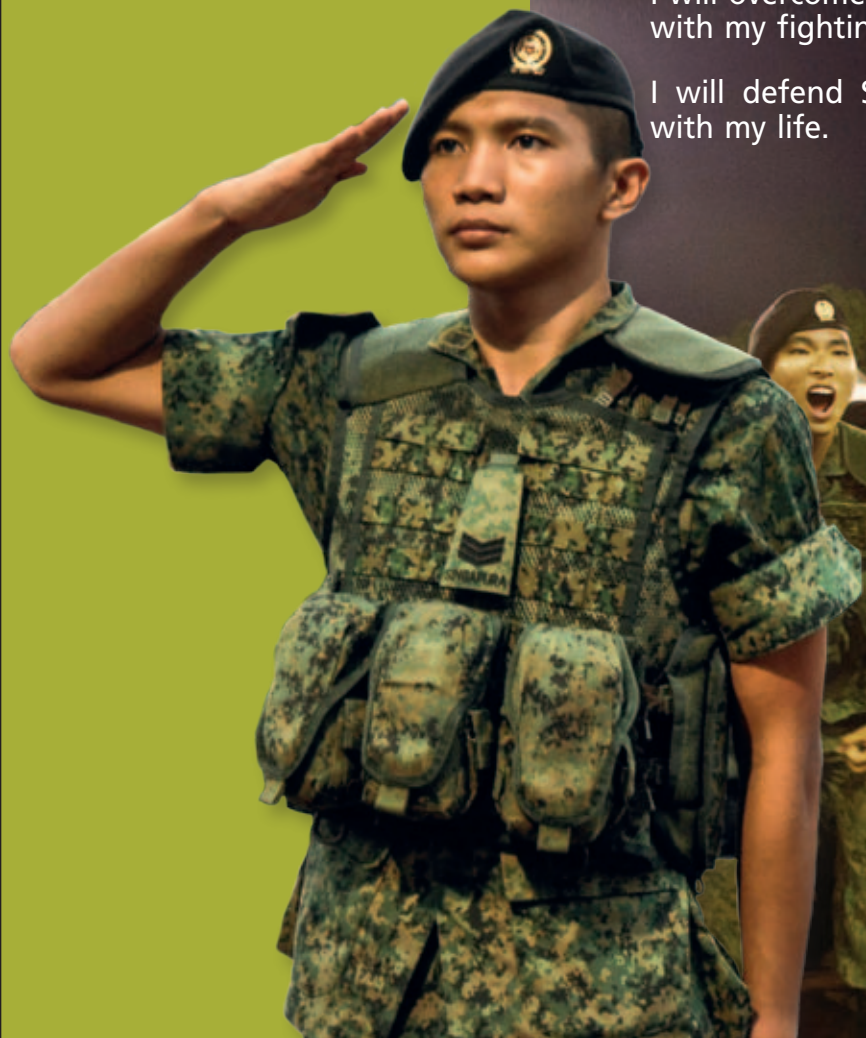
I am a Specialist of the
Singapore Armed Forces.

With pride I lead,

I excel in my field, ensure
the discipline of my
men and their mission
readiness.

I will overcome adversity
with my fighting spirit.

I will defend Singapore
with my life.



THE SAF SPECIALIST ROAR

1,2,3,4!
We Are The Specialists Of The SAF
(Pause)

Spirit Of The Warrior In Our Blood.
(Pause)

Enemies Watch Out,
Don't Mess With Us,
(Pause)

Cause We Are The Best,
In The SAF.
(Pause)

We, The Specialist Will,
(Pause)

Beat You, Crush You,
(Pause)

We, The Specialist Will
(Pause)

Thrash You, Defeat You.
Who Are We, "Specialists!"
(ALL SHOUT)

Who Are We, "Specialists!"
(ALL SHOUT)



THE SAF SPECIALIST PRIDE

The SAF Specialist Pride will be given to each graduand from Specialist Cadet Course. The 17/13 Specialist Cadet Course graduands were the first recipients of the SAF Specialist Pride presented on 18 December 2013 at Pasir Laba Camp during the course certificate presentation ceremony.



The SAF Specialist Pride symbolises the Specialist's journey of leadership in the SAF as Warfighter, Trainer and Leader in protecting our nation's peace and security. The bayonet has been the traditional accompaniment to the firearm for close combat since its inception. It is an apt symbol representing the professional identity of a Specialist and serves to remind the Specialist's values of courage, tenacity and determination that are required for leadership.



Vocal
Full Score
March Tempo

THE SAF SPECIALIST SONG

Intro B \flat Gm F B \flat

6 B \flat B \flat E \flat F B \flat With
Pride we lead our fel - low men de - fend - ing our mo - ther - land

10 B \flat E \flat F
For our fu - ture we shall en - dea - vor hear our Na - tion's call.

Chorus 14 Gm Dm Gm E \flat F
Come join us in our wor - thy cause come join our train - ing, — train - ing to be strong

18 B \flat Gm F B \flat **To Coda**
Ex - cel - lent and Rea - dy Fight - ing for our coun - try spe - cia - list mar ching on.

Bridge 22 **2nd Verse**
26 B \flat F/A Gm E \flat F B \flat We're
Ex - perts in our spe - cial field we come from ev' - ry creed and race.

30 B \flat E \flat F **D.S. al Coda**
o - ver - come ad - ver - si - ty we'll do our best as ONE

Coda 34 B \flat Gm
Ex - cel - lent and Rea - dy Fight - ing for our coun - try

36 F B \flat
spe - cia - list spe - cia - list spe - cia - list mar - ching on.

THE SAF WARRANT OFFICER CREED



I am a Warrant Officer of the Singapore Armed Forces.

I embody the SAF core values.

I will discharge my roles and responsibilities with passion, dedication and commitment.

I will be sterling in my performance, working in partnership with the Officer Corps in achieving mission success.

I am a dynamic leader ready for challenges.

I will defend Singapore with my life.



THE SAF WARRANT OFFICER SONG

March Tempo

Piano

B F7 D7 Gm C F7 B First Verse

We come

Pno.

B B F B B C7

from ev'ry cor ner of the S A F The Ar my, the Na vy, and the

F B

Pno.

Air Force too. Hand in hand we will work and

B C7 F7 B Chorus

al ways be friends, we'll fight to de fend our land. We will

Gm D7 Gm C7 F

lead, we will fight. We are the best of the best in the

Cm7 F7

Pno.

land. Thru di li gence and com pe tence we have

D7 Gm C7 D7

Pno.

earned our ranks to be a mem ber of the war rant of fi cer

B B B

Pno.

crop s. We will use our in ter gri ty to lead our men ne ver our

B F B

Pno.

ren der we'll fight to the end. Pride and pro fes sio na li sm will

B B B

Pno.

al ways be, a war rant we are proud to be. We will

Gm D7 Gm C7

lead, we will fight. We are the best in the best of our

F Cm7 F7

Pno.

land. Thru di li gence and com pe tence we have

D7 Gm C7

Pno.

earn ed our ranks to be a mem ber of the war rant of fi cer

B

Pno.

crop s

“If you ... do not understand that you have got to defend this [country], then in the end we will lose. Others will come, smack you down and take over.”

PRIME MINISTER LEE KUAN YEW, 1967

HISTORY OF THE WARRANT OFFICERS AND SPECIALISTS



HISTORY OF THE WARRANT OFFICERS AND SPECIALISTS

THE NCO CORPS

When Singapore gained independence on 9 August 1965, our national leaders realised that the next important task was to build a credible defence force that would enable us to stand on our own and defend the land we call home, hence the birth of the Singapore Armed Forces (SAF). In 1966, the Singapore Armed Forces Training Institute (SAFTI) was established to serve as a military training institution to train Officers and NCOs. Back then, the rank structure of the NCOs was as followed: Lance Corporal (LCP), Corporal (CPL), Sergeant (SGT), Staff Sergeant (SSG),

Warrant Officer Class Two (WO2), Warrant Officer Class One (WO1) and Senior Warrant Officer (SWO). Warrant Officer (WO) ranks were worn on the wrists, and NCOs, the sleeves. In September 1983, WO ranks were moved from the wrists to the sleeves, aligning with that of the CPL, SGT and SSG.



November 1967. After the passing of the National Service bill, the first Section Leader Course was conducted. In April 1968, the passing out event was graced by Mr Lim Kim San.



CPL Gucharan Singh receiving the best trainee award from Minister for Interior and Defence, Dr Goh Keng Swee.

01 JUNE 1969

The School of Section Leaders (SSL) in SAFTI was established as a result of the gradual expansion of SAF. SSL was established to train Section Leaders. It saw the passing out of two batches of Section Leaders.



01 OCTOBER 1970

SSL was renamed as the School of Infantry Section Leaders (SISL).



60s AND 70s

During these two decades, regular NCOs were seen as enforcers for regimentation and discipline. Their primary roles were conducting parades and drills, as well as performing administrative tasks.

APRIL 1975

The SAF Boys' School was established. It aimed to equip students who were less academically inclined with combat, technical or service skills. They later became the bulk of SAF's Regular Infantry NCOs (RINCO).



APRIL 1976

The direct commissioning for outstanding senior NCOs was introduced. WO1 Shamsudin bin Shadan, WO1 Hong Seng Mak and

WO1 Tan Lip Chiang were the first senior NCOs to be commissioned as Lieutenants.

LEGENDARY RSMs:



WO1 ONG HUI PHENG



WO1 "TIGER" HONG SENG MAK



WO1 SHAMSUDIN BIN SHADAN

SEPTEMBER 1978

The RINCO scheme was formalised with its training wing being set up in "Terror Camp", Sembawang. It moved its training to the old Signal Wing at Pasir Laba Camp in June 1980.

"At that time, I was only a staff sergeant. RINCO was a six-month intensive course that covered aspects of physical fitness, field exercises, navigation exercises, compass reading, raid missions, and escape and evasion training. The course tested the soldiers on their toughness and in the process built their confidence. It was an interesting confidence building course that exposed the NCOs to an adventure type of training."

RECOLLECTION OF RINCO



The RINCO course was introduced to train NCOs in jungle warfare skills.

SWO LIM ENG TEONG
Former RINCO Instructor



01 MAY 1982

The SISL was renamed the Singapore Armed Forces Infantry NCOs School (SAFINCOS) with a new motto, "With Pride We Lead". The name was deemed to be more appropriate as it was synonymous with the evolution of our NCOs. NCOs were trained to be the experts in combat skills, especially in weapon handling, combat battle drills and small-group tactics. They were expected to be experts in moulding the younger national servicemen into effective and disciplined soldiers.



01 JULY 1983



The Senior Warrant Officer (SWO) was introduced as the pinnacle rank of the NCO Corps. Three outstanding SAF Warrant Officers, WO1 Sng Cheng Chye (center), WO1 Ong Hui Pheng (left) and WO1 Wee Cheng Leong (RSN) (right), were promoted to the newly created rank.

01 JULY 1987

WO1 Lai Mai Lan became the first SAF woman to be promoted to the rank of SWO.



SWO Lai (then a sergeant) rappelling a cliff as part of the Outward Bound Course she attended in 1969.

In 1980 she was in the first batch of women to receive the coveted "Airborne" wings.

16 AUGUST 1988

Twenty Warrant Officers (WOs) from the three Services graduated from the first Regimental Sergeant Major (RSM) course. In 1990, WOs were appointed as Platoon Commanders or Company Second in Command in SAFINCOS.

WO1 Richard Ee Yew Kheng became the first SAF Senior NCO to be selected to attend the prestigious United States Army Sergeants Major Academy (USASMA), located at Fort Bliss, Texas in July 1989. Since then, Our Army has been sending deserving WOs to the academy every year. Twenty-three years later, SWO Tang Peck Oon became the first SAF Warrant Officer inducted into the Hall of Fame.



The first RSM Course was completed on 16 August 1988.

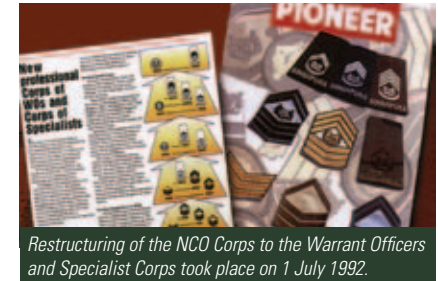
RESTRUCTURING

01 JULY 1992

The SAF restructured the NCO Corps into the Warrant Officer and Specialist (WOSpec) Corps to provide servicemen and servicewomen with better career prospects and a visible progression to higher ranks. This move was announced by Dr Yeo Ning Hong, the Minister for Defence, when he visited SAFINCOS on 13 February 1992. All basic vocationalists from the rank of Recruit to Corporal were called Enlisted Personnel for the Army, Seamen for the Navy, and Airmen for the Air Force. The Specialist ranks range from 3rd Sergeant (3SG), 2nd Sergeant (2SG), 1st Sergeant (1SG), Staff Sergeant (SSG) and Master Sergeant (MSG).

These soldiers were expected to be experts in their respective vocations, having graduated from the Section Leaders or equivalent courses. They were given more authority to make decisions and be accountable to the management. The WO ranks were equated to Junior Commissioned Officers. The WO ranks ranged from 2WO and 1WO to MWO and SWO. Two grades i.e. Grade 1 and 2 were introduced for 2WO, 1WO and MWO ranks. The WO will attain his Grade 1 upon promotion into the rank and Grade 2 thereafter.

All Specialists donned their new ranks on 1 July 1992, and WOs donned their ranks epaulettes similar to Officers. Specialists donned bolder rank insignias on their sleeves. All WOSpecs and Enlisted Personnel would address



Restructuring of the NCO Corps to the Warrant Officers and Specialist Corps took place on 1 July 1992.

both the Commissioned Officers and WOs as "Sir", recognising the WO's enhanced status. However, WO's would continue to salute Commissioned Officers and address them as "Sir" as a mark of respect for their commissioned status.

All Specialists were commonly addressed as "Sergeants" in order to distinguish them from the Enlisted Personnel. The reason for this change was to acknowledge that the WOSpecs formed the backbone of Our Army. With more ranks, each promotion merits an increment. The new rank structure gave WOSpecs something to look forward to in every three to four years, instead of the usual eight to ten years previously.

In the same year, SAF Warrant Officer School (SAFWOS) was set up at Pasir Laba Camp to conduct the Army Warrant Officer Course (AWOC) and Joint Warrant Officer Course (JWOC). JWOC served to prepare potential WO's to assume heavier responsibilities.

As a result, WO's began assuming more roles as Platoon Commander, Company Second in Command and Officer Commanding in training institutions across the SAF.

Meet SAF's first non-officer platoon leaders



SWO Teo... commander and second-in-charge.



SWO Sengdar Singh... one of the four new platoon commanders.



SWO Wang... one of the four new platoon commanders.



SWO Teo leading his men in field training.

1000

There is something special about these platoon commanders — they are not officers.

These four senior non-commissioned officers (NCOs) have been appointed platoon commanders, posts which can usually only be held by officers by officers in the Singapore Armed Force.

The senior NCOs, who are the first to be given this new responsibility, are Sengdar Singh (SWO), Sengdar (SWO), Wang (SWO), Sengdar (SWO), Sengdar (SWO) and Wang (SWO).

Three of these four appointments to platoon commanders is an innovation aimed at promoting better understanding, respect and discipline between officers and NCOs. The move would also allow greater opportunities for officers to be mentored by NCOs.

The move to deploy NCOs in officer-level appointments is the latest step by the SAF to widen the job scope of the non-commissioned ranks. Chief of the General Staff, Lieutenant-General Winston Chan, said today.

Before their new appointments to platoon commanders, the four warrant officers attended a Platoon Commander's job leader course. Since being given their new appointments, they have been conducting training in Alpha company.

In the past, senior NCOs took on the tasks of officers only when such positions became temporarily vacant.

A warrant officer platoon commander will undergo the rigorous Warrant Officer course at SAFRMS to train for the role of regimental

people becoming better equipped.

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SWO Sengdar Singh said that giving NCOs officer appointments would boost the morale of NCOs in general. It indicates that the appointment treats them the same as their officer appointments, and also a good opportunity for the NCOs to show their merit.

On possible difficulties with their new jobs, SWO Sengdar Singh said: "First, my team are 18 years old and I am still training and learning so much more will be going on. But I will have to do it like our own style in leadership for example."

“What the SAF expects from you is what you do best: to take our young soldiers by the hand and show them what the SAF is all about. This sounds so simple, but yet is the most difficult thing to do. It requires leadership, dedication and skills. It requires firmness and understanding. It requires you to draw on all the experience that you have accumulated over the years. Do your job well so that we can continue to build a SAF full of good, committed and well-trained soldiers. This will make the difference between life and death, victory and defeat for you and your men, the SAF and our country.”



SAFWOS was established on 15 January 1992 and the logo was unveiled on 5 November 1993.



SAFINCOS was subsequently renamed the School of Infantry Specialist (SISPEC) on 1 July 1992.

RADM (NS) TEO CHEE HEAN
2nd Minister for Defence
July 1992, when SAFINCOS was renamed SISPEC

01 FEBRUARY 1998

SWO Richard Ee became the first SAF RSM.



SWO Richard Ee

01 JULY 2000

SWO Gungadaran became the first Army RSM.



SWO Gungadaran

THE NEW PARTNERSHIP

28 JANUARY 2000

The New Partnership was launched. The SAF Premium Plan aimed to promote a headstart in life for WOSpecs and a satisfying career for WOs. The Ministry of Defence (MINDEF) demonstrated clearly once again that they were committed to creating a first class career for our servicemen and women. The vision of a highly skilled WOSpecs as mentioned in the New Partnership Review was as followed:

“Warrant Officers and Specialists are the repository of experience in the skills of soldiering. They would have skill-based knowledge in specialised areas like operations and maintenance of weapon systems, combat drills, regimental procedures, training and administration. They would be the most experienced personnel and subject matter experts. They must be the people to whom the NSFs and NSMen would turn to, to solve the problems on the ground.”

RADM (NS) TEO CHEE HEAN
2nd Minister for Defence
January 2000 during the Premium Plan Launch

SAF PREMIUM PLAN

Financial benefits under the Plan:

The financial benefits offered in the following accounts were designed to reward and provide WOSpecs with financial stability.

STAGE 1		STAGE 2	
START	Specialist Account to Reward Ten Years Engagement at completion of Stage 1.	CARE	Career And Retirement Endowment.
After 10 years of service, you'll receive a lump sum.		When you proceed to Stage 2, you'll receive a lump sum deposited into an investment account and another into your retirement account.	

CPF TOP-UP

EMPLOYEE'S CPF CONTRIBUTION	EMPLOYER'S CPF CONTRIBUTIONS	TOTAL CPF CONTRIBUTIONS
Your contribution rate is lower compared to the private sector. (You'll enjoy a higher take home pay).	The Army's contribution matches that of the private sector through the CPF Top-up account (which is invested for better returns).	The Army's contribution is pegged to the private sector. (Your benefits are always equal or better than the private sector).

ENABLE EMPLOYEE'S NEEDS AND BENEFITS FOR LIFE EXPENSES

STAGE 1	STAGE 2
6,000 points, after 4 years of service	4,000 points for every 5 years of service

Launched on 28 January 2000.

This flexible benefits system awarded credits points (1 point is equivalent to \$1) that can be used to pay for:

- Personal development/Education
- Personal and dental insurance
- Dental treatments
- Vacations
- Buying of leave
- Housing down-payment/Renovations
- Maternity-related expenses
- Children's education/Day-care services

A SPIRITUAL HOME FOR THE WARRANT OFFICERS AND SPECIALISTS

10 JULY 2004

The Minister for Defence, RADM (NS) Teo Chee Hean, officiated the SISPEC Ground Breaking Ceremony at Pasir Laba Camp.

technology may change the way we do things and the way we fight, it is ultimately the soldier who makes the difference.

"There are two key elements that we must develop in each and every one of our soldiers. No matter how much

The first element is values and attitudes, courage, ingenuity and professionalism. That is what will

1ST GENERATION

1960s



Building The Blocks

2ND GENERATION

1990s



Combined Arms

3RD GENERATION

Present Onwards



A Networked Full Spectrum Force



The Minister for Defence, RADM (NS) Teo Chee Hean, officiated the SISPEC Ground Breaking Ceremony at the Pasir Laba Camp.

determine victory or defeat for the SAF. The leadership, motivation and professionalism of our commanders at all levels will make the difference in battle. So SISPEC has a critical role, for it is here that the SAF's first-line commanders are moulded and developed. Any successful fighting army depends on its first-line commanders to lead its men in battle, to motivate them, to rejuvenate their spirits and lead them onto final victory.



The second element is professional and technical competency. The high-tech nature of the 3rd Generation SAF will place greater demands on the professionalism and technical competency of the 3rd Generation Specialist. He will have to thoroughly understand and make optimal use of the variety of weapons and network systems in the 3rd Generation SAF.

Our soldiers must be able to exploit technology to give them a sharp edge over their adversaries. The 3rd Generation Specialist will have to lead his soldiers in a demanding and complex battlefield. With better situational awareness and reach, the 3rd Generation Specialist will have to exercise his leadership and command over a wider expanse of the battlefield. He will also be expected to take on higher levels of responsibility as he is given greater latitude and more training."

RADM (NS) TEO CHEE HEAN
Minister for Defence
10 July 2004,
Ground Breaking Ceremony for SISPEC Development

17 SEPTEMBER 2004

This date marked a new era for the WOSpecs with the inauguration of the Specialist and Warrant Officer Institute (SWI). SWI was a merger of SAFWOS and the School of Infantry Specialists (SISPEC), under the command of the 9th Singapore Infantry Division/HQ Infantry. After the merger, syllabus and trainings for the WOSpecs were knitted more effectively. This helped the WOSpecs to learn and acquire the skills and knowledge required of a 3rd Generation fighting force.

"The SWI will be the place where we groom and develop Warrant Officers and Specialists. It will be the analogue to SAFTI Military Institute next door. This will promote a deeper sense of belonging and motivation for all our Warrant Officers and Specialists to bring out their best qualities."

RADM (NS) TEO CHEE HEAN
Minister for Defence
17 September 2004, Inauguration of SWI

SWI

The inauguration of SWI symbolised the recognition and emphasis in promoting continual learning of WOSpecs. Embodying the core values, culture, heritage and pride, SWI would strengthen the backbone of Our Army with a "sense of belonging".



2005

A transformation study was carried out to review the roles and responsibilities of Our WOSpecs.

2006

The transformation study paper was endorsed. In the paper, it was stated that given the increased roles and responsibilities, WOSpecs should be **PARTNERING**, instead of **SUPPORTING** the Officer Corps.

2006

MWO-grade Career Managers in Control of Personnel Centre (CPC), to manage and develop the Corps, was established.

JANUARY 2006

A review in addressing WOs was done. All Sergeant Major appointment holders would be addressed as “**Sergeant Major**” and the general population of WOs would be addressed as “**Encik**” for the men and “**Cik**” for the women.

01 JUNE 2006

1WO Jennifer Tan became the first female to be appointed as a manoeuvre battalion RSM in 46 SAR.

2007

Warrant Officer Leadership Development Team was established in 2007. 1WO Gary Chua and ME3 Arivazhagan were the pioneer facilitators.

2008

The Army leadership supported the initiative of the 4-Key Thrusts:

1. Taking Charge of Training
2. Deepening Skills and Knowledge
3. Leading and Managing our own WOSpecs
4. Enforcing Regimentation and Discipline

Since then, the 4-Key Thrusts have evolved into the responsibilities of WOSpecs.



SWO Joseph Koa, Sergeant Major of the Army, initiated the 4-Key Thrusts.

INTRODUCTION OF THE SPECIALIST CADET RANK

23 DECEMBER 2008



In recognition of the importance and evolving role of the Specialist in 3rd Generation of SAF, the Specialist Cadet Trainee (SCT) rank was officially unveiled by Minister for Education and Second Minister for Defence Dr Ng Eng Hen in a parade on 23 December 2008 at School Infantry Specialist (SISPEC).

“This rank will serve as a visual symbol of their status as commanders-in-training and will also serve as a constant reminder of the values, attitudes and professionalism that the WOSpec Corps is founded upon.”

DR NG ENG HEN

Minister for Education and Second Minister for Defence on the Specialist Cadet Trainee (SCT) rank



Minister for Education and Second Minister for Defence Dr Ng Eng Hen affixing the new Specialist Cadet rank on 23 December 2008 at Pasir Laba Camp.

SPECIALIST CADET GRADUATION PARADE

04 DECEMBER 2009

Specialist Cadet Trainees (SCTs) from various Formations proudly graduated as a single cohort at Pasir Laba camp. The graduation parade was witnessed by the Chief of Army, MG Neo Kian Hong.

After SCTs had successfully completed their Foundation Term in the Specialist Cadet School (SCS), they were posted to various Formations for their Professional Term training, unlike in the past when trainees graduated as Specialists within their Formation. In the final two weeks of their training phase, they gathered back at Pasir Laba camp for the Combined Arms Term (CAT), where they shared their experiences gained in the various Formations.



“As a Signals Specialist, I support the communication needs of various units. This CAT has allowed me to understand the requirements that other formations would need in operations. For example, I learnt from the Artillery Specialists that their Forward observers will require a rebroadcast station due to their distance from the target area.”

3SG EDWARD NEO FENG RUI
Signal Specialist
on CAT during the 01/09 Specialist Cadet
Graduation Parade (SCGP)



Mr Teo Chee Hean, Deputy Prime Minister and Minister for Defence inspecting the parade contingents at the 4th Specialist Cadet Graduation Ceremony held at Pasir Laba Camp on 24 September 2010.

INTRODUCTION OF ENHANCED WARRANT OFFICERS SCHEME

APRIL 2010

The WOSpecs made a transition from the two-stage Premium Plan (PP), which was launched on 28 January 2000, to the Enhanced Warrant Officers Scheme (EWOS) in April 2010.

In recognition of the rising educational standards and potential of future Specialist cohort, the rank

of Third Warrant Officer (3WO) was introduced together with EWOS. WOs were now empowered with more responsibilities. The 3WO rank was attainable as early as the sixth year of service. One hundred and fifty WOSpecs attended the promotion ceremony on 18 March 2010.

“The new rank comes with new duties and responsibilities. For example, warrant officers can be conducting officers for training and investigation officers.”

3WO SHARIN
on his promotion to the 3WO Rank



WOSpecs were able to apply for academic sponsorships earlier in their career. Sergeant Majors were also entrusted with the role of Chief Trainers or Master Trainers in weapon training.

“Moving forward, we have enhanced the scheme for our Warrant Officers to lead our better educated soldiers and stay abreast of the complex operating environment and technologies. Warrant Officers will be groomed to provide professional and leadership excellence for the 3rd Generation SAF, and to be the premier warfighters, tactical leaders and trainers of the SAF.”

LG DESMOND QUEK
Chief of Defence Force
for EWOS

KEY FEATURES OF THE ENHANCED WARRANT OFFICERS SCHEME (EWOS)

The Value Proposition of Warrant Officers

- Provide leadership and the critical link with the soldiers
- Backbone of our operational and training orbit
- Partner the Officers Corps to strengthen our operational structure and training systems

An Enriching Career

- Replacement of two-stage career construct with a through-train system
- Possible attainment of new 3WO Rank as early as end of 6th year for top performers
- Full Vesting Date (FVD) lowered to age 50 for greater career transition flexibility
- FLEX Benefits
- Post Retirement Medical Insurance up to age 60

Extensive Professional Development and Continuing Education Opportunities

- New Warfighter Course
- New 3WO Professional Leadership Course
- Introduction of new Early Degree Sponsorship
- Enhanced CLASS Framework

Transition for In-Service Personnel during One-Time Cross-Over Exercise

- No change to Medical and Leave scheme
- Emplacement to a higher rank will be premised on serviceman's performance and seniority

RESTRUCTURING OF SPECIALIST AND WARRANT OFFICER INSTITUTE

13 APRIL 2010

SWI was reorganised into the Specialist Cadet School (SCS), the Specialist and Warrant Officer Advanced School (SWAS) and Singapore Armed Forces Warrant Officer School (SAFWOS).

The reorganisation of SWI reflected a shift from a specialist school with a heavy emphasis on infantry training to a premier military leadership institute that produced leaders. Collaborative learning was also adopted. This shift in learning pedagogy was best reflected in this mandate.

"It's no longer about learning from the instructor but learning with the instructor. The instructor cannot monopolise knowledge but has to co-construct knowledge."

LTC LUIS PHAY

sharing on the transformation of SWI

SAFWOS continued to focus on the development of Warrant Officers for the SAF.



2010

An initiative to upgrade the Institute Sergeant Major (ISM) appointment into a Chief Master Trainer took place. Five ISMs were converted to SWO-estab Chief Master Trainer posts. With

this initiative, a structure was provided to develop the Master Trainer concept to anchor the combat training system with the officers.



The Graduation Parade of the 1st Warfighter Course held in Pasir Laba Camp on 31 July 2010.

WARFIGHTER COURSE

JULY 2010

The Warfighter Course was one of the Professional Military Education and Training courses created with the intent to sharpen the soldiering skills of Our Army Specialists. The WOSpecs selected to attend this course needed to undergo about five to six years of training after graduating from the Specialist Cadet Course.

The course syllabus included the sport science training from the Australian Strength and Conditioning Association (ASCA) programme. It aimed to equip them with the knowledge to conduct physical training better.

The WOSpecs were taught small arm coaching techniques so as to allow them to be better coaches. Individual skill-at-arms and section skill-at-arms were incorporated as part of the Combat Skill Badge training to boost the confidence of a WOSpec.

The first Warfighter course took place on 5 July 2010. This course was later redesigned as the Warfighter-CSM course in April 2013. This enhanced programme aimed to develop our WOSpecs into **Warfighters, Trainers, and Leaders.**



2010–2013 – EVOLUTION OF THE JOINT COURSES IN SAFWOS

JULY 2010

With the introduction of the EWOS in April 2010, there was a need to develop Warrant Officers to enable them to assume their re-profiled roles earlier in their career as compared to the past. Hence, the Joint Foundation Leadership Course (JFLC) was introduced in July 2010 as an entry-level course into Warrant Officership. This course superseded the previous Specialist Enhancement Programme (SEP) for the tri-service Specialists, and the Army Warrant Officer Course (AWOC) for Army Specialists. The other courses in

SAFWOS took alignment from the JFLC and were re-named (in ascending order of seniority) as the Joint Intermediate Leadership Course (JILC, formerly known as JWOC – Joint Warrant Officer Course), the Joint Advanced Leadership Course (JALC, formerly known as ALP – Advanced Leadership Programme) and the Joint Senior Leadership Course (JSLC, formerly known as SLP – Senior Leadership Programme). These courses came to be collectively known as the ‘Joint’ courses in SAFWOS.



1st Joint Leadership Course Army Graduation on 30 May 2013 at Chevrons.

While the JFLC sought to meet the immediate needs of the EWOS, concurrently, SWI also conducted a holistic review of the curriculum for the entire Route of Advancement (ROA) courses for WOSpecs, including the 'Joint' courses. In January 2013, the revamped curriculum for the 'Joint' courses was implemented. The significant change saw the introduction of the Joint Leadership Course (JLC), which superseded both the JFLC and JILC. Less prominent, but no less significant, were the revamped curriculum for the JALC and JSLC. The revamped curriculum took into consideration the need

for continuing professional military education and training throughout the Warrant Officer's career, new pedagogies aligned to the new generation of soldiers and the re-profiled roles of the Warrant Officers as Warfighters, Trainers and Leaders.

The conduct of the 'Joint' courses in SAFWOS also provided the opportunity for the Warrant Officers from all services to come together to forge a common identity, as well as to interact with the Military Experts to build lasting partnership and understanding.



1st Joint Leadership Course Dining In at Chevrons on 30 May 2013.

WARRANT OFFICERS ASSUME APPOINTMENT OF TRAINING INSTITUTE CHIEF INSTRUCTORS AND COMMANDING OFFICERS

2010

This year was a significant milestone for Our WOSpecs. Two SWOs were appointed as Chief Instructors. SWO Quek Ser Hiang took over the appointment of Chief Instructor of the SAF Warrant Officer School (SAFWOS), an appointment that was traditionally held by an Officer with the rank of Lieutenant Colonel (LTC). SWO Thalpathi became the first Chief Instructor of the Specialist and Warrant Officer Advanced School (SWAS).



SWO Thalpathi (left) and SWO Quek Ser Hiang (right).

31 JANUARY 2011

SWO Lee Sung Cheng took over from LTC Yeo Hock Seng to become the first WO to be appointed as the Commanding Officer of a training school, Specialist and Warrant Officer Advanced School (SWAS).



COL Lee Yong Heng (center) witnessing SWO Lee Sung Cheng (right), taking over the command baton from LTC Yeo Hock Seng (left) as CO, SWAS.

11 FEBRUARY 2011

SWO Amar Singh took over Maj Kenny Low as the Commanding Officer of the Military Police Training School (MPTS). He was the second WO to be appointed as the Commanding Officer.



SWO Amar Singh taking the oath as CO, MPTS.

“Few, if any militaries in the world, have let Non-Commissioned Officers take on posts held by Commissioned Officers.

Both SWO Lee and SWO Singh are among Warrant Officers and Specialists who have their job “redesigned and restructured” after the Singapore Armed Forces (SAF) overhauled its schemes last year.

With those changes, Warrant Officers were given more responsibilities, and became Chief Instructors in areas such as weapon handling and soldiering skills.”

DR NG ENG HEN
Minister for Education and Second Minister for Defence
addressing Parliament on 3 March 2011



SWO Quek Ser Hiang (right) receiving the command symbol of CO, SVTS from COL Percival Goh (left).

16 AUGUST 2011

SWO Quek Ser Hiang was appointed as the Commanding Officer, Signals Vocation Training School (SVTS).



SWO Lee Yong Yiang taking the oath as CO, EVTS.

01 NOVEMBER 2011

SWO Lee Yong Yiang was appointed as the Commanding Officer, Engineer Vocational Training School (EVTS).

THE FIRST FEMALE NATIONAL DAY PARADE REGIMENTAL SERGEANT MAJOR

09 AUGUST 2011

On 9 August 2011, MWO Jennifer Tan became the first female Regimental Sergeant Major (RSM) for the National Day Parade.



ARMY WARRANT OFFICER LEADERSHIP DEVELOPMENT PROGRAMME

2011



Graduands of the first WOLD course conducted in CLD from June to December 2011.

PRESENTING CEREMONIAL SWORDS TO WARRANT OFFICERS

22 AUGUST 2011

In a ground breaking ceremony held at the Pasir Laba Camp on 22 August 2011, WOs were presented with ceremonial swords. The Swords, traditionally presented only to officers, were given in recognition of the SWOs and MWOs' demonstrated expertise and leadership in their respective domains and Corps.

The Chief of Army (COA), MG Ravinder Singh, SAF Sergeant Major, SWO Joseph Koa and Sergeant Major of the Army (SMA), SWO Tang Peck Oon attended this milestone event for the WOs. Both Sergeant Majors, SWO Joseph Koa and SWO Tang Peck Oon, also received their swords on that day.

The WOSpecs were identified as "Warfighters-Trainers-Leaders" – a key point that was emphasised by SWO Koa and SWO Tang.

"The SAF has a vision to operate 3 'Officers' Corps. In addition to our commissioned officers, our Warrant Officers are warfighting expert officers and our Military Experts are technical expert officers. Each of the 3 Corps has unique roles to perform, and each is indispensable to the Army."

MG RAVINDER SINGH

Chief of Army

in the speech made during the Sword Presentation Ceremony held on 22 August 2011

Source: Army News: Volume 192, September 2011.



The Warrant Officer's ceremonial sword.

TRAINING INSTITUTE COMMANDING OFFICER

20 FEBRUARY 2012



SWO Chelliah taking the oath as CO, STC.

SWO Chelliah appointed as the Commanding Officer, Supply & Transport Centre (STC).

SINGAPORE ARMED FORCES WARRANT OFFICER HONOURED IN HALL OF FAME IN US MILITARY ACADEMY

21 JUNE 2012



SWO Tang Peck Oon (right) and Commandant Rory Mallory (left) of the USASMA during the inclusion ceremony.

Introduced in 2009, SWO Tang Peck Oon was the 16th Sergeant Major to be inducted into the United States Army Sergeant Major Academy International Student Hall of Fame. SWO Tang was a student in 1994. The ceremony was held in Fort Bliss, Texas on 21 June 2012.

CHIEF WARRANT OFFICER RANK

01 JULY 2012

Introduced at the annual Singapore Armed Forces (SAF) Promotion Ceremony, the new Chief Warrant Officer (CWO) rank was awarded to WOs, in recognition of their significant contributions.



The new CWO rank insignia was similar to that of SWO's. In addition to the four chevrons, it had laurels around the coat of arms.

The four promotees to the CWO rank were SAF Sergeant Major, SWO Joseph Koa, Sergeant Major of the Army, SWO Tang Peck Oon, Commanding Officer of the Specialist and Warrant Officer Advanced School, SWO Lee Sung Cheng and Commanding Officer of Signals Vocation Training School, SWO Quek Ser Hiang.

SWO Quek Ser Hiang (CO, SVTS) shared his comments on the CWO rank.

“While the SAF has many initiatives for recognising the capabilities of warrant officers and specialists, the new CWO rank is the most visible ... The SAF has not only provided opportunities for our servicemen to develop professionally but also demonstrated its commitment to continually recognise those who have performed well and delivered results.”

Source: Army News, Issue 201, June 2012.



Four Warrant Officers promoted to the newly created rank of Chief Warrant Officer on 1 July 2012. (Left to Right) SWO Quek Ser Hiang, SWO Tang Peck Oon, SWO Joseph Koa, and SWO Lee Sung Cheng.

WOSPEC PROFESSIONAL MILITARY EDUCATION TRAINING (PMET)

JANUARY 2013

In response to organisational demands and as a result of SAF's efforts to strengthen its Regular WO Corps in partnership with Officers

Corps, the new WOSpec Professional Military Education Training (PMET) Roadmap was introduced.

1ST WOSPEC OPERATIONS STAFF COURSE

18 MARCH 2013

Another initiative to redesign WOSpecs development was the formalising of operations staff course. This course equipped WOSpecs with the skills to operate as Division and Brigade Operations Warrant Officer. Relevant subjects such as battle procedures, command control

intelligence system and operations management were included in its well-designed syllabus.

The course also developed into a community of practice for operations staff matters, where knowledge was shared.



Graduands of the 1st WOSpecs Operations Staff Course held at TRADOC on 28 March 2013.

TRAINING INSTITUTE COMMANDING OFFICERS



SWO Peter Estrop (right) receiving the appointment letter as CO, SOTAC from COL Kenny Tay Hui Hian (left).

17 APRIL 2013

SWO Peter Estrop appointed as the Commanding Officer, Special Operations Tactics Centre (SOTAC).



SWO Lee Cher Pin (right) receiving the command symbol of CO, AVTS from COL Ma Lup Hoe Michael, Comd AI (left).

05 JULY 2013

SWO Lee Cher Pin appointed as the Commanding Officer, Artillery Vocational Training School (AVTS).



CWO Lee Sung Cheng taking the oath as CO, ACTC.

11 DECEMBER 2013

CWO Lee Sung Cheng appointed as the Commanding Officer, Armour Combat Training Centre.

FIRST BATCH OF SAF WARRANT OFFICERS PARTICIPATING IN 3RD COMMAND AND STAFF COURSE (EXECUTIVE)

JANUARY 2014

SWO Tan Chun Kiat and SWO Tamizh Kannan V.R. from the Army together with SWO Ong Siang Thai from the Navy are the first batch of SAF Warrant Officers participating in 3rd Command and Staff Course (Executive) at Goh Keng Swee Command and Staff Collage (GKS CSC).



From left: COL Ng Wai Kit (Commandant GKS CSC), SWO Ong Siang Thai (Navy), LG Ng Chee Meng (CDF), SWO Tan Chun Kiat (Army) and SWO Tamizh Kannan V.R. at GKS Command and Staff Course opening ceremony on 28 January 2014 at SAFTI MI.

WAY AHEAD

Our WOSpecs is the backbone of Our Army. After several years of advancement, Our WOSpecs have reached another junction where they were guided clearly by their roles and responsibilities. Many initiatives have been implemented to further emphasise and tighten the soldiering fundamentals (SOFUN) and Force Preparation. WOSpecs have been ever ready to adapt and meet new challenges. Many of the WOSpecs were deployed to peace keeping and peace support operations around the world. They have conducted themselves well and performed professionally and competently. They demonstrated to the foreign military forces that the capabilities are of world-class standards. These are the testaments of the

efforts towards becoming the 3rd Generation SAF. Our WOSpec's vision, mission and creeds provide clear direction for the Corps. As we step into the future, greater demands and competencies would be required from WOSpecs. Hence the undying spirit of continuous learning must be firmly set in the heart and mind of every WOSpec.



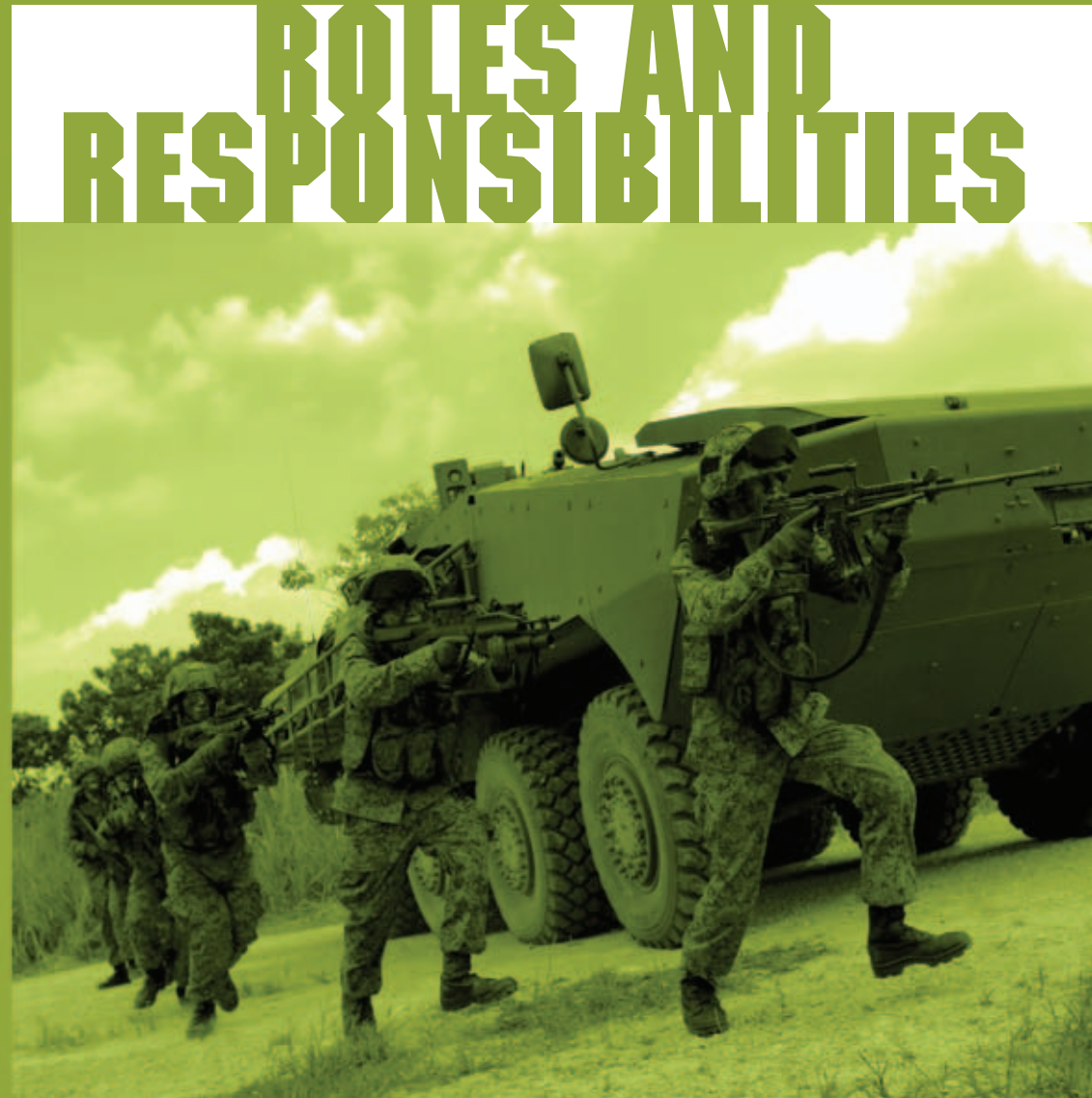
CHRONOLOGY OF WOSPECS HISTORY

- 09 Aug 1965** Singapore gained independence
- 1966** SAF Training Institute (SAFTI) formed
- 01 Jun 1969** School of Section Leaders (SSL) established
- 01 Oct 1970** SSL renamed the School of Infantry Section Leaders (SISL)
- Apr 1975** SAF Boys' School established
- Apr 1976** Direct commissioning introduced
- Sep 1978** SAF's Regular Infantry NCOs (RINCO) scheme formalised
- Jun 1980** RINCO moved to the Pasir Laba Camp
- 01 May 1982** SISL renamed the SAF Infantry NCOs School (SAFINCOS)
- 01 Jul 1983** Senior Warrant Officer (SWO) rank introduced
- 01 Jul 1983** First woman promoted to SWO
- 16 Aug 1988** 20 WOs graduated from first Regimental Sergeant Major (RSM) Course
- Jul 1989** First SAF Senior NCO selected to attend the United States Army Sergeant Major Academy (USASMA)
- Jul 1990** WOs appointed as PC and COY 2IC in SAFINCOS
- 15 Jan 1992** Formation of SAF Warrant Officer School (SAFWOS)
- 01 Jul 1992** NCO restructured and became Warrant Officer and Specialist (WOSpec) Corps. SAFINCOS renamed as the School of Infantry Specialist (SISPEC)
- Jun 1996** WOs started to assume Officer Commanding appointment
- 01 Feb 1998** SWO Richard Ee became the first SAF RSM
- 28 Jan 2000** SAF Premium Plan launched
- 01 Jul 2000** SWO Gungadaran became the first Army RSM
- 10 Jul 2004** SISPEC moved to the Pasir Laba Camp
- 17 Sep 2004** Inauguration of the Specialist and Warrant Officer Institute (SWI)
- Jan 2006** The transformation study paper acknowledged the increased roles and responsibilities; that WOSpecs should be PARTNERING, instead of SUPPORTING the Officer Corps
- Mar 2006** MWO-grade Career Managers in CPC, to manage and develop the Corps was established
- 01 Jul 2006** 1WO Jennifer Tan became the first female manoeuvre RSM in 46th Battalion, Singapore Armoured Regiment
- Jul 2007** Warrant Officer Leadership Development Team was established in 2007. 1WO Gary Chua and ME3 Arivazhagan were the pioneer facilitators
- Mar 2008** The Army leadership supported the initiative of the 4-Key Thrusts. Since then, the 4-Key Thrusts have evolved into the responsibilities of WOSpecs
- 23 Dec 2008** Specialist Cadet Trainee (SCT) rank was officially unveiled
- 04 Dec 2009** First Combined Arms Term and Specialist Cadet Graduation Parade held in the Leaders Square, Pasir Laba Camp
- Mar 2010** SWO-estab Chief Master Trainer posts were established
- 18 Mar 2010** First batch of 150 Specialists promoted to the new rank of 3WO
- 01 Apr 2010** Introduction of the Enhanced Warrant Officers Scheme (EWOS) and WOSpec roles defined as Warfighter, Trainer and Leader.
- 13 Apr 2010** Restructuring of SWI to Specialist Cadet School (SCS), Specialist and Warrant Officer Advanced School (SWAS) and SAF Warrant Officer School (SAFWOS)
- First two WOs appointed as the Chief Instructors of SAFWOS and SWAS
- Jul 2010** Introduced Warfighter course and Leadership courses
- Apr 2011** It was formalised that the WOSpec's roles was to be a Warfighter-Trainer-Leader and his or her responsibilities were to carry out the 4-Key Thrusts
- Jul 2011** First Army Warrant Officer Leadership Development Programme was established
- 31 Jan 2011** SWO Lee Sung Cheng, the first WO appointed as the Commanding Officer, Specialist and Warrant Officer Advanced School (SWAS)
- 11 Feb 2011** SWO Amar Singh appointed as the Commanding Officer, Military Police Training School, (MPTS)
- 09 Aug 2011** MWO Jennifer Tan appointed as the first female National Day Parade RSM
- 16 Aug 2011** SWO Quek Ser Hiang appointed as the Commanding Officer, Signals Vocation Training School (SVTS)
- 22 Aug 2011** Warrant Officers presented with ceremonial sword
- 01 Nov 2011** SWO Lee Yong Yiang appointed as Commanding Officer, Engineer Vocational Training School (EVTS)
- 20 Feb 2012** SWO Chelliah appointed as the Commanding Officer, Supply & Transport Centre (STC)
- 21 Jun 2012** Sergeant Major of the Army (SMA), SWO Tang Peck Oon, became the first Singaporean to be inducted into the United States Army Sergeant Major Academy (USASMA) International Student Hall Of Fame (IHOF) at Fort Bliss, Texas, USA
- 01 Jul 2012** 4 WOs promoted to the newly introduced rank of Chief Warrant Officer (CWO)
- Jan 2013** Introduction of the new WOSpec Professional Military Education Training (PMET) Roadmap
- 18 Mar 2013** First WOSPEC Operations Staff Course
- 17 Apr 2013** SWO Peter Estrop appointed as the Commanding Officer, Special Operations Tactics Centre (SOTAC)
- 05 Jul 2013** SWO Lee Cher Pin appointed as the Commanding Officer, Artillery Vocational Training School (AVTS)
- 11 Dec 2013** CWO Lee Sung Cheng appointed as the Commanding Officer, Armour Combat Training Centre
- 18 Dec 2013** The SAF Specialist Pride was introduced
- 02 Jan 2014** SAF Sergeant Major, Sergeant Major of the Army, Master Chief Navy and Air Force Command Chief were accorded in the Mindef Table of Precedence
- Jan 2014** SWO Tan Chun Kiat and SWO Tamizh Kannan V.R. from the Army together with SWO Ong Siang Thai from the Navy are the first batch of SAF Warrant Officers participating in 3rd Command and Staff Course (Executive) at Goh Keng Swee Command and Staff Collage (GKS CSC)
- 25 Feb 2014** SWI transferred command from 9 Division /HQ Infantry to SAFTI MI

“Warrant Officers form the backbone of the SAF. They set and maintain high standards in tactical warfighting, leadership and training, and are the repositories of values, skills and knowledge in the SAF.”

MR TEO CHEE HEAN
Deputy Prime Minister/Minister for Defence
2009, Enhanced Warrant Officer Scheme Public Announcement

ROLES AND RESPONSIBILITIES



EVOLUTION OF THE WOSPECS ROLES AND RESPONSIBILITIES

The Singapore Armed Forces (SAF) was initially formed with two Corps – the Commissioned Officer Corps and the Non-Commissioned Officer (NCO) Corps. In 1992, the NCO Corps was restructured into Warrant Officer and Specialist Corps (WOSpec). Our WOSpecs has come a long way since its inception and attempts to define the roles and responsibilities of our WOSpecs have been an evolutionary process. In short, our WOSpecs has evolved from one that was largely preoccupied with “Spit and Polish” of the early 70s and 80s, to one with a larger operational role to play in the 90s, and with the peacetime role of Sergeant Majors as the SAF’s “Middle Managers”. In the 2000s, the roles and capacity of our WOSpecs continued to transform and expand, with a greater articulation and refinement of their responsibilities in overseeing Force Preparation, Operational Discipline, and the Enforcement of Standards. Today, we crystallised our WOSpecs’ role as Warfighter-Trainer-Leader with four-key responsibilities of Taking Charge of Training, Deepening Skills and Knowledge, Leading and Managing WOSpecs and Enforcing Regimentation and Discipline.

TIME FRAME		DESCRIPTIONS
Pre-1990	“Spit and Polish” Bn Level and Below (1 st Generation Army)	A predominant focus as enforcers for regimentation and discipline in conducting parades, drills, administrative tasks on Personal Turnout, Soldier Hygiene and Barrack Cleanliness
1992	NCO Corps to WOSpecs and Role as SAF’s “Middle Managers” (2 nd Generation SAF)	<ul style="list-style-type: none"> - Transformation from a 6 to 9 rank structure - SAFWOS & JWOC were set up to inculcate Officer values and skills - SWO and MWO jobs approximately pegged at CPT saw Warrant Officers assuming role of Platoon Commander, Company Second in Command and Officer Commanding appointments in WOSpecs training institutions across SAF - Beyond the traditional duties of discipline and regimentation, WOs were responsible for helping to: <ul style="list-style-type: none"> • promulgate policies set by senior leadership to their subordinates • communicate the views of subordinates to senior officers • serve as the crucial link in the SAF bridging the gap between the senior management and men on the ground
1998	SAF RSM office was	established



Our 2nd Generation WOSpecs.

EVOLUTION OF THE WOSPECS

TIME FRAME	DESCRIPTIONS	
2000	Sergeant Majors (SM) Review	<ul style="list-style-type: none"> - Role of SM as Specialist Advisor/Staff to Commanders surfaced - Responsibilities of SM defined more clearly
	2 nd Minister's RADM (NS) Teo Chee Hean Speech on Vision of the WOSpec	<p>"Warrant Officers and Specialists are the repository of experience and expertise in the skills of soldiering. They would have skill based knowledge in specialised areas like operations and maintenance of weapon systems, combat drills, regimental procedures, training and administration. They would be the most experienced personnel and subject matter experts. They must be the people to whom the NSFs and NSmen would turn to, to solve problems on the ground"</p>
	WOSpec Competency Model	<ul style="list-style-type: none"> - WOs provided first line supervision of soldiers - Roles and Responsibilities evolved to include managing increasingly sophisticated weapons platforms and systems as well as more educated and tech savvy soldiers - Their roles as repositories of knowledge, with a focus on skill-based knowledge. The Subject Matters Expert (SME) in a myriad of specialist fields (lifecycle of knowledge becomes shorter in the information age, because people are required to assimilate and apply knowledge faster) - Embodiment of SAF core values & Role Models for NSF. Strength of Army lies in confidence and commitment of our soldiers. WOs are seen as upholders of standards





ROLES AND RESPONSIBILITIES

TIME FRAME	DESCRIPTIONS													
2000	Sergeant Major of the Army Office was established													
2002	MWO-grade Brigade SM jobs were created													
2004	RADM (NS) Teo Chee Hean (Ground Breaking Ceremony for SISPEC Development)	Home of the Specialist and Warrant Officer Institute (SWI). It would be a spiritual home to which our WOSpecs can return to revisit their values, culture and heritage												
	RADM (NS) Teo Chee Hean (Inauguration of SWI)	The SWI would be the place where we groom and develop Warrant Officers and Specialists. It was to be the analogue to the SAFTI Military Institute next door. This was to promote a deeper sense of belonging and motivation for all Warrant Officers and Specialists to bring out their best qualities												
2006	WOSpec Development Masterplan	WOSpec transformation study paper was endorsed. In the paper, it was stated that given the increased roles and responsibilities, WOSpecs should be PARTNERING , instead of SUPPORTING the Officer Corps												
	MWO-grade Career Managers in CPC, to manage and develop the Corps, was established													
2007	SAF SM (SWO Francis Ng)	<p>THE WOSPEC 10 ACTIONABLES</p> <table border="0"> <tr> <td>Be Present</td> <td>Listen and Nurture</td> </tr> <tr> <td>Uphold Standards</td> <td>Take Ownership</td> </tr> <tr> <td>Walk Your Work Areas</td> <td>Coach and Develop</td> </tr> <tr> <td>Praise Readily</td> <td>Embrace Continual Learning</td> </tr> <tr> <td>Be Competent and Fit</td> <td></td> </tr> <tr> <td>Communicate Clearly</td> <td></td> </tr> </table>	Be Present	Listen and Nurture	Uphold Standards	Take Ownership	Walk Your Work Areas	Coach and Develop	Praise Readily	Embrace Continual Learning	Be Competent and Fit		Communicate Clearly	
Be Present	Listen and Nurture													
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Be Competent and Fit														
Communicate Clearly														



EVOLUTION OF THE WOSPECS

TIME FRAME	DESCRIPTIONS	
2008	<p>SWO Jeffrey Chung (SMA) Defined Roles & Responsibilities as stated in "Adventures of Army WOSpecs" Handbook Edition 1</p> 	<ul style="list-style-type: none"> - SME Own Vocation - Operational Discipline - Force Preparation - Fitness Trainer - Enforcer of Standards - Administrator - Custodian of Culture and Values - Catalyst of Positive Experience - Situational Awareness - Continuous Learning - Role Model - Grooming WOSpecs (Coach and Mentor) - SME in Parade and Ceremonies
	<p>SWO Joseph Koa (SMA)</p>	<ul style="list-style-type: none"> - Articulated the 4 key thrusts of WOSpecs' responsibilities as: <ol style="list-style-type: none"> 1. Taking Charge of Training, 2. Deepening Skills and Knowledge 3. Leading and Manging our own WOSpecs 4. Enforcing Regimentation and Discipline
	<p>COA (MG Neo Kian Hong)</p> 	<ul style="list-style-type: none"> - A parallel ranking board was conducted annually by the SMs for Regular WOSpecs in sub-units. The proposals of the board were then surfaced by the SMs to respective ranking boards' chairman, then to the SMA board, ending with the Army Ranking Board chaired by COA - Pre Command Interview Board (PCIB) was established to allow WOSpecs to prepare and select their leaders
2009	<p>Deputy Prime Minister/ Minister for Defence (Mr Teo Chee Hean) during public announcement of the Enhanced Warrant Officer Scheme</p>	<p>"Warrant Officers form the backbone of SAF. They set and maintain high standards in tactical warfighting, leadership and training, and are the repositories of values, skills and knowledge in the SAF."</p>

ROLES AND RESPONSIBILITIES

TIME FRAME	DESCRIPTIONS	
2009	<p>COA (MG Neo Kian Hong)</p>	<p>Sergeant Major Army Training and Doctrine (SM TRADOC) office was established</p>
2010	<p>COA's (MG Chan Chun Sing) Army Workplan Speech</p> 	<p>WOSpecs will take charge of soldiering fundamentals. COA urged Officers to give WOSpecs the space and latitude to take charge of training and recognise their experiences gleaned from many years of being on the ground perfecting individual and small unit tactics, techniques and procedures (or commonly known as TTPs). He believed WOSpecs have a comparative advantage over the Officers in areas of tactical and small-unit training</p>
	<p>SMA's (SWO Joseph Koa) Army Workplan Speech</p>	<p>The Army Sergeant-Major Forum had articulated in its strategic articulation map four strategies, or widely known as the WOSpecs' Four Key Thrusts, to achieve its desired outcome</p>
	<p>Introduction of Enhanced Warrant Officer Scheme (EWOS)</p>	<p>EWOS formalised the WOSpec roles as Warfighter, Trainer and Leader (WTL)</p>
	<p>Army reviewed 8/2010 Training Directive</p>	<p>The key value proposition of the WOSpecs as Combat Leaders and Trainers has been articulated and endorsed at 2/09 AHQ. WOSpecs would need to anchor training in a greater way in the 3rd Generation Army and to undertake the role of Supervising, Conducting and Safety officers. In order to facilitate this initiative, the TSRs have been revised to empower WOSpecs to take on such roles</p>
	<p>COA (MG Chan Chun Sing)</p>	<p>To allow WOSpecs to better anchor the combat training system, MWO-grade Training Institute (TI) Sergeant Major appointments were expanded to become SWO-grade Chief Master Trainer appointments, and selected SWOs were also appointed to hold Chief Instructor Appointments in WOSpecs' leadership and training institutes. These efforts helped to create alternative paths of success to the pinnacle SWO rank</p>

EVOLUTION OF THE WOSPECS

TIME FRAME	DESCRIPTIONS	
2011	COA (MG Chan Chun Sing)	Selected SWOs took over the LTC-grade CO appointments of WOSpecs' leadership and vocational training schools and attended the Battalion Commander Course with the Officers
	COA's (BG Ravinder Singh) Army Workplan Speech	"At the heart of the Army are our people. The Army is not only about people, it's about leaders. In our Army, every officer, every warrant officer, every specialist, every military expert and even every soldier is a leader amongst his peers. Our first people focus is to improve leadership development so as to build better leaders and leadership teams at all levels. Our second people focus is on strengthening the Officer-Warrant Officer partnership to harness the full potential of our Warrant Officers and Specialists. The third people focus is to continue to strengthen the engagement, commitment and empowerment of our NSFs and NSmen as well as the engagement of wider public to increase their commitment to defence."
	COA (MG Ravinder Singh)	Master Warrant Officers and above started to attend the six-month Warrant Officer Leadership Development (WOLD) course The presentation of ceremonial swords to Warrant Officers, who hold the ranks of Master Warrant Officer (MWO) and Senior Warrant Officer (SWO), as well as ME4s and ME5s, recognising their leadership qualities and expertise in key military areas, which range from warfighting to engineering and military medicine. Small unit leadership, tactical warfighting and training remain important pillars of the Army, and the WOSpecs set and enforce high standards in these areas
	SMA's (SWO Joseph Koa) Army Workplan Speech	SMA formally announced the WOSpecs' role as a Warfighter, Trainer and Leader and with the responsibilities of Taking Charge of Training, Deepening Skills and Knowledge, Leading and Managing our own WOSpecs, and Enforcing Regimentation and Discipline in partnership with the Officer Corps

ROLES AND RESPONSIBILITIES

TIME FRAME	DESCRIPTIONS	
2012	SMA's (SWO Tang Peck Oon) Army Workplan Speech	Last-mile leadership is not something that applies to specific appointments, to a particular Corps, or to professional full-time military soldiers alone. Instead, it is relevant to any Commander who frequently interacts with soldiers on the ground; whether in leading them for operations, or in training them to be effective soldiers
	SAF SM, SMA and COs WOSpecs' leadership and vocational training schools were changed to Chief Warrant Officer rank (CWO) and pegged to LTC-grade appointments	
2013	Centre of Leadership Development's definition of Last-Mile Leadership	Last-mile leadership is defined as "the effective application of direct leadership to inspire followers to give their best in accomplishing the mission during operations or peacetime training". In other words, they are the ground commanders who have direct interfaces with the soldiers, and who lead, command, and train the soldiers on a daily basis and therefore have the most immediate impact
	Sergeant Major Army Training and Doctrine (SM Tradoc) office was redesigned to CWO establishment to manage Our Army Soldiering Fundamentals	



ROLES OF THE WARRANT OFFICERS AND SPECIALISTS

The roles of WOSpecs in the 3rd Generation SAF are succinctly captured in the phrase “Warfighters-Trainers-Leaders”. First, our WOSpecs form the bulk of the last-mile leaders in Our Army’s Full Force Potential (FFP). They translate our warfighting capabilities to the ground, and provide the sharp

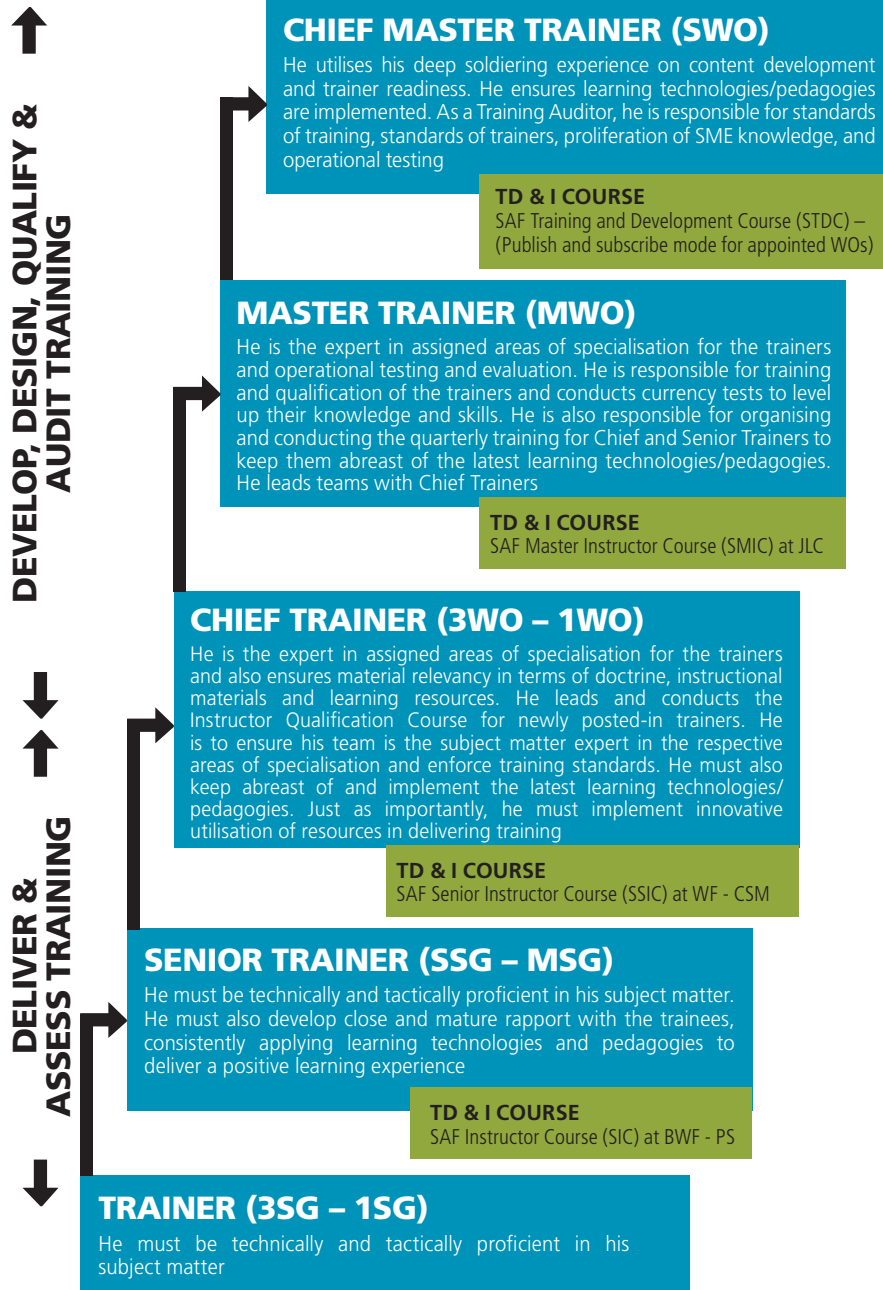
edge at the tactical level. Secondly, they train and prepare our forces for operations and are accountable for the individual soldier’s combat proficiency, discipline, safety and morale. Finally, as leaders, they ensure the unit is able to function effectively as a collective entity.

To perform their roles effectively, our WOSpecs are professionally competent, fit in mind and body, and resilient in spirit. They are leaders who are firmly anchored in SAF’s core values and possess a clear understanding of SAF’s Mission and Purpose.

A Warfighters. WOSpecs are tactically competent warfighters and ground combat leaders. In operations, they are the first-line commanders to lead our soldiers into battle, and exercise field leadership alongside combat officers.

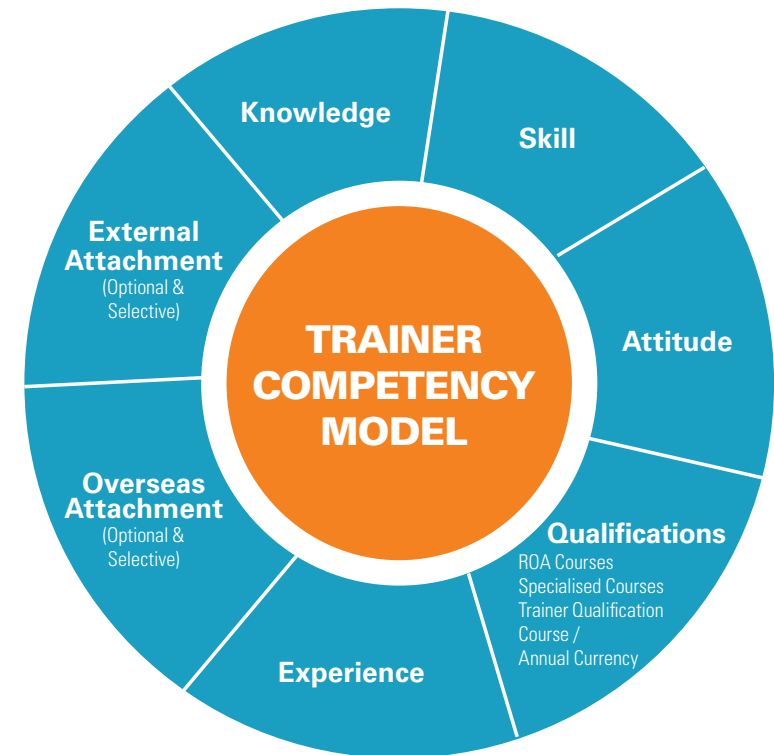


TRAINER DEFINITIONS AND QUALIFICATIONS



B Trainers. WOSpecs are the subject matter experts in tactics, operations, combat systems, platforms and vocational skills. In operational units, WOSpecs set the pace for training standards, with their vast experience and expertise in combat skills and technical knowledge, and their ability to integrate these competencies for greater operational effectiveness. WOSpecs' roles as combat-trainers

extend beyond the TIs/ Schools into operation units, where they are responsible for training standards in fitness, tactics and weaponry. The SM is the unit's Chief Trainer beginning with the CSM as the Company's Chief Trainer, RSM as Battalion Chief Trainer, Brigade Sergeant Major as a Master Trainer and Division Sergeant Major as a Chief Master Trainer.

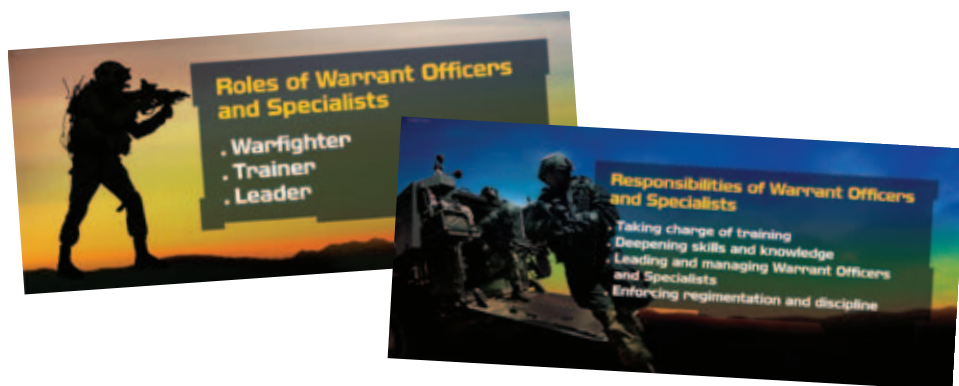


C Leaders. WOSpecs must be skilled trainers and leaders; demonstrating technical and tactical proficiency, radiating confidence in all they undertake and constantly seeking

responsibility and accountability. He must possess the skills to coach, facilitate, and promote the learning organisation culture in our Army.

RESPONSIBILITIES OF THE WARRANT OFFICERS AND SPECIALISTS

In line with their roles as “Warfighters-Trainers-Leaders”, the four key responsibilities of our WOSpecs are as follows:

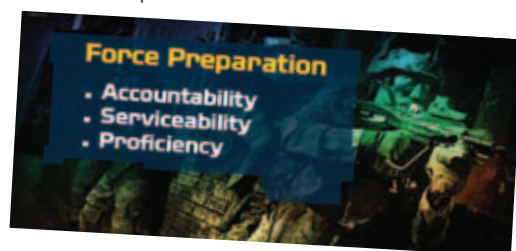


A TAKING CHARGE OF TRAINING.

WOSpecs represent the pride and professionalism of SAF in the eyes of those whom they lead and train. They partner the Officer Corps to strengthen SAF’s operational structure and training systems and provide the critical link between the organisation and the soldiers on the ground. Their two key responsibilities in training are:

Force Preparation. WOSpecs are the custodians of Force Preparation. They ensure that weapons, equipment, vehicles etc. are serviceable and that soldiers are

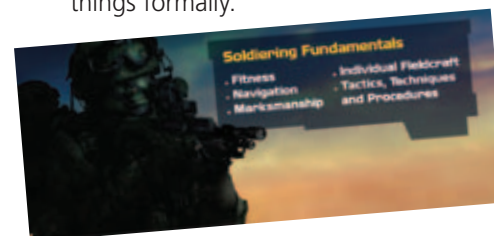
equipped according to their respective unit’s Mission Essential Task List (METL). They are also required to inspect and check every individual soldier’s proficiency and competency prior to any mission or task. WOSpecs execute tasks in force preparation for all missions to deliver the desired outcome in partnership with the Officer Corps.



Soldiering Fundamentals.

Soldiering refers to the act of serving as a soldier. Fundamentals refer to basics. To realise the full potential of 3rd Generation Army’s systems and capabilities, our soldiers need to be trained on new competencies in the **physical, cognitive and affective domains**. Beyond physical skills, our soldiers also need to possess a strong will to fight, and to be able to learn and adapt faster than the adversary, in order to navigate the complex operating environment. This can be done through the strengthening of combat endurance and the psychological resilience of the soldier. WOSpecs must ensure our soldiers perform these good habits to function as a cohesive fighting unit.

A WOSpec is a subject matter expert in Soldiering Fundamentals. He must know his job well, be able to train his soldiers in **fitness, navigation, marksmanship, individual fieldcraft, and minor tactics of warfighting** competencies. Tactical competence requires him to know warfighting doctrines so that he can understand his leaders’ intent to win battles. Technical competence requires him to apply the methods, and procedures requires him to do things formally.



B DEEPENING SKILLS AND KNOWLEDGE.

With the rising academic qualifications of our NSFs and increasing training demands, it is critical that our WOSpecs continue to deepen their professional knowledge and skills, and pursue self-development. As adaptive WOSpecs, they must not only be proficient executors but also tactical innovators. To this end, our WOSpecs must have open minds to embrace new ideas, while pursuing lifelong and self-directed learning as part and parcel of their professional and personal upbringing and development, either through military courses or academic studies. This will enable them to continue to play a vital role in SAF’s operational readiness and its ability to achieve its mission in the context of an expanding operations spectrum.





C LEADING AND MANAGING WOSPECS.

When any young soldier looks at a Warrant Officer today, he looks up to him – not because of the volume of his voice, or the fierceness of his demeanour, but because of his experience and expertise. For our WOSpecs to continue to serve in the role of being the backbone of Our Army, this experience and expertise must continue to be passed on to future generations of WOSpecs. The WO Corps will continue to take the lead in managing their own, and building strong commanders.

Role Model. A WOSpec needs to be a role model to his soldiers. If

he expects courage, competence, candour, commitment and integrity from his soldiers, he must first demonstrate these qualities himself. His soldiers will then mirror his behaviour. He must set high, but attainable goals and standards. A WOSpec will always be at the forefront to instruct, guide and groom his soldiers. It is important for him to be exemplary in behaviour and possess professional conduct at all times. He must also know his men well and be mindful of their welfare.

Continuous Learning. Due to constantly changing demands, a WOSpec must possess a positive attitude towards continual learning.

He must understand himself to take advantage of his strengths and work to overcome his weaknesses. He should seek continuous self-improvement and development of his strengths. To be a competent leader, a WOSpec must continue to learn new doctrines, equipment, technology and policies. Continuous learning will create the determination, will, confidence and desire needed for effective leadership.

Situational Awareness. A WOSpec is required to have high situational awareness at all times. He needs to read widely and keep abreast of the political and military situation in potential areas of operations.

Catalyst of Positive Army Experience. Our Army is constantly looking into ways to improve the quality of the National Service experience and WOSpecs play a pivotal role in this as our ground trainers. Strong leadership from our WOSpecs must be shown and felt at all levels. They must provide positive touch-points and support our soldiers through the National Service system.

Grooming WOSpecs. Our WOSpecs must guide and groom their fellow WOSpecs. The WO Corps must assume ownership in ROA development and career management of its own.

D ENFORCING REGIMENTATION AND DISCIPLINE.

The Corps has been responsible for enforcing regimentation and discipline since the advent of Our Army. It is the WOSpec's responsibility to make sure that before every training, operation or deployment, our soldiers are well prepared and well trained. During every training, operation or deployment, it is also the WOSpec's responsibility to make sure that every soldier is disciplined, responds to orders, and knows what is going on. WOSpecs must instill operational discipline in our soldiers through their professionalism – setting the right example and making them understand the need to do the right thing.

Enforce Standards. WOSpecs will set, maintain and enforce high standards in training, operations, administration, safety, soldiers' behaviour, systems and

practices within established policies and regulations.

Custodian of Cultures and Values. WOSpecs are responsible for directly communicating Our Army's culture and values to our soldiers, and making sure that they have a clear understanding of both. Through their close interactions with soldiers, they have a direct influence in moulding junior servicemen and women; teaching them the tradition, culture, practices and heritage of Our Army.

Administrator. WOSpecs must be effective administrators in managing resources and running the daily business of our Army. They will ensure smooth and effective administration in training and peacetime operations, and provide the best form of welfare for our soldiers and the organisation.

SME in Parade and Ceremonies. WOSpecs must be proficient in executing all regimental matters, including dress regulations and parade and ceremonies.



LG NEO KIAN HONG
Chief of Defence Force
1 November 2010

“Military discipline is one of the pillars of world-class armed forces. Today, the state of discipline in SAF for operations remains very high. Readiness of our forces, be it personnel, training or equipment, are constantly checked. With local operations, inspections are meticulously carried out and we actively guard against complacency. For overseas operations, every mission is introduced in a disciplined fashion. When required, SAF adopts changes in a disciplined manner.

The SAF requires organisational discipline to perform well. Besides having well-defined operating

systems, personnel must be adequately trained and adhere to the rules stipulated. From time to time, things may go wrong due to either failure of personnel to follow instructions or failure of equipment. Regardless, as part of our organisational discipline, we follow up quickly with an inquiry to learn and take remedial actions. As SAF continues to balance daily operations with transformation, it requires disciplined thoughts and execution without which, there will be increased work without progress.

Military discipline is achieved through a deliberate process of training and acculturation. With education, personnel understand why. With a reward and punishment system, personnel adopt the right

military habits. Because the exercise of discipline is a habit which is formed over time, it needs continual practice.

Regimental discipline is the most visible sign of the state of military discipline in armed forces. As such, regimental discipline remains a necessary part of military life. Do our personnel take care of their equipment? Do they pay compliments as required? Do they pay attention to their turnout and bearing? Do they carry out their fitness programme regularly? Some say that the new generation needs to be engaged and some part of regimental discipline is no longer required. If such regimental discipline is defined as blind obedience, then I agree it is no longer applicable. However, as a Full-Spectrum, Adaptive and Resilient armed forces, more personnel will

be empowered and lower levels of command will undertake greater responsibilities. Military discipline must therefore be internalised and reflected at all levels. This requires openness and engagement to foster the right discipline and vice-versa. There is no contradiction between discipline and engagement/openness. Discipline allows us to carry out our duties well. It gives commanders the confidence that what we have ordered will be executed. A disciplined SAF gains the trust of the public and the political leadership, and earns respect near and afar. As commanders, recognise the importance of discipline in various aspects of our military life. We must set the example. Be prepared to educate, admonish and enforce discipline.”



PARTNERSHIP WITH OFFICER CORPS



PARTNERSHIP WITH OFFICER CORPS

INTRODUCTION

As the roles and responsibilities of the WOSpecs evolve, the importance of strengthening the Officer-WOSpec partnership becomes critical so as to harness the full potential these leaders have in jointly owning the outcome of their units' performance. In recognition of our WOSpecs' growing contributions to Our Army, they have always been referred to as the "**Backbone of Our Army**", and will continue to be subject matter experts in warfighting, combat training and small-team leadership.

There is **only one chain of command** in our organisation and it comprises the Officers, WOSpecs, Military Domain Experts (MDEs) and Enlistees. In 2006, the WOSpec Support Channel was formalised as part of the WOSpec Masterplan to complement the existing chain of command. The expansion of the organisational

space enhanced the quality and recognition of the WOSpecs. It is now commonly referred to as the WOSpec Leadership Channel. This **WOSpec Leadership Channel** structure establishes the professional partnership between WOSpecs and Officers at the various levels of command, and optimises the potential of the WOSpecs to achieve mission success for SAF.

STRENGTHENING OFFICER- WOSPEC PARTNERSHIP

Both the Officer and WOSpec not only must be clear of their roles and responsibilities, they must also support one another in their areas of responsibilities. There are some basic differences between the responsibilities of Officers and WOSpecs in accomplishing the multitude of tasks required in our organisation. The following points spell out the Officers/WOSpecs' responsibilities.

OFFICER

- Officer commands, establishes policies, plans and programmes of the work to be done
- Officer concentrates on collective training which will enable the unit to accomplish its mission
- Officer gets involved in unit operations, training and related activities
- Officer concentrates on unit effectiveness and readiness
- Officer pays attention to the standards of performance, training and professional development of Officers, WOSpecs, MDEs and Soldiers
- Officer creates space and condition – makes the time and other resources available, so that WOSpecs can perform their roles and responsibilities effectively

• TAKING CHARGE OF TRAINING

- WOSpec concentrates on individual, teams and section trainings on Soldiering Fundamentals and Force Preparation to produce well-trained and motivated soldiers having the capability to accomplish the mission

• DEEPENING SKILLS AND KNOWLEDGE

- WOSpec holds the responsibility of deepening own skills and knowledge as well as those of the WOSpecs under him
 - WOSpec must have an open mind to enhance new ideas, while pursuing lifelong and self-directed learning

• LEADING AND MANAGING WOSPECS

- WOSpec grooms and conducts performance management (ranking)
 - WOSpec selects key appointment holders
 - WOSpec develops partnership with Officers

• ENFORCING REGIMENTATION AND DISCIPLINE

- WOSpec conducts the daily business within established orders, directives and policies

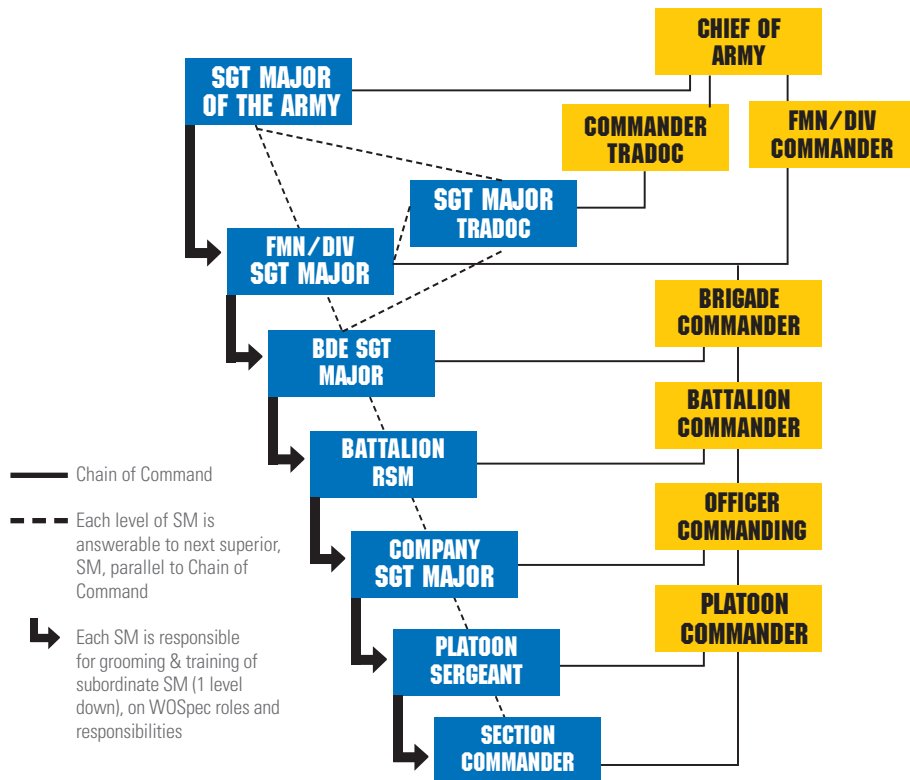
WOSPEC

THE WOSPEC LEADERSHIP CHANNEL

Both Officers and WOSpecs must understand this relationship and develop strong partnership to make it work, which will be a powerful force multiplier in accomplishing their missions.

The **Officer and WOSpec partnership** structure recognises the sacred principle of a single chain of command. The partnership structure crystallises the areas of responsibilities

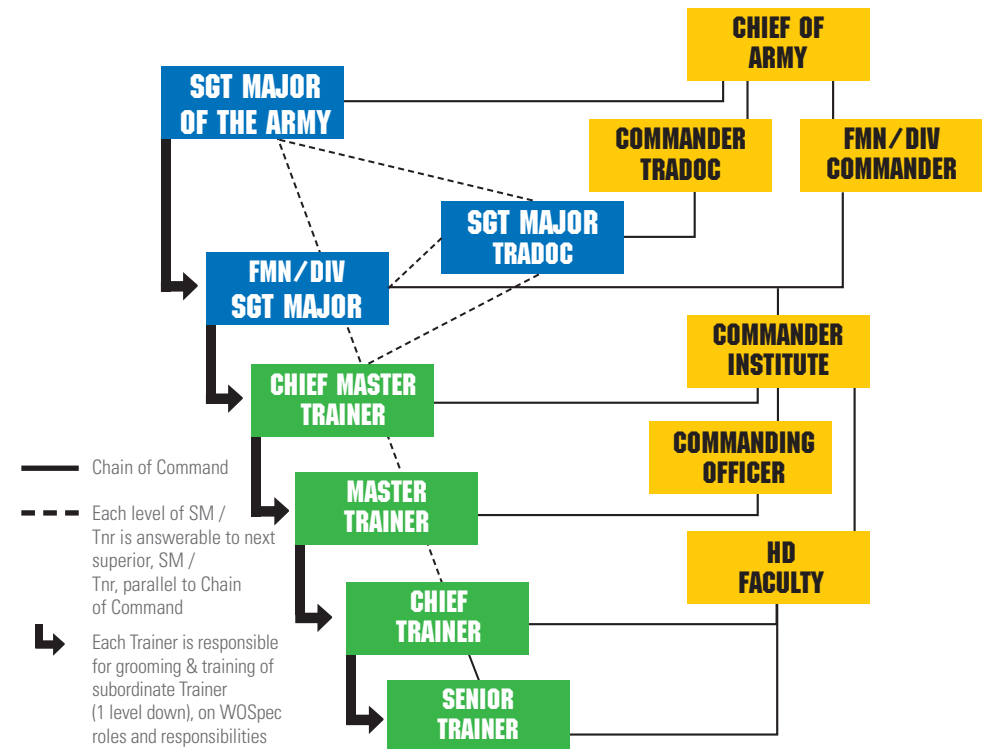
and also establishes the relationship between WOSpecs and Officers at the various levels of command. It must build soldiers up in the area of mission capabilities in order to ensure mission success. Therefore, the chain of command and the WOSpec Leadership Channel must co-exist in order to be mutually supportive towards a professional partnership.



In particular, each WOSpec/Sergeant Major (SM) level in the hierarchy is answerable to the superior SM for his areas of responsibilities, which is in parallel with the chain of command,

as well as grooms his subordinates on WOSpecs' roles and responsibilities, and the importance of the Officer-WOSpec partnership.

THE WOSPEC LEADERSHIP CHANNEL (TRAINING INSTITUTE)



To develop effective partnership, both Officers and WOSpecs must clearly know their respective roles and responsibilities. The partnership establishes the professional working relationships between WOSpecs vertically and with the Officers both vertically and laterally. It is incumbent on the users of this channel to ensure that the chain of command is kept informed of actions implemented through the partnership and to eliminate the possibility of operating outside of command policies and

directives. Emerging issues should be brought to the attention of the chain of command and resolved through coordinated efforts.

The chain of command must reinforce the complementary efforts of the WOSpec Leadership Channel i.e. to function in harmony and partnership with the Officer Corps. It is thus important that the Officer and WOSpec partnership be built within the framework of a Shared Vision with Clear Roles, Rules and Relationships (V3R).

A SHARED VISION

CLEAR
ROLES

CLEAR
RULES

GOOD
RELATIONSHIP

SHARED VISION – PARTNERSHIP

Once a shared vision is established, the Officer and WOSpec partnership will have a clearer picture of the team's objectives and purpose. This will help them understand why certain results are desired and the need for them to effectively play their part. Consequently, they will become more committed and responsible towards the outcome of the team's performance. A team's success ultimately depends on how each member takes on the team's shared vision as their own. It is through a shared vision that interdependence creates a strong bond in a team.

CLEAR ROLES – EVERYBODY HAS A PART TO PLAY

There must be a clear understanding of their roles and areas of responsibilities in the Officer and WOSpec partnership. This will help them understand how each individual fits and integrates into the team. Clear roles will also lead to clear responsibility and accountability within the unit.

CLEAR RULES – STANDARD OPERATING PROCEDURE

Every unit must have well-defined rules and procedures governing work standards and methods. Some of these include decision-making, conduct of meetings, conflict resolution, standards of personal behaviour etc. Once everyone has a crystal clear

understanding of how things are supposed to work, problems can be resolved more effectively.

GOOD RELATIONSHIPS – OPENNESS, TRUST & RESPECT

A relationship cannot be solely based upon work alone. Certain qualities like openness, mutual trust and respect are needed to maintain the bond. The Officer and WOSpec partnership must work out the kind of relationship the group should maintain before committing to each other and to the group. In such an atmosphere, personal ego will be minimised, confidence will be shared, difficulties will be worked through together and members will have a high quality of relationship.





LTC Anand Sathi Kumar SAF Day 2013 Parade Commander.

LTC ANAND SATHI KUMAR
CO, C41BN10
SAF Day 2013 Parade Commander

“It has been a most memorable and enriching journey for me in the past 5-6 weeks. I learnt so much directly from the Warrant Officer (WO) Corps on Parades and Ceremonies, Drill Standards, and the SAF Dress Standards. But more importantly, I learnt indirectly about the professionalism, the experience and the spirit of the WO Corps.

Professionalism. *Through my observations, I learnt that the WO Corps upheld the highest standards of professionalism in their work. Each day, by 0700hrs, I saw Sasi and his team members, Ben and Chin Teck*

walk the Parade Square, check the details and get ready for the full rehearsal of the soldiers. I saw how much notes Sasi and his team would be jotting down with the hope of improving things each day. I saw the personal bearing and standards of the WO Corps as they served as trainers to the Key Appointment Holders (KAHs), contingents and the wider working parties for the Parade. Each input/comment given to me, was done with the highest level of respect and done constructively. Sometimes, I even felt that you guys were too nice to KAHs like me, who just did not seem to be getting the things right ... Your respect for the Officers taught me humility. I have learnt that knowledge alone is not

sufficient. The humility to teach and to impart knowledge is equally important as well.

Experience. *As SAF Sergeant Major (SM) and Sergeant Major of Army (SMA) walked the grounds and provided inputs, I noticed their ‘special’ ability to note problems in the Parade, and provide inputs that were simple, yet made huge differences to the sequence and form of the parade. I was amazed at how they applied their experience in a subtle yet powerful manner onto the parade to effect significant improvements, each time we took to the parade square. Such is the experience of the WO Corps that I have grown to respect and acknowledge over the years. My theory and belief – that the SMs are the Subject Matter Experts (SMEs), and their words should be the final word on training – was proven in the SAFTI Parade Square. Treasure the inputs of the SMs/Chief Trainers if we want an effective SAF for many generations to come. I will continue to put my Regimental Sergeant Major (RSM), Jerry, beside me always in all my meetings! I thank you for teaching me, and affirming my belief in the WO Corps.*

Spirit. *I started my career as a Specialist. Growing up under SWO (then) Soh Chye Ker, and being drilled daily by IWO (then) Wan Eng Bee made me the officer that I am today.*

But more importantly, I learnt then that there was something special about the WO Corps Spirit. The ‘semangat’ was something that would make you proud to stand alongside another WO or Specialist. It was a certain brotherhood. A certain camaraderie. A certain cohesiveness. That was infectious and something that fuels my passion to serve till today. I saw this ‘semangat’ at each rehearsal. Whether it was the scolding that Ben received. Or the jokes that Chin Teck cracked. Or the seriousness in everyone’s face when planning for the Haze contingencies. Or the fear that the contingents were not trained well enough for the 1st of July. I could always feel the WO Spirit. Today, as I return to the normal way of my Battalion Commander routine, I will continue to draw my inspiration and energy from the Spirit of the WO Corps.

I want to say a Big THANK YOU once again to everyone of you for having walked this journey with me. I have every confidence, that as I look ahead at the Enhanced Warrant Officers Scheme (EWOS), Officer-WOSpec Partnership, Third Generation SAF ... we are ready. Because you guys are there to lead from the front. Please include me in all your future efforts for SAF Day Parade in 2014 or thereafter. I also want to support Parade Support Group (PSG)! Kudos to a job well done guys.”

RELATIONSHIPS

Some of the working relationships in a Battalion, Brigade, Division and Training institute are as follows:

PLATOON COMMANDER AND PLATOON SERGEANT (PC AND PS)



SSG Muhamad Yusrizal, Platoon Sergeant (left) with LTA Lee Wei Sheng, Platoon Commander (right).

Platoon Commanders must realise that they can acquire a tremendous source of support through their learning from their Platoon Sergeants and Section Commanders. As a Platoon Sergeant, his task is to partner the Platoon Commander and convey

his knowledge and experiences with tact. He should also understand that learning from all areas of work is a lifelong pursuit. And remember he is never so knowledgeable that he cannot learn something new from the Platoon Commander.

LTA DERRICK NG HAN SIONG

Platoon Commander
1 SIR, 14th Mono-Intake

“ There was an unexplained sense of familiarity when I saw Staff Sergeant Denash. I had spotted him easily from a mile off - something that only someone close enough and had spent quality time together with could be capable of doing. It is not only about the memories we had in First Battalion Singapore Infantry

Regiment (1 SIR) when I was his Platoon Commander (PC) and he was my Platoon Sergeant (PS), but it was also the camaraderie in the Officer – WOSpec partnership that bonded us closely.

As a Specialist Cadet School (SCS), then School of Infantry Specialist (SISPEC) crossover, and Sword of Honour in OCS Officer Cadet School, I always treasured how I had the opportunity to understand the values taught



Staff Sergeant Denash, Platoon Sergeant (in helmet) and on his left is LTA Derrick Ng Han Siong, Platoon Commander.

through both leadership schools, similar in values but different in roles and responsibilities.

When I started my junior officer tour as a platoon commander in 1 SIR, Staff Sergeant Denash was my partner in arms. He brought added focus on Soldiering Fundamentals (SOFUN), Force Preparation and platoon Standard Operating Procedures (SOP).

As brothers, we honed our soldiering skills, knowledge and developed our platoon into committed soldiers, and responsible sons and daughters of their families. My platoon sergeant partnered me in areas of platoon discipline, SOFUN and Force Preparation while my role focused on planning and setting training standards. Complemented by the Platoon Sergeant (PS), my role to plan and analyse situations quickly in missions had filled our partnership with mutual appreciation and admiration.

To date, we still proactively seek each other for advice as we journey on different paths in our careers. I could not have been more proud of him as he was recently awarded Distinguished Honour Graduate in the Warfighter course at Specialist Warrant Officer Advanced School. The Officer-WOSpec working relationship manifested strongly throughout our time together. While the WOSpec corps continues to provide valuable advice to Officers and Officers continue to share the desired end state and directions, I believe the good relationship would put us in good stead no matter how challenging the tasks or circumstances.

In the Officer-WOSpec partnership, embracing the SAF Core values means striving for excellence in our roles and responsibilities in achieving mission accomplishment, inspiring commitment and bringing the sons and daughters of our nation home safely.”

OFFICER IN COMMAND AND COMPANY SERGEANT MAJOR (OC AND CSM)

A company is the reflection of the ability of Officer in Command (OC) and Company Sergeant Major (CSM) to lead and perform. It is thus vital that the OC and CSM work well together, and develop agreed company's goals, standards and objectives for the benefit of the

company. This partnership should be based on mutual trust and respect. They must take each other's role into consideration and give honest responses. It is also essential for them to be open with each other as openness leads to proper sharing and support between the team.



CPT Choy Yong Cong, Officer Commanding (left) with 3WO Amez Wong (Company Sergeant Major).

CPT CHOY YONG CONG

OC Bravo 4 SIR
14th Mono-Intake

"I have a fantastic relationship with my CSM – 3WO Amez Wong (one of the best, in my opinion), but a huge part of it was also because of his professional, dedicated and charismatic character. The key thing is to treat your CSM as a partner – and if done well, the synergy can make the Company very productive. End of the day, the

OC cannot do his job as well as an expert in the WOSpec domain. A few beliefs I held with my CSM:

Talk Early, Build a Relationship: Any partnership needs to start off as a relationship. The OC-CSM partnership is no different. A relationship involves understanding and respecting each other. It opens up the avenue for conversation. I started talking to my CSM months

before I took command, so when it came to working together, it was quite seamless.

Have Common Beliefs: Your beliefs, well-thought and articulated in your Command Philosophy, should be shared with your CSM. Have a discussion and do not be afraid to adjust your beliefs so that it becomes a set of shared beliefs. There is no need for perfect alignment. If there are slight differences, agree to disagree. However, if the differences are very pronounced, or worse, in conflict with one another, talk them out. An alignment of beliefs means less heartache later.

Discuss the Different Responsibilities: WOSpecs have their 4 key responsibilities – their 4 key areas of focus. However, do not take that wholesale and implement them. Have a conversation with your CSM regarding the different roles, responsibilities and tasks. In a Battle Procedure, who does the planning, and who does the force preparation? How will punishments be decided? What are the different tasks for the OC and CSM in the armskote? Who is responsible for the taskings, privileges and training of Section Commanders? Discussing it early and consistently will prevent loopholes or conflict of instructions down the line.

Give Decision-Making Autonomy: I believe that you cannot truly own something unless you are involved in the decision-making. I am sure many of you have experienced the very directive boss who wants everything done his way. Did you feel

you truly own the decision, and will execute it to the best of your ability? There is no true ownership of action without autonomy of the decision-making. Your CSM is probably senior and sensible enough to make the right decisions – consult him on decisions in his domain, in R&D, force preparation, etc. For me, my CSM proved to be very trustworthy and was on the same page as me, thus I was very comfortable in allowing him to make important decisions in his domain, as long as he kept me in the loop. The Approval of Plan (AOP) process (to be elaborated later, which I practised with my PCs) is also applicable here – outline your intent and desired outcomes, discuss some key considerations, and allow your CSM to make the decisions.

Allow for CSM-Space: Lastly, give your CSM the space to achieve the things he is responsible for. The OC can and should be present – but eyes on, hands off. For example, during force preparation and inspections, I entrust my CSM and the PS group to run the whole process, with myself taking a supervisory role. If it suits his style, also allow him the "airtime" to communicate the important points to the Company, regarding discipline, force preparation, training, etc. – the things you put him responsible for in the first place. Many times, we Officers trivialise the phrase "giving space", which sometimes ends up being confusing, unconstructive and creating misunderstandings. As you see, it is a deliberate process, which requires trust, alignment and a steadfast relationship."

COMMANDING OFFICER AND REGIMENTAL SERGEANT MAJOR

Commanding Officer (CO) and Regimental Sergeant Major (RSM) must be dynamic, experienced and dedicated professionals. Their unselfishness, personal integrity, moral values and courage must be unassailable. More importantly, they cannot work as individuals. They must be the ones incorporating the whole command level. The CO's relationship with the RSM is vital and it must be based on mutual trust and respect.

It is their responsibility to make sure that everyone knows that the CO trusts the RSM, so the RSM will

operate with confidence and from a position of strength. To minimise potential conflicts, responsibilities must be clearly spelt out in order to establish focus and efficiency. It will also serve to provide accountability. A good command relationship is built upon honest communication and being able to disagree without being disrespectful.

As the senior WOSpec of the Battalion, the RSM commands special respect. All WOSpecs will look to the RSM as their role model and there is no substitute for the influence the RSM exerts.

LTC CHUA JIN KIAT
CO 4 SIR
14th Mono-Intake

“The CO must trust his RSM to be able to fulfil the WOSpec functions that are assigned to him, and give him the necessary authority and space to do the job. Likewise, the RSM will need to trust that the CO makes sound decisions and has a good judgement, on what is correct and necessary for the battalion to focus on. One of my beliefs was that discipline was fundamental in the battalion. While it was meant to belong to the domain of the WOSpecs who were given the space to manage discipline, I expected every officer to also abide by these disciplinary guidelines, and help the WOSpecs to enforce it. The consistency in



LTC Chua Jin Kiat, Commanding Officer (left) with 1WO Lim Chin Yong, Regimental Sergeant Major (right).

standards helped to align everyone in the battalion, and was useful in helping me educate my subordinates on what it meant to empower, and yet still retain operational command. When the WOSpecs conducted their Force Preparation for the battalion, my OCs and PCs also subject themselves to the same inspection, taking instructions from their WOSpecs. Nobody questioned the command authority of the officers, but the expertise of the WOSpecs in their domain areas was also made very clear. This made my OCs and PCs comfortable in working with their WOSpecs.

From my own experience, I learnt that every RSM commands a “magical” effect on the soldiers. As a CO, if I scold my men, they will feel sad and angry, and may end up disliking me. But I realised that my RSM, no matter what he says to the soldiers, will always continue to be well-liked. In fact, the fiercer he is, the more popular he becomes. More soldiers will mimic the RSM than the CO. So we always let the RSM raise the morale of the battalion, while I, as the CO, would explain the rationale of my decisions. It was a partnership that worked well, and I think every soldier was able to see their CO and RSM working in tandem. This helped to strengthen the confidence of every soldier towards the Bn HQ.

The CO and RSM must mutually respect each other, and show it visibly. This is something that cannot be forced, and must come from within. How the CO-RSM relationship evolves will also create alignment at the OC-CSM and the PC-PS level.

Every level of command will align themselves to the CO-RSM behaviour. I realised that my RSM is the expert in some areas, and will not go against what he says. When the Battalion was preparing for the ATEC Stage I, my RSM orchestrated the whole event, and I made sure myself, and all my OCs and PCs, would do what we can to support him. My RSM directed each OC to visit certain stations, and he told me the stations where the CO's presence was the most important. The Platoon Commanders were instructed by my RSM to join the soldiers in some of the test stations, such as digging shellscrapes, to lend their command presence and motivate their own soldiers. Because of my belief, and the respect I gave to my RSM, all my subordinate officers were aligned to this, and every single officer followed the RSM's instructions.

Another important aspect of the mutual respect will be how each CO treats his CSMs and PS. My CSMs are members of CO Conference, and part of my command team. They attend all my command team sessions, and I spend as much time with them, as I spend with my OCs. When we were doing the UIP for the newly posted in officers, it was taught to every officer that while their CSM and PS would greet them, I expected my young PCs to say “Good morning Sergeant Major” to RSM and the CSMs. When I talked to my PCs and gave them advice, one of my points was always that when in doubt, they should first consult their CSM or their PS, because the WOSpecs are masters in training, and in leading soldiers.”

BRIGADE COMMANDER AND BRIGADE SERGEANT MAJOR

COL DINESH VASU DASH

Comd, 3 SIB

“I have had the benefit of witnessing the transformation of the WOSpecs over the years and have had the privilege of serving alongside outstanding Warrant Officers and Specialists. The Corps has made several bold moves including remodelling itself to embrace the four key responsibilities of: (i) taking charge of training, (ii) developing knowledge and skill,

(iii) leading and managing WOSpecs and (iv) enforcing regimentation and discipline. These changes, in my view, are necessary and important as the quality and outlook of our people, both NS and Regular, are changing. Equally important is the need to maintain and uphold our fundamentals which will continue to remain evergreen. The following are my reflections based on three key headings of Core Values, Partnership and Trust:



COL Dinesh, Brigade Commander (in white T-shirt) and on his right is MWO Gilbert Chew, Brigade Sergeant Major.

Core Values. *The WOSpec Corps is and must continue to be the embodiment of the SAF Core Values, particularly in discipline and professionalism. The Brigade Sergeant Major (Bde SM) is an important symbol of these core values. He ensures that the WOSpecs within the Brigade are well trained in understanding and in assimilating these values. The Bde SM helps to enforce standards of discipline and professionalism in the Brigade by influencing the WOSpecs within the HQ and sub-units. For this reason, I have always encouraged my SM’s initiatives in engaging and nurturing the WOSpecs within the Brigade.*

Partnership. *The relationship and quality of conversation between the Brigade Commander (Bde Comd) and the SM is of utmost importance. They have to work in partnership to achieve the mission. With the wealth of experience under his belt, the SM is an important source of knowledge, takes action and is execution oriented with an eye for the details. He must understand the Commander’s intent and be savvy to influence the WOSpecs within his sphere of influence to achieve the mission. Instead of keeping the SM close to the HQ, I prefer my SM to be out and about checking and dealing with training quality and standards of the sub-units. This allows the*

Commander to focus on the larger picture, strategies and concepts, while the SM concentrates on the status of force preparation and the sharpness of the soldiers’ fundamentals. As a senior member of the Brigade staff, the SM is an important source of ground feedback to the Bde Comd. I have always insisted that my SM be candid and speaks his mind on issues, even if he disagrees with me. This latitude, I believe, is important to avoid group think and for real issues to be surfaced, which would otherwise be camouflaged in emails or presentations.

Trust. *With a close relationship and strong partnership, trust can develop and thrive. The SM must be empowered so that he can carry out his objectives in developing the WOSpecs and in facilitating his tasks at hand. His considerations are given my highest priority and attention as I trust my SM’s assessment. He also functions as a mirror to the Bde Comd to highlight issues and share ideas and observations. On a personal note, I have found it particularly beneficial to bounce ideas off my Bde SM and hear his perspectives and opinions. He has always been candid and true, yet respectful. This has further strengthened my confidence in the Officer-WOSpec partnership in general and in the stature and quality of my Bde SM in particular.”*

FORMATION COMMANDER AND FORMATION SERGEANT MAJOR



COL Ong Chia Choong, Formation Commander (left) with MWO Chong Yong Kwang, Formation Sergeant Major.

COL ONG CHIA CHOONG
Commander
SAF Military Police Command

“The Formation Sergeant Major (SM) plays a pivotal role in shaping the WOSpecs’ attitudes and culture in their established roles in the Formation. Hence, it is my personal responsibility to ensure that my Formation SM is a key member in my Command Core Group; and his views as the most senior WOSpec representing the Formation are always valued and considered.

Neither are his views restricted to the WOSpec roles and responsibilities which both the Officer and WOSpec Corps in the Formation know clearly.

This relationship is not uniquely different from any other senior Officer-WOSpec partnership in any other level of Command in that such a relationship must be consistently built on a strong sense of trust, mutual respect and support as well as a keen recognition of the roles and

responsibilities of the WOSpec Corps in the Formation. The impact of a positive SM-Commander relationship will fundamentally shape the nature of Officer-WOSpec partnership in the Formation. Hence, it is a relationship that needs to be nurtured earnestly. I have reflected that the role of SM in the Formation is :

Enforcing Regimentation and Discipline; Inculcating Pride and Discipline.

As a young junior officer, my sense of place as an officer in SAF was influenced by the good Specialists, WOs and the RSMs in the units I had served. In many ways, the different military traditions and regimentation included the subaltern’s parade where we learnt our sword drills and when we needed to ensure that our uniform was of reasonable parade standard. As a young officer, I must admit that doing such parades was a chore. Over time, my personal belief was that those parades were not simply about regimentation for its own sake but served to inculcate an individual’s sense of pride, discipline, and inculcate military habits e.g. attention to detail. I also saw how such attitudes from the WOSpecs serve to influence other military habits e.g. individual equipment preparation and work ethics. As we define the role of the WOSpecs in enforcing regimentation and discipline, it is needful that the Formation SM seeks to define the standards in regimentation and

discipline; but at the same time, the Commander must shape the officers’ perceptions and attitudes towards the role of regimentation and discipline, and what these mean for discipline in the units, and especially operational discipline. Subsequently, the standards must be clearly established and enforced by the WOSpecs and of course, the officers must lead by example by following these standards without question. As the Formation develops and adapts as newer generations join SAF, there is a need for WOSpecs to continue to define these standards, and maintain a strong sense of military tradition and heritage for which a sense of pride and discipline can be passed on to the next generation of officers and WOSpecs.

Providing Valued Feedback and Engendering Collective Ownership.

For the challenges and issues facing the Formation, it is important that we should not simplify the problem definition purely from an officer’s perspective because the WOSpecs form the last-mile leadership where decisions or plans are actually executed on the ground. At the same time, the WOSpecs remain in their appointments longer and may indeed understand the background of these issues better. Whilst we readily identify the need to seek a broad spectrum of views and especially the views of the WOSpecs, we may have to acknowledge that

sometimes some views may not be directly heard. However, if both the WOSpecs and Officers know that the SM is a key member and his views are valued, then naturally, the officers' perspectives and attitudes will be shaped at their respective levels of Command; and the WOSpecs will be more confident in voicing out their views and be more prepared to share their views with the SM and other senior WOSpecs in the Formation. Conversely, with views considered and decisions taken, the collective ownership of these decisions must also be the responsibility of the SM and WOSpecs. It falls on the responsibility of the Commander and the Command Team to decide but the rationale for the decision must equally be communicated by not only the officer but also by the WOSpecs led by the Formation SM. Whilst we have defined the roles and responsibilities clearly between the Officer and the WOSpec, it must be emphasised that there is a need for engendering a collective ownership of the issues and the decisions that have been taken. Ensuring that the WOSpecs believe that they have a strong voice exemplified by the Formation SM-Commander relationship is the first step to ensuring a sense of collective ownership of these issues.

Building a Strong and Cohesive WOSpecs. Even as the Formation comprises different units, each unit must be given the space to build its own unit identity and cohesion. The WOSpecs in the Formation is no different. In the Formation, it is important that the Formation SM is given the space and support to build a strong and cohesive WOSpecs in the Formation. Often, such efforts will require time and efforts; and may even conflict with the primary responsibilities of the WOSpecs in the respective units. Unit Commanders must understand that they will have to support their WOSpecs in such activities. Previously, one of the ways to do so was through the WOSpec messes to cultivate a sense of WOSpec identity and cohesion. Nowadays, as the messes merged, there is a need to have alternative avenues for the WOSpecs to do so. The Commander must encourage and support such initiatives of building the WOSpec identity and culture. Developing a strong and cohesive WOSpecs with a sense of pride and professionalism in their established roles as WOSpecs can only augur well for Formation's future development."

DIVISION COMMANDER AND DIVISION SERGEANT MAJOR



BG Tan Peng Kuan, Division Commander with SWO Devandran, Division Sergeant Major.

BG TAN PENG KUAN
Commander
CSSCOM

"The Officer and WOSpec partnership is instrumental in delivering an integrated Combat Service Support to sustain our Army's full spectrum of operations and to realise CSSCOM's spiral two vision of being Ready, Resilient and Respected. The successful partnerships I experienced with various members of the WOSpec Corps can be summarised in three replies which never fail to impress me.

"I will, Sir." – When the WOSpec Corps rise to the challenge.

CSSCOM is fortunate to have very dedicated and committed WOSpecs who are always ready to step forward to assume greater roles and responsibilities while at the same time championing the critical duties of training our soliders. Supply and Transport Centre (STC), our CSS vocational school, was traditionally commanded by officers. In our move to raise the profile of our WOSpecs, we decided that STC would be

commanded by WOSpecs. CWO Chelliah and his team of WOSpecs, including MWO Jeery, MWO Suhaimi, and MWO Dhayalan, when called upon, bravely stepped forward to undertake the huge responsibility of assuming the leadership roles in STC. In venturing into an unknown, CWO Chelliah took it upon himself to understand the complexities of being a CO and overcame the challenges. In the process, he gained the respect from both the Officer and WOSpec Corps.

“I can, Sir.” – When the WOSpec Corps unleash their expertise.

ME3 Chen Kee Wui, ME2 Suresh and ME2 Chan Tze Peng demonstrated their deep technical expertise and mastery during their deployment with the Weapon Locating Radar (WLR) in Afghanistan. Initially most doubted the equipment and its ability to last throughout the duration of the operations. Rather than give in to popular belief, the team confidently stood their ground and proved everyone wrong through their innovative and unique engineering solutions. This indeed is an exemplary display of professionalism and sheer competency in the harshest of conditions. This, amongst many other experiences, has added to the respect I always have for the deep knowledge and rich experience the WOSpec Corps possess.

“I deliver, Sir.” – When the WOSpec Corps achieve the impossible.

Over the years, I have witnessed how, when given enough space, the WOSpecs are able to achieve seemingly impossible tasks given to them time and time again. Their determination and resilience allow the officers to come to respect and acknowledge the abilities the WOSpec Corps possess in making a big difference. In just a year of the WOSpecs taking over the management of CSSCOM’s participation in the IFC, team CSSCOM achieved the unprecedented glory of clinching overall champion for the 1st time ever! CSSCOM came in 1st for both badminton and basketball, 2nd in football and 4th in swimming and athletics. These successes did not come easy for our teams as they were at the onset repeatedly battered, only to emerge stronger, defying the odds and turning what seemed an impossibility into a reality! More importantly, their achievements helped CSSCOM earn organisational respect from the rest of the Army and the SAF.

The strong partnership between Officers and WOSpecs has allowed CSS to grow closer and stronger. Likening the importance of Combat Service Support to our SAF, the WOSpec Corps remain an irreplaceable asset to the SAF as its backbone. The “will do, can do” spirit of the WOSpec Corps has impressed and inspired me. I am therefore confident that this partnership will aid us in achieving a Ready, Resilient and Respected CSSCOM.”

HEAD FACULTY AND CHIEF TRAINER

Together with Head Faculty, the Chief Trainers are the expert in assigned areas of specialisation for the trainers and also ensures material relevancy in terms of doctrine, instructional materials and learning resources. He conducts the Trainer Qualification Course for newly posted-in Trainers. He is to ensure his Team is the **subject**

matter expert in the respective areas of specialisation and to **enforce training standards**. He must also keep abreast of and implement the latest learning technologies/pedagogies. Just as importantly, he must implement innovative utilisation of resources in delivering training.



From left; Chief Trainers, 1WO Azmi, 1WO Robin Yeo, 2WO Koh Han Tiong, MAJ Syariman (Head Faculty), 2WO Farhan, 1WO Goh Chang Siew and 1WO Vennu.

MAJ SYARIMAN ELENDRUS
Head Faculty, HQ SWI

“Having spent 19 years as a soldier in the Army, I have always held the highest regard for the WOSpecs in terms of their chain-of-command professionalism, knowledge in soldiering fundamentals, and enforcement of regimentation and discipline. In my various past appointments, I am privileged to have worked with very capable WOSpecs who were always there to lend advice and support me in both professional and personal capacities. As a young Officer then and even now, I have always looked up to them for their valuable wealth

of experience so as to shorten my learning curve and arrive at a more informed decision.

In my seven months at the Home of the WOSpecs as the Head Faculty, I had the pleasure to work with a group of very knowledgeable, experienced and self-motivated Chief Trainers, who are much older than I am. However, the core group in the team was very clear of our areas of responsibilities, and our relationship was based on mutual trust and respect that we had for each other. They trusted me to lead the team and I provided the space for them to do what they do best as Chief Trainers.”

COMMANDING OFFICER AND MASTERTRAINER

A Master Trainer is the expert in assigned areas of specialisation for the trainers, and in operational testing and evaluation. He is responsible for the training and qualification of the trainers, and conducts currency tests to level up their knowledge and skills.

He is responsible for organising and conducting the quarterly training for Chief and Senior Trainers to keep them abreast of the latest learning technologies/pedagogies. He leads teams with Chief Trainers.



MWO Ng Soy Soy, Master Trainer (left) with LTC Adrian Koh, Commanding Officer.

LTC ADRIAN KOH CHONG PENG

CO Specialist Cadet School III
Specialist and Warrant Officer Institute

“In my three years tenure in SCS, I saw the evolution of a School Sergeant Major to a Master Trainer. My immediate concern was who will look after the regimentation and discipline in the School? My other concern is the relationship between my Master Trainer and the Chief Trainers as, technically speaking, the Chief Trainers do not report to my Master Trainer, but rather, to the Head Faculty. As we progressed, the concerns though valid, were easily resolved through the ROA for the WOSpecs. To be a Master Trainer, he would have been in service for a period of time and would have had enough experience to not just manage Regimentation and Discipline but also value add to the knowledge and skills of the trainers. My Master Trainer did just that and did it wonderfully. He would plan and ensure Just-In-Time training is done to level up and refresh the trainers on their knowledge

and standardise the drills in the whole School. He would also be the one to ensure the regimentation and hygiene status in the School. Because of his knowledge, dedication and commitment, he has won the respect of everyone in the School. All the trainers look up to him as both a Sergeant Major and a Master Trainer. We have established a good understanding and working relationship amongst ourselves and my School 2IC. While I provide the directions and overall Commander Guidance (CPG) for the respective courses and management of the School, my Master Trainer will be the one to tighten all the loose ends and ensure that all the Coys and trainers are ready to conduct the courses. He will get his hands dirty and not hesitate to demonstrate the drills when necessary. To me, this is essential for a Master Trainer. Apart from text book teaching, he must know when to get his hands dirty, to teach and to send a message to everyone that when you need to do it, just do it.”

INSTITUTE COMMANDER AND CHIEF MASTERTRAINER

The Chief Master Trainer is the leader of the Training Institute's (TI) network of trainers and is responsible to the TI Commander to ensure the proficiency and competence of trainers, oversee the professional development of trainers, operational testing and

evaluation of new capabilities and support curriculum development. He is also responsible to the TI Commander in all WOSpecs related matters and other responsibilities of the Institute Sergeant Major.

COL LEE YONG HENG

Commander
Specialist and Warrant Officer Institute

“The WO Corps has evolved and up-profiled. These efforts are translated to increased job scope and responsibilities. Rather than just being the Institute Sergeant Major responsible for regimentation and discipline, his job has been re-profiled to that of the Chief Master Trainer (CMT). Doesn't this sound like the job scope of an officer? With the Officer-WOSpec partnership, this isn't a competition but rather a complement to that of an officer's job scope. Since its implementation, I personally found it to have worked well as long as everyone respects each other's professionalism.

I have experienced the change in the dynamics in the TI HQ and how the CMT can be an integral part of the decision-making process. As a Commander, we should leverage on the CMT as another principal staff officer who is directly responsible for training outcomes and



COL Lee Yong Heng, Commander SWI (left) with SWO Tamizh Kannan, Chief Master Trainer (right).

in all WOSpec related matters. Whether it is routine issues or curriculum review, the CMT will be able to offer his perspectives as the WOSpec leader.

As an officer and a leader, I am convinced of the WOSpec up-profiling efforts and this must definitely expand their roles and responsibilities. The challenge is to ensure that the WOSpecs can feel their sense of purpose and in turn enhance their commitment to be leaders of men, together with the officers. We have started this journey and it is not a stroll in the park but with everyone's belief and commitment, I have no doubt that it will work out fine.”

CONCLUSION

In the process of leading and training towards mission accomplishment, teamwork and togetherness must exist in the Officer-WOSpec partnership. This is the desirable outcome of close co-operation and should be a source of complementary strength rather than a cause of conflict. Ultimately, an effective Officer-WOSpec partnership is a powerful force multiplier in the accomplishment of the units' mission.



Infantry Green Beret presentation on 30 August 2013 at SISPEC Auditorium, Pasir Laba Camp.

“Good governance needs leaders with the right values, sense of service and abilities. It is important to have leaders who can forge with the people the vision for the future and to forge the way forward. Above all, leaders are stewards. They should develop future leaders and when their time comes, they should relinquish their positions, so that the next generation of leaders can take us to greater heights.”

MR HENG SWEE KEAT
Minister For Education
at “The Big Ideas of Mr Lee Kuan Yew” Conference,
on Monday, 16 September 2013, at The Shangri-La Hotel Singapore

TRAINING AND EDUCATION ROADMAP



WOSPEC PROFESSIONAL MILITARY EDUCATION TRAINING (PMET) AND EDUCATION ROADMAP

Warrant Officers and Specialists (WOSpecs) form the backbone of Our Army.

The expanded roles and responsibilities of the WOSpecs have seen the growth of their job scopes from being enforcers of regimentation to expert trainers holding key appointments in the training community, e.g. Chief Trainers, Commanders of Training Centres, and providing leadership

and developmental coaching to junior members of the Corps. These changes have warranted a holistic revision of the WOSpec PMET roadmap to better address the increased professional job requirements of our Regular WOSpecs.

Residential Route of Advancement (ROA) course will continue to be central to our WOSpecs' career advancements.

GROOMING SYSTEM

The WOSpec grooming system consists of two components: Route of Advancement, and Training and Education. They target the professional development of our WOSpecs, enabling them to gain the experience and knowledge required to serve as subject matter experts/specialists, innovators and decision makers, to take on greater responsibilities in the Corps' leadership, and to lead and manage younger WOSpecs. The grooming system is divided into the Specialist Stage and the Warrant Officer Stage.

SPECIALIST STAGE

The Specialist stage focuses on preparing our WOSpecs to take on their first operational appointment of a Section Commander and Platoon Sergeant, as well as their subsequent Senior Trainer and Staff appointments. Specialists will also attend Specific Progressive Development Courses

that are in line with their respective vocations. At the end of this stage, our Specialists would be equipped with the right level of professional knowledge, leadership skills, and prerequisite experience to make the smooth transition into Warrant Officer-hood.

WARRANT OFFICER STAGE

Past the transitory ranks, our Warrant Officers will now focus on developing and realising their full potential as leaders at the organisational level, becoming effective trainers, coaches, and stewards. They will also continuously develop higher-order skills throughout this phase, for example, in instructional design and theory building. Progressive grooming throughout this stage will effectively prepare them to serve as Sergeant Majors, Trainers, Staffs, and eventually pinnacle appointments within the Corps' leadership.

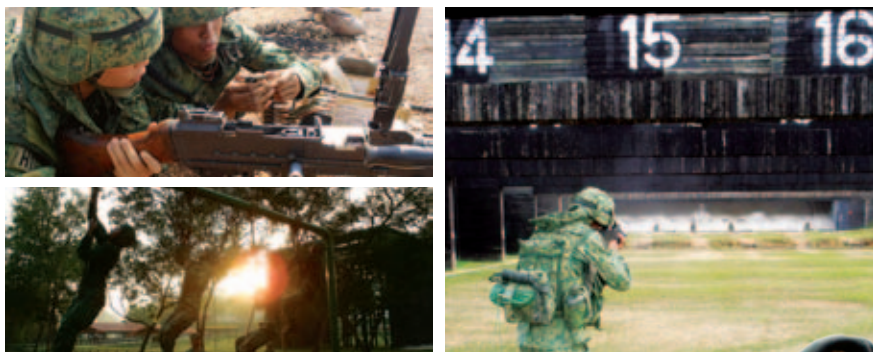


ROUTE OF ADVANCEMENT COURSES (ACTIVE)

SPECIALIST CADET COURSE (SCC)

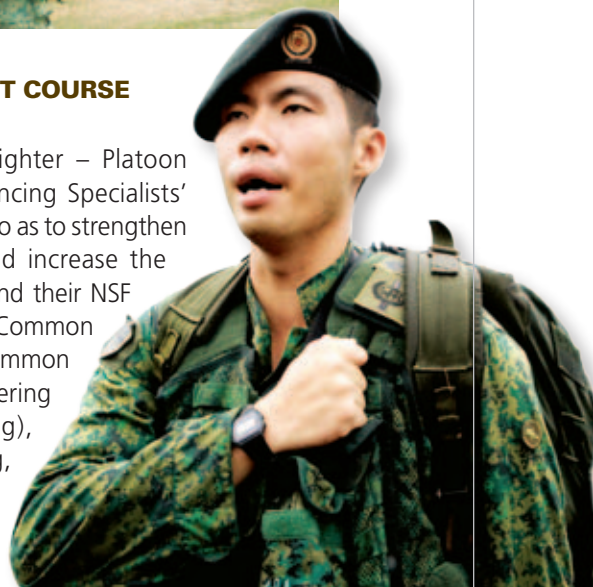
The Foundation Courses aim to enhance Specialists' **basic competencies and confidence** before assuming their role as a Section Commander. The SCC comprises three terms: 8-week Foundation Term (FT), 12.5-week

Professional Term (PT) that is specific to vocation in respective training institutes, and the 1.5-week Combined Arms Term (CAT). Graduands will don the 3SG rank during the Specialist Cadet Course Graduation Parade (SCGP).



BASIC WARFIGHTER – PLATOON SERGEANT COURSE (BWF-PS)

The immediate post-SCS training, Basic Warfighter – Platoon Sergeant (BWF-PS) Course, will focus on enhancing Specialists' soldiering fundamentals and basic competencies, so as to strengthen the confidence of junior Regular WOSpecs and increase the differentiated warfighting edge between them and their NSF peers. The 13-week course comprises 11-week Common Phase and a 2-week Operational Phase. The Common Phase modules include Warfighting Skills (Soldiering Fundamentals, Small Arms Skills & Coaching), Physical Training Commander, Jungle Training, SAF Instructional Course (SIC), Commitment and Engagement, and Leadership Development.



WARFIGHTER – COMPANY SERGEANT MAJOR COURSE (WF-CSM)

The WF-CSM course will equip WOSpecs with advanced warfighting skills and instructional competencies, preparing them for WO-ship and the assumption of their CSM appointment. The 9-week course will comprise a 7-week Common Phase and 2-week Operational Phase. Course modules include Offensive/Defensive

Operations, Combat Skills Badge (CSB), SAF Senior Instructor Course (SSIC), Coaching and Facilitation (C&F), Army Safety Management and Leadership Development. Servicemen will generally attend the WF-CSM course around the 6th year of service and 3WO promotion¹.

JOINT LEADERSHIP COURSE (JLC)



At this stage, our Warrant Officers are experienced and able to contribute at higher levels, in appointments such as Chief Trainers in the training institutes. The Joint Leadership Course (JLC), as a 'milestone' course, will focus on preparing our junior WOs for higher appointments beyond the operational units, as well as recharges and rejuvenates them at a critical career juncture. It will provide them with higher level pedagogical competencies, build their confidence and resilience, hone their leadership skills, and increase their organisational awareness.

The 20-week JLC comprises a 8-week WO Phase (attended by WOs only) and a 12-week Combined Phase (attended by both WOs and Military Experts). The WO Phase modules include Appreciation of Situation, Adventure Base Leadership Training, IKC2, and Military Technology & Spectrum of Warfare. The Combined Phase module includes SAF Master Instructor Course (SMIC), ePMET, Leadership Development, Culture & Tradition and Organisational Learning. Servicemen/ servicewomen will generally attend JLC after their CSM appointment – around the 12th year of service.

ARMY BATTALION REGIMENTAL SERGEANT MAJOR COURSE (ABRSM)

The 5-week course aims to prepare selected WOs for assumption of higher Command Sergeant Major (SM) appointment in partnering the Commanding Officer in commanding a Battalion.

JOINT ADVANCED LEADERSHIP COURSE (JALC)

To equip senior WOs with relevant competencies for the impact they will have as Master Trainers and Brigade Sergeant Majors equivalent, the JALC will include course design competencies (as the most experienced Trainers), as well as enhanced conceptualisation and communication skills (as leaders of the Corps). The 3.5-week JALC will

move towards small-group research and discussions, and feature more leadership development modules.

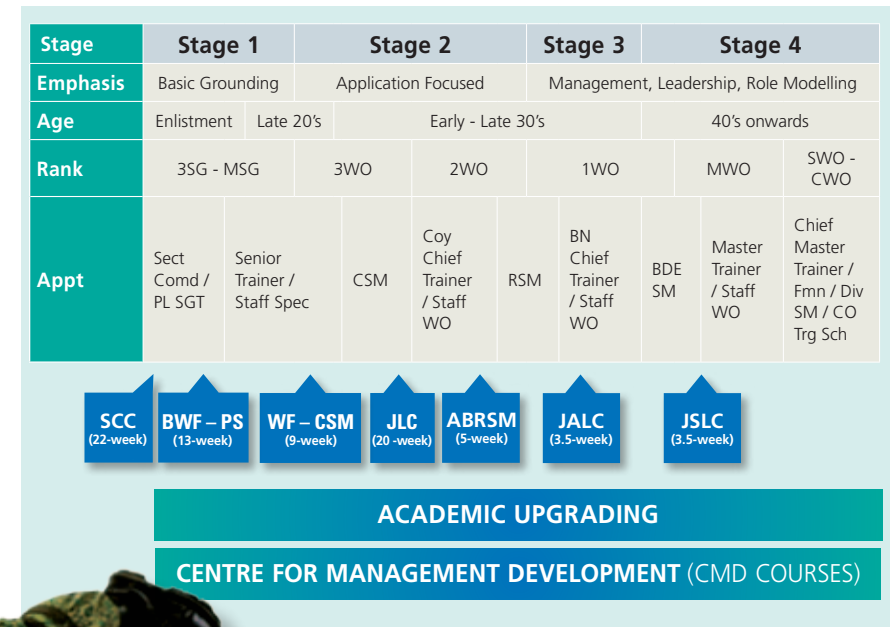


JOINT SENIOR LEADERSHIP COURSE (JSLC)

JSLC will equip senior WOs with the relevant competencies required for top tier appointments, from the Chief Master Trainer to the Commanding Officer of vocational training schools. The 3.5-week JSLC will include Advanced Systems Thinking, Media Management modules and overseas study trips.



ACTIVE WOSPEC ROUTE OF ADVANCEMENT



OVERVIEW OF KEY COURSE MODULES

COMPETENCIES	COURSES						
	SCC	BWF – PS	WF – CSM	JLC	ABRSM	JALC	JSLC
Warfighter	<ol style="list-style-type: none"> Small Unit tactics Small Arms Soldiering Fundamentals 	<ol style="list-style-type: none"> Small Arms Coaching Course Soldiering Fundamentals PT Commander Course Jungle Confidence Course 	<ol style="list-style-type: none"> Australia Strengthening Conditioning Association Course (ASCA) Skill At Arms 	<ol style="list-style-type: none"> Appreciation of Situation Physical Training 	<ol style="list-style-type: none"> Classroom-based lessons on Operations Training and Planning 		
Trainer	<ol style="list-style-type: none"> Basic Instructional Training (Infantry Professional Term) 	<ol style="list-style-type: none"> SAF Instructional Course (SIC) - WTP (WSQ) 	<ol style="list-style-type: none"> SAF Senior Instructor Course (SSIC) - ACTA (WSQ) Coaching & Facilitation 	<ol style="list-style-type: none"> SAF Master Instructional Course (SMIC) - DACE (WSQ) 	NA	NA	NA
Leader	<ol style="list-style-type: none"> Leadership & Values Leader Effectiveness Programme (LEP) Leadership Dialogue 	<ol style="list-style-type: none"> Leadership & Values Leader Effectiveness Programme (LEP) Leadership Dialogue Managing and Engaging Soldiers 	<ol style="list-style-type: none"> Leadership & Values Leader Effectiveness Programme (LEP) Leadership Dialogue Army Safety Management Course 	<ol style="list-style-type: none"> Leadership & Values Leadership & Organisation Development Adventure Training (OBS) Character Development through Sports ePMET Leader and Ethics Package 	<ol style="list-style-type: none"> Leadership & Values Leader Effectiveness Programme (LEP) Leadership Dialogue Leader and Ethics Package Multi Source Leadership Feedback (MSLF) 	<ol style="list-style-type: none"> Leadership & Values Leadership & Organisation Development Basic System Thinking 	<ol style="list-style-type: none"> Leadership & Values Leadership & Organisation Learning Advanced System Thinking Professional Communication & Engagement Skills

ROUTE OF ADVANCEMENT COURSES (NS)

NSFs will attend the **22-week Specialist Cadet Course** during their active service. NSF and NSmen WOSpecs will only attend the **2-week** **Operational Phases** of the BWF-PS and WF-CSM Courses in preparation for their PS and CSM appointments respectively. They will also attend

a **1-week** NS Leadership Course (NSLC) for entry into WO-ship that is integrated into JLC's **8-week** WO Phase. NSmen RSMs-to-be will attend

the **2-week** NS Battalion RSM Course that is integrated into the **5-week** ABRSM Course.

In Camp Training Year	NSF (1 st year)	NSF (2 nd year)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Type of Service	NSFs		ORNSmen									Rovers									Volunteers					
Age	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Appointment	Sect Comd	PS	CSM									Bn RSM (1 st Bn)					Bn RSM (2 nd Bn)					Bde SM				
Training / Courses	Sect Comd (SCC)	BWF-PS	WF-CSM			NSLC					NS-RSM Cse															
Battalion Training Cycle			L	L	L	H	H (Atec 1)	H	H	H (Atec 2)	H	H	H													

BWF-PS - Basic Warfighter - Platoon Sergeant Course

WF-CSM - Warfighter - Company Sergeant Major Course

NSLC - NS Leadership Course

NSRSM Cse - NS Regimental Sergeant Major Course

ROVERS (Reservist On Voluntary Extended Reserve Service) are NSmen who serve beyond their NS training cycle but are still within their statutory age ceiling (40 years old for NS Warrant Officers and Specialists).

VOLUNTEERS refer to NSmen who have completed their NS liabilities and choose to continue serving beyond their statutory age ceiling.

If an NSman is interested to sign up as a ROVER or VOLUNTEER, he only has to express his interest through his Division/Formation NS Human Resource Centre. The Division/Formation will consider his request based on organisational requirements.



CENTRE FOR MANAGEMENT DEVELOPMENT (CMD) COURSES

The CMD courses are developed in alignment with the SAF Leadership Competency Model. The concept of CMD is that subscription to training courses will be driven by demand based on the Professional Development Roadmap of individuals that will be translated into a Personalised Roadmap. This will ensure all WOSpecs will receive his/her training on-time and on-need throughout his/her career. Every work year, every regular will be entitled to self-development and management courses organised by MINDEF CMD. They can subscribe to the courses on their own through the electronic system.

ACADEMIC UPGRADING

As the Army's technology becomes more advanced and sophisticated, WOSpecs need to be highly skilled and nimble by continually upgrading themselves. Enhancing academic qualification of the WOSpecs will be a key to a highly skilled workforce.

Every serviceman will have academic upgrading opportunities to develop him/her throughout his/her career span. Additionally, the CLASS awards provide study sponsorship for full- and part-time studies. Candidates must meet the criteria which will include academic and military performance, entry requirements of the various educational institutions and demonstrated potential to be awarded the sponsorship.

OVERVIEW OF ACADEMIC UPGRADING OPPORTUNITIES FOR WOSPEC

3SG	2SG	1SG	SSG	MSG	3WO	2WO	1WO	MWO	SWO	CWO
Early Degree Sponsorship		Continuous Learning and Academic Sponsorship Scheme (CLASS)								
		Full-Time / Part-Time (Certificate / Diploma / Advanced Diploma / Degree)								
		Certificate in Business Management and Engineering (Bridging Programme to a Diploma in Business Management and Certificate in Engineering Foundation Studies) (CLASS)								

BRIDGING PROGRAMME TO A DIPLOMA

2010 marked the commencement of our first bridging programme with the Nanyang Polytechnic (NYP) as our partner. This bridging programme provides an avenue for our in-service WOSpecs who do not meet the academic entry requirements for a diploma programme to obtain a

Diploma in Business Management or Diploma in Engineering, under the MOE's Continuing Education and Training (CET) Framework. This is possible because of polytechnic recognition of the SAF training and job experience.





ACADEMIC UPGRADING SPONSORSHIPS FOR IN-SERVICE WARRANT OFFICERS AND SPECIALISTS



Type of Sponsorship	Who and What this is for	Terms	Requirements
Certificate in Business Management and Certificate in Engineering Foundation Studies	Bridging programme to the Diploma in Business Management and Engineering	<ul style="list-style-type: none"> • Full sponsorship of tuition fees • Tenable only in the Nanyang Polytechnic (NYP) • Part-time programme • Sponsorship for subsequent diploma programme is subject to meeting the sponsorship criteria 	<ul style="list-style-type: none"> • ≥ 3 years in service • Age ≤ 35
FULL-TIME		SPONSORSHIP	
CLASS Certificate	For WOSpecs to pursue a full-time ITE Certificate, Diploma, Advanced Diploma or Degree	<ul style="list-style-type: none"> • Full sponsorship of tuition fees and other approved charges • Tenable in local ITEs (for CLASS Certificate), local polytechnics (for CLASS Diploma and Advanced Diploma) and recognised local university (for CLASS Degree) • Monthly salary (for CLASS Certificate, Diploma and Advanced Diploma) • Annual allowance equivalent to half of the pay, capped at S\$25,000 per year for CLASS Degree • A 3-year bond for CLASS Certificate and CLASS Advanced Diploma upon completion of studies • A 4-year bond for CLASS Diploma and CLASS Degree upon completion of studies 	<ul style="list-style-type: none"> • ≥ 3 years in service • Age ≤ 35
CLASS Diploma			
CLASS Advanced Diploma			
CLASS Degree			
PART-TIME		SPONSORSHIP	
CLASS Certificate	For WOSpecs to pursue a part-time ITE Certificate, Diploma, Advanced Diploma or Degree	<ul style="list-style-type: none"> • Tuition fees and other approved charges • Tenable in local ITEs (for CLASS Certificate), local polytechnics (for CLASS Diploma and Advanced Diploma) and recognised local university (for CLASS Degree) • Unrecorded examination leave capped at 12 days per year • A 2-year bond upon completion of studies 	<ul style="list-style-type: none"> • ≥ 3 years in service • No age cap* except for Degree Part-time (≤ 40)
CLASS Diploma			
CLASS Advanced Diploma			
CLASS Degree			

* While there is no age cap for part-time sponsorship, sponsored serviceman's balance of service must be sufficient to cover both the study and bond duration.

“As leaders, you bear the heavy responsibility for the soldiers under your charge. They will look to you for leadership, guidance and support. Lead with conviction and lead by example. You must be prepared to do what you expect your men to do.”

MG RAVINDER SINGH
Chief of Army

LEADERSHIP



VISION OF THE SAF LEADER



The bedrock of the SAF leadership lies in a strong foundation of values and ethics. SAF Leaders possess a dynamic capacity for self-awareness, and self-management as they employ a range of leadership competencies and styles to influence and inspire people to accomplish the mission, while building long-term commitment and also improving the organisation.

As military leaders, SAF Leaders influence people with a good

understanding of SAF's mission and purpose, SAF's operating environment and the desired outcomes of the SAF. All SAF Leaders, NS or Regular Officers, Warrant Officers or Specialists, are capable of influencing and motivating effectively at their respective organisational levels. They are well versed in the art of warfare as they are savvy in handling the complexities of the world outside of the SAF. They are sought after as part of the national talent pool.

LEADERSHIP

is defined as a process of influencing people to accomplish the mission, inspiring their commitment, and improving the organisation.



A LEADER IN SAF, A LEADER ANYWHERE!



THE SAF LEADERSHIP FRAMEWORK



The SAF Leadership Framework articulates that the bedrock of the SAF leadership lies in a strong foundation of values and ethics. SAF Leaders possess a dynamic capacity for self-awareness, and self-management as they employ a range of leadership competencies and styles to influence and inspire people to accomplish the mission, while building long-term commitment and also improving the organisation. As military leaders, SAF Leaders influence people with a good understanding of SAF's mission and purpose, SAF's operating environment and the desired outcomes of the SAF.

TRIANGLE ('BUILDING BLOCKS')

The triangle provides a framework for specifying "what SAF Leaders need" for effective leadership. The hierarchy of "building blocks" says values must always form the basic foundation, upon which competencies and a full range of styles are best employed in leadership. The "Self" (consisting of self-awareness, self-management and personal mastery) is the most difficult to attain, and it includes a good understanding of one's own values, competencies and styles. The hierarchy does not prescribe a sequence for development nor imply that some "building blocks" are more important than others.

SAF 24-7 LEADERSHIP FRAMEWORK



CIRCLE ('LEADERSHIP CONTEXT')

The circle emphasises that SAF Leaders must influence people with a good understanding of SAF's mission and purpose, the operating environment and the desired outcomes. These three aspects of the "leadership context" shape the specific contents of the framework, i.e. the specific styles, competencies and values desired in each Service or level of leadership in SAF.

CIRCLE & TRIANGLE

Together, the "building blocks" (triangle) and "leadership context" (circle) spell out the scope of concerns of Leadership Development (LD) system in SAF. In other words, when we think of "leadership development in SAF", it must include education and training in the domain of values, competencies, styles and "self". All these must be done in cognisance of the mission and purpose of SAF, SAF's operating environment, and the desired outcomes.

THE SAF LEADERSHIP COMPETENCY MODEL (LCM)

The SAF LCM specifies the leadership behavioural competencies and skills for effective leadership. It consists of five competency domains, namely, "Conceptual Thinking", "Social", "Mission", "Development" and "Self". The first four are "core competencies" that directly affect leadership performance on the job, while the fifth competency domain is a "personal meta-competency" required for leader adaptability and growth.



COMPETENCIES	CORE COMPETENCIES (FOR LEADER PERFORMANCE)		META-COMPETENCY (FOR GROWTH/ADAPTABILITY)		
		Conceptual Thinking	Social	Mission	Development
SKILLS	Critical Thinking	Communicate to Influence	Planning	Developing People	Self Awareness
	Creative Thinking	Interpersonal Effectiveness	Decision-Making	Developing Team	Self Management
	Ethical Reasoning		Execution	Improving Organisation	Personal Mastery

Definition of the 14 skills at the generic and the three conceptual levels of leadership

CONCEPTUAL THINKING COMPETENCY



	CRITICAL THINKING	CREATIVE THINKING	ETHICAL REASONING
OVERALL	Identifies, defines and solves problems by thinking analytically and logically, drawing on all data sources, knowledge and past experiences; appreciates the external environment, consequences and impact any decision may incur; strategic/systems thinker, links actions to a larger cause or purpose; develops long-term strategic plans to shape the future	Envisions the future state, thinks creatively in order to construct the new reality; finds innovative ways to solve problems; brings about breakthrough in deadlock situations	Develops a sound understanding of values and standards of ethical conduct in SAF; engages in ethical thinking and reasoned argument about what is right and wrong; upholds and applies ethical reasoning principles and processes to all contexts, even in the face of adversity
STRATEGIC	Analyses complex and volatile situations to frame the issue and context before choosing the best option to balance conflicting needs; considers social, political, economic and military factors in analysing consequences; understands how the organisational vision fits within the total defence framework and the international arena	Creates a compelling vision for the future and develops a frame of reference to achieve it; inspires a culture of creative thinking; reframes existing problems and boundaries to encourage others to view the problem from different perspectives	Defines the ethical boundaries for the organisation and shapes the organisational culture accordingly; seeks to understand the moral implications of different courses of action and determines the right course of action in new situations; encourages a climate of moral courage by encouraging subordinates to raise legitimate concerns
ORGANISATIONAL	Evaluates conflicting information and draws logical assumptions based on knowledge and experience to define problem and arrive at the optimal solution; appreciates the linkages between the needs of different organisational components and levels; applies real time intelligence to determine the best way to achieve higher intent	Understands the desired future state and devises creative courses of action to achieve it; identifies weaknesses in current structures and processes and proposes unconventional methods to overcome the weaknesses	Inculcates a strong, shared ethical culture amongst the team; challenges policies and practices which are unethical and sets the record straight on issues that are perceived as unethical
DIRECT	Analyses all available information to define the problem, generates options and selects the optimal solution; appreciates the rationale behind decisions and how the mission fits into the overall tactical plan; understands the intent of higher command and makes decisions that are aligned with them	Keeps an open mind to new ideas and seeks innovative solutions to problems; challenges the status quo and accepted norms/thinking process	Demonstrates a sound understanding of SAF Core Values and standards of ethical conduct through one's own exemplary behaviour

Definition of the 14 skills at the generic and the three conceptual levels of leadership

SOCIAL COMPETENCY



	COMMUNICATE TO INFLUENCE	INTERPERSONAL EFFECTIVENESS
OVERALL	Communicates through effective techniques like active listening and interpretation of non-verbal cues, taking on board the views of subordinates, peers and superiors; chooses the appropriate message and medium of delivery; persuades, influences and collaborates effectively, and with the ability to convince those over whom the individual does not hold command	Responsive to the needs of others; empathises with their worries and predicaments, recognises what drives and inspires them; builds and develops partnerships within and across services and agencies
STRATEGIC	Builds a culture of open communication by building and fostering channels for two-way communication; harnesses a wide range of media to deliver impactful communications to all levels within and outside the organisation; exerts influence through relationships built through dialogues	Demonstrates sensitivity when dealing with different cultures without sacrificing the needs of the organisation; builds strong and wide reaching networks across countries, cultures and organisations
ORGANISATIONAL	Seeks feedback proactively on a wide range of issues; communicates a clear and consistent shared vision; convinces others by using rationale and by engaging others in open discussions; negotiates actively with others to reach an acceptable outcome	Anticipates the needs of others and proactively addresses them at the organisational level; seeks a deeper understanding of the motivational drivers of others; develops a strong network of contacts by promoting the benefits of mutual support
DIRECT	Practises active listening and perceptive interpretation of non-verbal cues to gain a better understanding of others' point of view; seeks and addresses the audience's concerns; adopts a clear and appropriate communication style to get the message across	Gains a good understanding of the needs and problems of others through frequent face-to-face contacts; provides support and help to those who are in difficulties; builds partnerships by establishing rapport and good working relationships

Definition of the 14 skills at the generic and the three conceptual levels of leadership

MISSION RELATED COMPETENCY



	PLANNING	DECISION-MAKING*	EXECUTION
OVERALL	Focuses on the mission at all times; understands the intent of the mission and prioritises based on urgency and importance; sets goals and objectives; plans to ensure that these are executed in a timely manner; uses the appropriate planning process; leverages technology, knowledge and previous experience in planning; adapts plans when necessary to achieve the desired outcome	Knows when to use the art and science of decision-making to make choices and decisions when required. Leverages on past experience and specialist knowledge of others to make sound decisions in the absence of information; remains rational and objective when making decisions. Acts decisively; is willing to make difficult decisions; and will commit to bold actions to gain a decisive advantage	Develops a sound understanding of values and standards of ethical conduct in SAF; engages in ethical thinking and reasoned argument about what is right and wrong; upholds and applies ethical reasoning principles and processes to all contexts, even in the face of adversity
STRATEGIC	Spearheads the development of long-term plans to meet strategic challenges; prioritises defence spending to ensure maximum benefits; institutes effective knowledge management systems so that past planning experiences can be captured and shared effectively throughout the organisation; adjusts strategic planning in line with constant changes in the operating context	Makes sound decisions with limited available and sometimes incomplete information, and leverages on the past experience and specialist knowledge of others	Leverages on new technology to improve SAF's defence capabilities; mobilises assets quickly during crisis to defend national interests; takes a multi-faceted and integrated approach to accomplishing the mission; raises the standards of organisational performance by fostering a climate of accountability at all levels; commands by balancing centralised and decentralised control
ORGANISATIONAL	Sets clear objectives and priorities to focus planning efforts of sub-units on achieving unit's and HQ's intent; develops plans to address a wide range of scenarios in an uncertain environment; leverages on technology and the expertise of team members to improve planning outcomes; develops flexible and integrated plans that can be adapted quickly as the situation changes	Identifies solutions that strike a balance between current and future needs. Knows when to make a command decision and when to confer with staff in a deliberate process. Remains rational and objective when making life and death decisions. Seizes and exploits the initiative to gain a decisive advantage. Exercises autonomous decision-making which aligns with organisational intent. Makes bold timely decisions instead of continuously discussing and debating the best course of action	Inculcates a strong, shared ethical culture amongst the team; challenges policies and practices which are unethical and sets the record straight on issues that are perceived as unethical
DIRECT	Understands mission objectives and translates them into clear action plans; prioritises tasks and assigns them to the appropriate people; applies relevant planning methods and incorporates feedback from others during planning; anticipates problems and develops contingency plans	Displays sound judgment in adverse or unplanned situations. Makes difficult decisions taking into account all risks and consequences in a timely manner to resolve problems on the ground. Takes charge and responds in a timely manner to any situation. Makes prompt decisions at critical milestones to facilitate sub-units in carrying out their tasks. Is focused, decisive and tenacious in accomplishing the intent	Manages assigned resources to maximise effectiveness; sets high standards, monitors and supervises tasks to achieve goals/mission; acts decisively and takes accountability for outcomes; maintains situational awareness and adapts to changing circumstances to ensure mission is completed

Definition of the 14 skills at the generic and the three conceptual levels of leadership

DEVELOPMENT COMPETENCY



	DEVELOPING PEOPLE	DEVELOPING TEAM	IMPROVING ORGANISATION
OVERALL	Demonstrates interest in the development of each individual under command; creates challenges through delegation and empowerment to ensure that everyone can reach their full potential; provides feedback, coaching and counselling; recognises and rewards achievement; motivates and inspires subordinates to grow	Creates a spirit of comradeship and trust within the team; ensures that team members are unified through the achievement of common goals; builds team morale and resolves conflict; ensures team learning	Proactive in recognising the need to transform; creates the rationale for change; champions, manages or sees beyond or beneath the ways things are conventionally done and continually seeks ways to improve organisation
STRATEGIC	Creates a culture of continuous learning and development in the organisation and puts in place structures and processes to encourage empowerment throughout the organisation; develops leadership talent pool by implementing systems to attract, develop and retain talent; establishes recognition and reward systems	Creates an environment conducive to teamwork and co-operation; inspires others to move in a common direction by articulating a desirable end state; resolves conflicts with external parties by emphasising mutual benefits	Fosters an adaptive climate to ensure organisational renewal by encouraging experimentation and challenging paradigms; acts as a change champion and takes proactive actions to respond to the changing environment; continually seeks ways to improve organisation
ORGANISATIONAL	Ensures individual development by planning subordinates' route of advancement and assigning suitable mentors; identifies talent and grooms them to be future leaders; motivates individuals to take ownership for individual development	Builds team capabilities to ensure they can function independently; creates shared ownership for results between all team members; seeks to prevent conflict within team by encouraging team members to engage each other constructively to discuss differences and focus on shared super-ordinate goals	Identifies changes in the external environment and their implications for change in the organisation; sees beyond or beneath the way things are continually done and drives change by identifying change agents; tackles resistance to change by involving others in the change process
DIRECT	Develops subordinates by sharing experiences with them and empowering them; provides timely and constructive feedback to address performance issues; recognises and rewards accomplishments	Builds cohesion and trust in team by involving team in decision-making and setting team rules to ensure fairness; manages diversity in the team and channels the strengths of each individual towards achieving team goals; resolves conflicts within the team	Displays openness and adaptability to change; implements change by operating on new ideas and practices; articulates the benefits of change to others; helps others to adapt to change

Definition of the 14 skills at the generic and the three conceptual levels of leadership

SELF COMPETENCY

SELF AWARENESS

Recognises one's own moods, emotions and drives as well as their effect on others; demonstrates a deep understanding of one's strengths and limitations

SELF MANAGEMENT

Controls one's own emotions and impulses; remains calm and composed under stress; maintains confidence in one's abilities and adopts a positive outlook; demonstrates cognitive-behavioural flexibility in adapting to ambiguous or changing situations

PERSONAL MASTERY

Continually reflects and raises own consciousness by journaling personal beliefs/assumptions and current reality; engages in personal visioning and goal setting; leverages on own strengths and actively seeks out learning opportunities to develop; commits to continual personal growth and constantly seeks and values personal feedback

ALL LEVELS



SAF COMPETENCY DEVELOPMENT COURSES

COMPETENCIES	MILITARY REGULARS	LEVEL 1
3SG – MSG		

CONCEPTUAL THINKING

• Critical Thinking	• Fundamentals of Problem Solving
• Creative Thinking	• Creative Thinking Made Easy • Tony Buzan Mind Mapping® (Revised from Tony Buzan Mind Mapping for Executive and Manager)

SOCIAL

• Communicating to Influence	• Speak with Confidence • Essential Communication Skills • Reports and Proposals that Work • Grammar for Better Communication • Proficiency in Letters and Emails • Rapport: the Art of Connecting with Anyone • Projecting a Professional Image • Voice Charisma – Discover Your Natural Voice • Essential Minutes Writing Skills • Engaging Your Audience Using Effective Emcee Skills
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COMPETENCIES

• Interpersonal Effectiveness	• Working with Difficult People • Making EQ work with You • Partnering your Boss at Work • Speaking Good English – Phonetics, Phonics and Pronunciation • Understanding and Using Body Language Effectively • Successful Assertive Skills • Treating Others with Tact and Diplomacy • Effective Working Relationships
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MISSION

• Planning	• Basic of Project Management • Planning and Executing Events Successfully
• Decision Making	• Decision Planning Made Easy
• Execution	• Effective Office Management for Higher Efficiency

DEVELOPMENT

• Developing People	• Enhancing Performance Through Effective Supervision
• Developing Team	• Effective Teamworking (Revised from "Developing Effective Teams")
• Improvising Organisation	• Managing Change Effectively • Writing KPIs Effectively
• Self Awareness	• Memory and Recall

SELF

• Self Management	• Happy and Healthy @ Work: The Holistic Way • Up Your Productivity – For Workplace Effectiveness • De-cluttering Your Work and Mind Space • The Art of Living with Joy
• Personal Mastery	• 7 Ups to Personal Effectiveness

OTHERS

• Others	• Win Over Dissatisfied Customers
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SAF COMPETENCY DEVELOPMENT COURSES

COMPETENCIES	MILITARY REGULARS	LEVEL 2
3WO – MWO		

CONCEPTUAL THINKING

<ul style="list-style-type: none"> • Critical Thinking 	<ul style="list-style-type: none"> • Problem Solving with A Critical Mind • Power of Questions • Edward de Bono's Six Thinking Hats®
<ul style="list-style-type: none"> • Creative Thinking 	<ul style="list-style-type: none"> • Creativity – You Can Unlock It! • Tony Buzan Mind Mapping® (Revised from Tony Buzan Mind Mapping for Executive and Manager) • Brainworks – Turning Ideas Into Practical Solutions

SOCIAL

<ul style="list-style-type: none"> • Communicating to Influence 	<ul style="list-style-type: none"> • Presenting with Confidence and Ease • Effective Communication Skills for Managers • Impactful Reports and Proposals • Story Telling for Leaders (new) • Think On Your Feet® • Grammar for Professional Communication • Dynamics of Writing • Effective Working Relationships • Strategies for Effective Speech Writing • Mastering Tough Conversations with Confidence • Projecting A Professional Image • Voice Charisma – Discover Your Natural Voice • Essential Minutes Writing Skills • Engaging Your Audience Using Effective Emcee Skills • The Art of Conversation
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COMPETENCIES

<ul style="list-style-type: none"> • Communicating to Influence 	<ul style="list-style-type: none"> • Importance of Staff Vetting
<ul style="list-style-type: none"> • Interpersonal Effectiveness 	<ul style="list-style-type: none"> • Managing Difficulties with Ease • Negotiation Dynamics • Networking with Success • Competency Based Interview Techniques • Cross Cultural Intelligence • Managing Meetings Effectively • Speaking Good English – Phonetics, Phonics and Pronunciation • Understanding and Using Body Language Effectively • Successful Assertive Skills • Treating Others with Tact and Diplomacy • Conflict Resolution

MISSION

<ul style="list-style-type: none"> • Planning 	<ul style="list-style-type: none"> • Effective Project Management • Moving from An Operational Manager to A Strategic Thinker • Planning and Executing Events Successfully
<ul style="list-style-type: none"> • Decision-Making 	<ul style="list-style-type: none"> • High Impact Decision-Making, Reducing Risks, Maximising Results • Prioritising and Making Effective Decisions
<ul style="list-style-type: none"> • Execution 	<ul style="list-style-type: none"> • Crisis Management in Business Continuity Management • Effective Office Management for Higher Efficiency • The Art of Delegation



SAF COMPETENCY DEVELOPMENT COURSES

DEVELOPMENT	
<ul style="list-style-type: none"> Developing People 	<ul style="list-style-type: none"> Enhancing Performance Through Effective Supervision Mentoring @ Work Performance Management & Appraisal Skills Multi-Generations at Work
<ul style="list-style-type: none"> Developing Team 	<ul style="list-style-type: none"> Effective Team Working (Revised from "Developing Effective Teams") Mastering Employee Engagement How to Manage, Motivate and Lead a Winning Team (Public Run)
<ul style="list-style-type: none"> Improvising Organisation 	<ul style="list-style-type: none"> Managing Change Effectively Writing KPIs Effectively Basic Systems Thinking Course Make Your Strategy Come Alive Advanced System Thinking Course (new) Appreciative Inquiry-Accelerating Positive Change
<ul style="list-style-type: none"> Self Awareness 	<ul style="list-style-type: none"> Memory and Recall Buzan 5-Step Learning Plan®
SELF	
<ul style="list-style-type: none"> Self Management 	<ul style="list-style-type: none"> Happy and Healthy @ Work: The Holistic Way Up Your Productivity – For Workplace Effectiveness De-cluttering Your Work and Mind Space The Art of Living with Joy Photo Reading for the Information Age Managing Self Through NLP
<ul style="list-style-type: none"> Personal Mastery 	<ul style="list-style-type: none"> 7 Ups to Personal Effectiveness Speed Reading
OTHERS	
<ul style="list-style-type: none"> Others 	<ul style="list-style-type: none"> Coaching Your Front Line Staff for Quality Service Win Over Dissatisfied Customers Service Values at Work

COMPETENCIES	MILITARY REGULARS	LEVEL 3
SWO		

CONCEPTUAL THINKING	
<ul style="list-style-type: none"> Critical Thinking 	<ul style="list-style-type: none"> A New Paradigm for Peak Performance Power of Questions
<ul style="list-style-type: none"> Creative Thinking 	<ul style="list-style-type: none"> Tony Buzan on Good Thinking and Mental Toughness (Public Run) Tony Buzan Mind Mapping® (Revised from Tony Buzan Mind Mapping for Executive and Manager) Edward de Bono's Lateral Thinking™ Applications

SOCIAL	
<ul style="list-style-type: none"> Communicating to Influence 	<ul style="list-style-type: none"> Presenting With Confidence and Ease Effective Communication Skills for Managers Influencing, Persuasion and Empowering Skills for Managers Think On Your Feet® Grammar for Professional Communication Dynamics of Writing Effective Persuasive Skills At Work Strategies for Effective Speech Writing Mastering Tough Conversations with Confidence Projecting A Professional Image The Art of Conversation



COMPETENCIES	
• Communicating to Influence	• Importance of Staff Vetting
• Interpersonal Effectiveness	• Managing Difficulties with Ease • Negotiation Dynamics • Networking With Success • Competency Based Interview Techniques • Cross Cultural Intelligence

MISSION	
• Planning	• Effective Project Management • Moving from An Operational Manager to A Strategic Thinker
• Decision-Making	• High Impact Decision-Making, Reducing Risks, Maximising Results • Edward de Bono's Six Value Medal™ (Public Run)
• Execution	• Crisis Management In Business Continuity Management

DEVELOPMENT	
• Developing People	• How to Lead for Performance Beyond Expectation: A Transformational Leadership Approach (Public Run) • Buzz Your People-Using Social Media to Build Passionate Brand Ambassadors (Public Run) • Mentoring @ Work • Performance Management and Appraisal Skills • Multi-Generations At Work
• Developing Team	• Mastering Employee Engagement • How to Manage, Motivate and Lead A Winning Team (Public Run)
• Improving Organisation	• Strategic Planning and Scenario Planning – Powering Your Organisation into the Future (Public Run) • Make Your Strategy Come Alive • Advanced System Thinking Course (new) • Appreciative Inquiry-Accelerating Positive Change
• Self Awareness	• Buzan 5 Step Learning Plan ©

SELF	
• Self Management	• Happy and Healthy @ Work: The Holistic Way • Photo Reading for the Information Age • Managing Self Through NLP
• Personal Mastery	• Speed Reading

OTHERS	
• Others	• Service Values At Work

EVERY SOLDIER A LEADER

by Chief of Army MG Ravinder Singh

Source: Leading in the Third Generation SAF, Pointer Monograph No. 9

“Every soldier must lead because good leadership must occur at every level – leading oneself, one’s peers and one’s team.”

IN OUR ARMY, SOLDIERS COME FIRST.

The Army can appoint you as a Commander but it’s your Soldiers that make you a Leader.

The 3rd Generation Army has operationalised many new platforms and fighting systems, such as the Leopard 2 Main Battle Tank (MBT), High Mobility Artillery Rocket System (HIMARS), Terrex Infantry Carrier Vehicle, Skyblade miniature Unmanned Aerial Vehicle (UAV) and Advanced Combat Man System (ACMS). We will continue to field new weapon systems, platforms and command and control (C2) systems over the next few years in order to fully realise the vision of a 3rd Generation Army. While the weapons, platforms and C2 systems may be capable and optimised for our security needs, they can only be as good as the soldiers who operate them. The soldier is at the heart of every fighting system in the Army. It is our soldiers with their commitment and dedication that will make the difference, whether achieving deterrence in peace or a swift and decisive victory in war.



IN OUR ARMY, LEADERSHIP IS CRITICAL.

Our Army is a large people-centred organisation that comprised of a diverse range of soldiers — Full-Time National Servicemen (NSF), Operationally-Ready National Servicemen (NSmen) and Regulars all working together towards the common aim of ensuring the security of Singapore. Thus, leadership is critical. While structures, processes and systems can help synchronise and coordinate the many operations and tasks in the Army, only leadership can engage the hearts, hands and heads of our soldiers, inspiring them to step up and give their best, and at times even rise above themselves in service of the nation. We need leaders who can inspire commitment and dedication in each and every soldier. Leadership is the driving force of the Army.

IN OUR ARMY, EVERY SOLDIER IS A LEADER.

During a recent visit to an urban exercise, I was brought to a commanding point above the urban objective to view the final assault and capture of the objective. The brigade commander who was the Director of Exercise started the briefing by informing me that I would not be able to see the soldiers in the final assault because they would be taking an indirect approach and would secure the building room by room, floor by floor, with most of the fighting done indoors by small teams of soldiers. He concluded by saying, “Sir, if you see them, they would be dead!” Urban operations are unlike conventional operations, where commanders from the company to the section level can see and directly orchestrate the assault. Today, we expect our soldiers to operate more independently and coordinate

amongst themselves as they clear an urban objective room by room. The section commander may be in a different room from the point team, the platoon commander on a different floor and the company commander in a different building. Each soldier is equipped with a specific sensor and weapon for his task and role. When he becomes the point man, he is effectively the eyes, ears and brain of the team, and is expected to share information, coordinate and lead the fight. The modern battlefield is more complex, bringing increasing challenges and greater uncertainties. It requires every soldier to take the initiative and exercise situational leadership at the tactical level. The 3rd Generation Army leader must be able to harness the capabilities of each and every soldier to fight and win in this complex environment.

*There are many different ways of describing what leadership is, what it entails and how to do it well. Much has been written on these subjects and they are all relevant and useful ways of recognising and developing the leadership qualities within each of us. I would like to reinforce the Singapore Armed Force’s (SAF) leadership doctrine through a different perspective of leadership that starts with the inside, us as individuals, and expands outwards as peer leaders and finally team leaders. This can be described as **“Leading Yourself”**, **“Leading Your Peers”** and **“Leading Your Team”**.*



LEADING YOURSELF

Every Leader is a Soldier

In our Army, all leaders start by being soldiers. A soldier has to first lead himself. There are three aspects of leading oneself as a soldier that should be a foundation for leadership development: clarity of purpose, values and becoming a disciplined, physically fit and competent soldier.

Clarity of Purpose

Why are you here in the Army? As soldiers, we must first be clear about our purpose in the Army. Our Army's purpose "is to defend the sovereignty and security of Singapore". How is our purpose as soldiers aligned to the Army's purpose? With clarity of purpose, we become focused, committed and are clear and decisive in our actions. Clarity of purpose will allow us to lead with passion and fortitude.

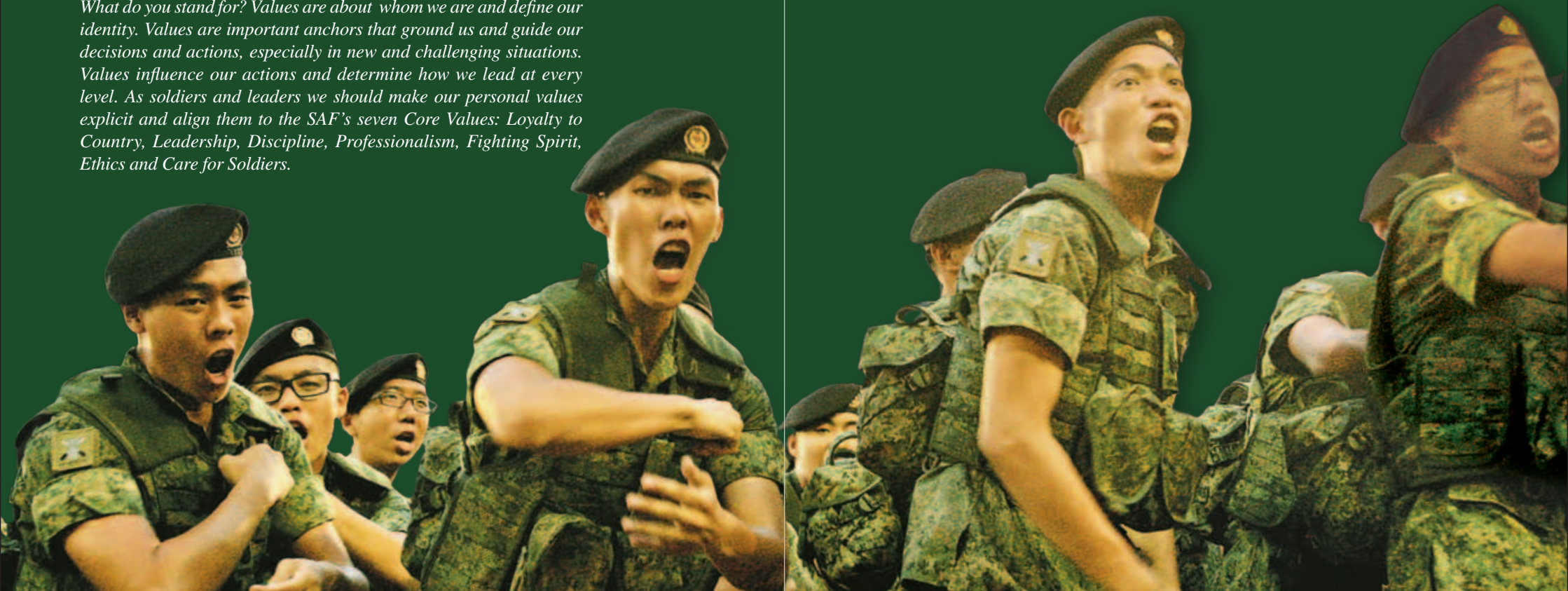
Values

What do you stand for? Values are about whom we are and define our identity. Values are important anchors that ground us and guide our decisions and actions, especially in new and challenging situations. Values influence our actions and determine how we lead at every level. As soldiers and leaders we should make our personal values explicit and align them to the SAF's seven Core Values: Loyalty to Country, Leadership, Discipline, Professionalism, Fighting Spirit, Ethics and Care for Soldiers.

BEING A SOLDIER

Discipline

It is always easier to do what we like than to do what we do not like. Discipline is doing what we have to even if we dislike it. For example, waking up early in the morning for physical exercise is not a natural habit for most of us, but discipline allows us to do this regularly and achieve our goal of being fit and healthy. When I speak to our NSF soldiers, I ask them if they have ever achieved anything significant, whether academically or in school sport, music or uniformed Co-Curricular Activity (CCA) groups, without discipline. While some may be born gifted, most of us require hard work to gain new skills and knowledge. Discipline is critical in soldiering: the nature of warfare requires a soldier to resist the natural instinct to flee in the face of danger. In the military, we develop personal discipline through physical fitness, regimentation, training and operational regimes.



Physical Fitness

Every soldier has to be physically fit to endure the challenges of the battlefield and prevail over the aggressor. A leader must have the physical fitness to lead and this is particularly critical when his soldiers are exhausted: they will look to him to see if he, like them, is too tired to continue or if he has the will and energy to persevere and lead them on to complete the mission. Physical fitness training leads to mental toughness and resilience. Whether it is the Individual Physical Proficiency Test (IPPT), the Vocation Obstacle Course (VOC) or a route march, each activity is physically demanding and requires consistent effort and hard work. In the Army, physical fitness training is the basis of developing team cohesion.

Competence

As leaders, each and every one of us needs to develop and maintain soldiering and leadership competencies. These include the competencies of our vocations and arms, competencies in specialisations such as operations and human resource, and finally, competency in leadership. As we operationalise the 3rd Generation Army, we need to develop and nurture the required competencies to lead with confidence at every level in order to maximise the potential of our platforms and systems, and our ability to integrate these into a cohesive and capable warfighting system.



LEADING YOUR PEERS

Every Soldier is a Leader. Once we are able to lead ourselves, we can then begin to expand our leadership to influence our peers through a good understanding of the desired goal, building relationships with them and demonstrating commitment through our behaviour. Peer leadership requires us to have clarity of mission, build trust and exercise leadership by example.

Clarity of Mission

First, we need to be clear on the mission of the unit or the organisation. This is about making sure we do the right things in the right way. The Army's Mission is "to deter and if deterrence fails, achieve a swift and decisive victory." What is the mission of your unit and how can you contribute to the mission of your headquarters and, ultimately, the Army and SAF? Having a clear, concise and compelling mission allows us to internalise the necessary goal and outcome to achieve the mission. With clarity of mission, we can move decisively and be confident that our plans and actions are aligned to SAF and the defence of Singapore.

Once we are able to lead ourselves, we can then begin to expand our leadership to influence our peers ...

Building Trust

Leadership is built on both formal and informal relationships. The foundation of every relationship is trust. In the military, trust is even more important as we conduct operations with heavy equipment, live ammunition and explosives. Soldiers need to trust that their leader can lead them through operations and training to accomplish objectives without unnecessary casualties. Establishing trust requires us to build relationships with our fellow soldiers so that we understand each other, develop mutual respect and work together as a team. It also requires us to know their differences and build on their strengths.

Leadership by Example

In SAF, we exercise the core value of leadership through leadership by example. This means that as leaders we must take the lead in doing anything that we ask our people to do. We may never be the best in everything but the willingness to lead from the front sets a good example for our soldiers. Take the 24-km route march that every recruit goes through before graduating from BMT. Some of our soldiers might never have imagined that they would be able to complete a 24-km route march in full battle order when they first enlist. However, with their leaders giving them confidence that it can be done through systematic training and perseverance and leading them during the march, these soldiers successfully complete the 24-km route march. In so doing, our soldiers learn that many things in life can be achieved through dedicated focus and effort. Good leaders set examples that others emulate and aspire to, and this starts a virtuous cycle of building and strengthening leadership within the Army.

Good leaders set examples that others emulate and aspire to ...

LEADING YOUR TEAM

Every Soldier's Leader

Leadership is both a privilege and a responsibility: a privilege because a leader has the opportunity to lead his team to become more than the sum of its parts; a responsibility as the team relies on him for direction. To be a good team leader, one must have clarity of vision and the ability to build a cohesive team with a high level of engagement.

Clarity of Vision

A leader must have clarity of shared purpose and values, clarity of shared objectives and, most importantly, a compelling and inspiring shared vision: one that sets the direction and shows a clear path to the objective. A clear, inspiring vision gives the team confidence and motivates them to strive together until the goal is achieved. This vision must be a shared one, developed based on a deep understanding of the purpose, values and mission of the unit or organisation. A shared vision is both a powerful motivator and compass that shows the way ahead.



Our own Army's vision is:

Our Army – Ready, Decisive, Respected

Our Army is the bedrock of our Nation's defence.

We draw strength from our Regulars, NSFs and Operationally Ready NSMen. We thrive on the support of our Families, Employers and fellow Singaporeans.

Ready in peace, we are capable of dealing swiftly with the full spectrum of operations.

Decisive in war, we will fight and win to defend our country.

Respected and trusted by all, Our Army is a national institution. We forge the fighting spirit of our people to secure our future and protect our way of life.

Cohesion

One of the most critical leadership tasks is to build a strong and cohesive team. This takes time and effort but a cohesive team will be able to move quickly once a clear objective has been set and will be able to handle the many challenges and difficulties encountered. Cohesion starts with respect for soldiers and showing genuine concern for everyone in your team. It is the heart-to-heart or emotional connection that binds the team together. Cohesion can be built through shared experiences such as rigorous physical training and military exercises. Adversity is usually a strong force that builds cohesion in a team. Strong leadership during tough, challenging or difficult periods will gel a team together and establish enduring bonds. A cohesive team has a high level of engagement and commitment. Recently, I visited a National Service (NS) infantry unit undergoing their Advanced Training Evaluation Centre (ATEC) evaluation on their seventh In-Camp Training (ICT). Everywhere I went, the soldiers talked about how they had known each other and grown together since their days in active NS. It was a matter of pride for them to share that with me. Not surprisingly, this cohesive unit did very well in their ATEC evaluation.

Engagement

The institution of NS has meant that SAF includes soldiers from the entire spectrum of society. Each comes with different inclinations, but all have stepped forward for a common purpose: to serve in the defence of our nation. It is our duty as leaders to engage every soldier and develop a strong sense of commitment to SAF's mission. Engaging our soldiers means that they must understand the need for the defence of Singapore, appreciate the ability of SAF to defend Singapore, and have confidence in their unit's ability to achieve its mission. Engagement also means helping our soldiers understand that they can benefit greatly from the NS experience, developing resilience and maturity that will serve them well later in life. Last year, a significant number of national servicemen voluntarily extended their national service duty so that they could continue to serve in their units in local and overseas exercises, and support major events such as the National Day Parade. These soldiers demonstrated a high level of engagement because they were inspired by their leaders and peers to serve together for a good cause.

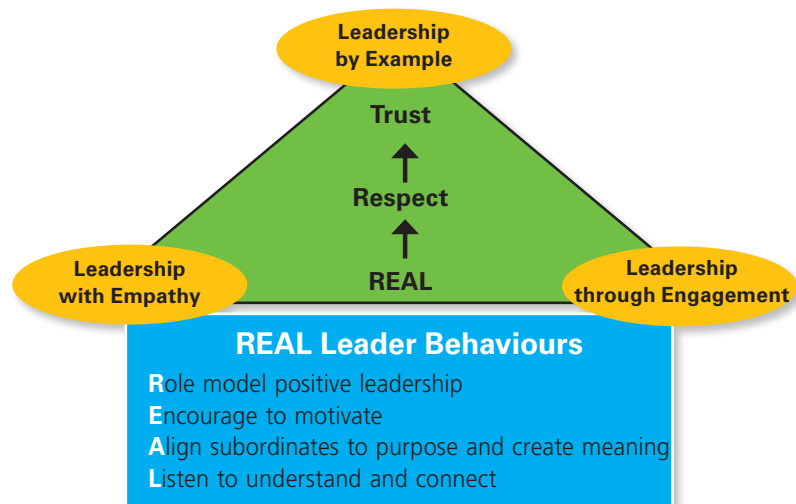
CONCLUSION

During a dialogue session, a soldier asked me which of the seven Core Values was most important to me. Without hesitation, I said, "Leadership." I could have said that all seven values are equally important but I chose to put emphasis on leadership as it is the main driver of our Army's development. This year we celebrate 45 years of National Service and many of our currently active national servicemen have fathers who served before them. Our soldiers are the heart of our Army and it is good leadership at every level that inspires them to be dedicated, committed and engaged in the defence of our nation. It is leadership that will make the 3rd Generation Army ...

READY, DECISIVE AND RESPECTED.



LEADERSHIP BY EXAMPLE, WITH EMPATHY, THROUGH ENGAGEMENT (L3E) FRAMEWORK



1 In response to the challenges of the New Normal and the need to extend beyond Leading by Example, Leaders now have to also actively Engage subordinates with genuine Empathy through REAL Leader behaviours. Doing so will allow Leaders to more effectively foster a positive relationship with their subordinates and earn their respect and build trust. REAL Leader behaviours entail Leaders to:

Role model positive leadership. Leaders will need to Lead by Example and strive to have their positive behaviours emulated by their followers. This will require

Leaders to be self-aware and make values-driven decisions to uphold what the organisation stands for. Leaders will need to take charge, be authentic, and be committed to developing their followers to their full potential. Demonstrating positive leadership behaviours not only inspires followers to strive for excellence, but it also reflects that Leaders are genuine about leading their followers.

Encourage to motivate. Leaders will need to constantly encourage subordinates to motivate them to higher standards of excellence and competence. Showing appreciation and acknowledgement of subordinates' efforts and contributions,

regardless of how small they are, allows subordinates to feel respected and valued, thus motivating them to continue striving for the organisation. This is especially pertinent when addressing the gap of Leaders giving insufficient acknowledgement and recognition to their subordinates for their contributions, as well as the management and development of subordinates.

Align subordinates to purpose and create meaning. Helping subordinates understand the organisation's purpose, as well as drawing links to how their work serves that purpose, helps them create meaning in what they do. This in turn enhances Commitment to Defence (C2D) and the Will to Fight. Also, when subordinates are aligned to the organisation, it becomes easier to grant them autonomy to work within a set of boundaries to achieve the intent, thus giving them a sense of ownership. Helping subordinates gain clarity on their alignment with the purpose and creating meaning in their work become key in not just meeting the needs of subordinates, but to also enhance subordinates' perception of their leaders' effectiveness.

Listen to understand and connect. Leaders need to actively and genuinely listen to their subordinates to better understand their issues and needs. Doing so allows them to relate and connect with subordinates more effectively as subordinates know that leaders will note their concerns when making decisions. As shared by Stephen Covey in "7 Habits of Highly Effective

People", the fifth habit of "Seek First to Understand then to be Understood", states that most people do not listen with the intent to understand; they listen with the intent to reply. They are either speaking or preparing to speak. They're filtering everything through their own paradigms, reading their autobiography into other people's lives. It is thus important that Leaders listen beyond what is said, to listen deeply to understand what is being said by their subordinates.

2 Leadership by Example (LBE). The precepts of LBE in the SAF are Character, Competence and Commitment in which Leaders demonstrate their embodiment of the SAF Core Values, the SAF Pledge, the Code of Conduct and the various Creeds; their operational, tactical, technical and leadership competencies; and their commitment to the SAF Unit, the Mission, and their Men. The Leader who Leads by Example is a role model to his men, and is authentic in his words and deeds.

3 Leadership with Empathy. The Leader who leads with empathy is **always anchored on the SAF Core Values and guided by the SAF's Mission and Vision.** Empathy is defined as the ability to understand and share the feelings of another. Simply put, Leading with Empathy requires the Leader to engage his Head (understanding the perspectives and needs), Heart (engaging and connecting emotionally with the men),

and Hand (value-adding or supporting as a Leader). When Leaders garner the confidence, respect and trust of their subordinates through genuine care, engagement, and **meeting the needs rather than the wants** of their men, they are better able to undertake and lead tough missions under fire as they know that they have the support and commitment of their men. Three guiding principles of Empathy for our Army are:

Empathy is Tough. Our Leaders lead with tough empathy, by caring for soldiers and their work **genuinely**, while giving them only what they **need** (not want), to achieve their best. Tough empathy balances respect for the individual and for the task at hand. Leaders with Empathy **do not pander to their soldiers** but lead with care and empathy, knowing when to pull back so as to ensure that the mission never gets compromised.

Empathy comes from the heart, and can be facilitated. Empathy needs to be genuine and comes from within the Leader to be effective. However, not every Leader knows how to demonstrate that for fear of appearing “soft” or lacking in confidence. Hence, what the Army can do is to promote attitudes, behaviours, competencies, and practices such as self-awareness and self-management, non-judgmental positive regard for others, active listening skills, effective questioning technique, coaching and facilitation, genuine care and positive engagement to encourage Leaders to practice L3E. Leaders must also examine their motivation to lead and it should gravitate towards the ideals of “Serve to Lead”.

Empathy extends beyond a one-off encounter. Leaders must put in the effort to maintain a continuous relationship with their subordinates to provide genuine care and support. Continuous interaction and command presence (i.e. going down to the ground to observe and interact) keep the leaders attuned to the ground sentiments and is the delta between average and good leaders.

4 Leadership through Engagement.

Leaders need to actively connect with their soldiers to help them create meaning and seek alignment with the Organisational and Unit goals, explain the rationale behind decisions and instructions, and provide guidance when necessary. Doing so enhances the bond and rapport between Leaders and followers, as well as provide soldiers with a positive and meaningful experience. Once engaged, the soldiers will have the full commitment of “heads, hearts, and hands”.

5 L3E as a Synergistic Approach.

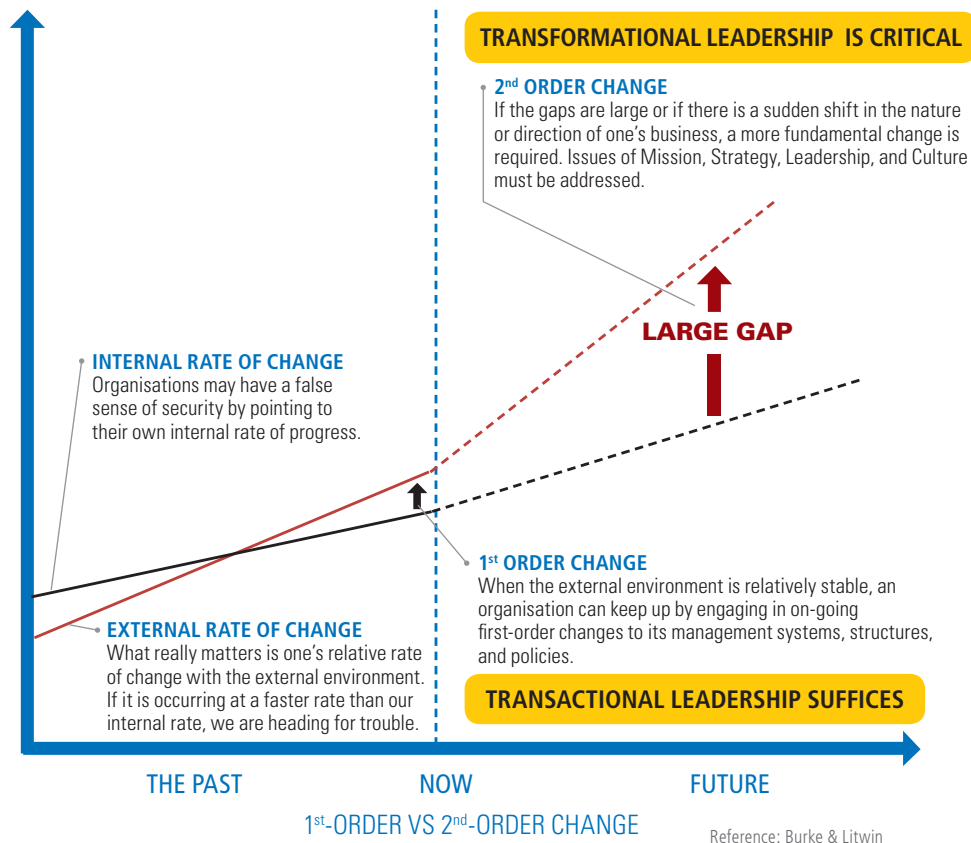
L3E adopts a synergistic approach for leaders to better motivate their followers to achieve higher standards of excellence and commitment. With the “whole being greater than the sum of its parts”, all three apexes of L3E must be practised synergistically to engender the respect for the Leaders and the trust in the organisation. Most importantly, being real and genuine towards subordinates underscores the practice of L3E.

ORGANISATIONAL LEARNING



THE 1ST AND 2ND ORDER CHANGE

There is no doubt that SAF has been changing and learning throughout its entire history. So, the question here is not whether SAF has changed or not, nor is it about whether SAF should continue to change in the future, for the answer to both is quite clear. The relevant questions to ask now are: **“Has SAF changed as fast as its external environment?”**, **“Does it have the capability to change at a rate faster than the external environment in the future?”**, and **“What is the nature of the change its leaders must have in their capacity to lead?”**



1st - ORDER CHANGE

If SAF has changed at a rate that is more or less on par with the external rate, then the change that is required may be of the first-order variety where changes of structure, management practices, and systems are sufficient for addressing any gaps. According to Burke and Litwin, the **primary goal of such 1st-order change is to affect the organisational climate** (i.e. people's perceptions and attitudes about the organisation – whether it is a good or bad place to work, friendly or unfriendly, hard-working or easy going etc). Organisational climate is relatively easy to change because people's perceptions are based on employee's experience of current managerial and organisational practices. By changing current policies, structures, and procedures, we can quickly influence people's perceptions.

2nd - ORDER CHANGE

On the other hand, if the gap has been widening due to a steeper change curve in the external environment (or due to higher aspirations set from within SAF and/or civil service), then SAF must go beyond an incremental change and engage in a more fundamental or 2nd-order change. **The primary goal of the second-order change is to affect the culture of the organisation** (i.e. deep-seated assumptions, values, and beliefs that are enduring, unconscious, and difficult to change). Organisational culture tends to be much more difficult to change than organisational climate because most of it is tacit and unconscious.

VS

TRANSACTIONAL LEADERSHIP SUFFICES

Transactional leaders lead by guiding or motivating their followers in the direction of established goals and by clarifying roles and task requirements. This type of leadership requires motivating people to meet established targets through first-order changes (in structures, systems, policies, and procedures). Transactional leadership embodies a fair exchange of tasks completed and compensation paid between leader and followers that leads to “normal” performance.

TRANSFORMATIONAL LEADERSHIP IS CRITICAL

This leadership style inspires followers to transcend their own self-interest for the good of the organisation. These leaders are people who are capable of having a profound and extraordinary effect on their followers by embodying inspiration which leads to new heights of performance.

This is not to imply that this type of leadership is better than the other nor are we suggesting that one must possess one type of leadership. **In fact, both types of leadership are required to successfully lead any organisation over a long period of time and both types can be developed within one person.** The value of making such a distinction is to know when it is appropriate to use the right type of leadership to effect a winning team.

TRANSACTIONAL VS TRANSFORMATIONAL LEADERSHIP

	1 ST -ORDER CHANGE	2 ND - ORDER CHANGE
OTHER NAMES	Transactional, evolutionary, adaptive, incremental, or continuous change	Transformational, revolutionary, radical, fundamental, or discontinuous change
FOCUS OF INTERVENTIONS	Structure, management practices, and systems (policies and procedures)	Mission and strategy, leadership, and organisational culture
WHAT IS CHANGED	ORGANISATIONAL CLIMATE People's perceptions and attitudes about the organisation – whether it is a good or bad place to work, friendly or unfriendly, hard working or easy going, etc	ORGANISATIONAL CULTURE Deep-seated assumptions, values, and beliefs that are enduring, unconscious, and difficult to change
LEADERSHIP REQUIRED	TRANSACTIONAL LEADERSHIP Guide or motivate their followers in the direction of established goals by clarifying role and task requirements. Embodies a fair exchange between leader and follower that leads to "normal" performance	TRANSFORMATIONAL LEADERSHIP Inspire followers to transcend their own self-interest for the good of the organisation and have a profound and extraordinary effect on their followers. Embodies inspiration which leads to new heights of performance

Source: Burke & Litwin

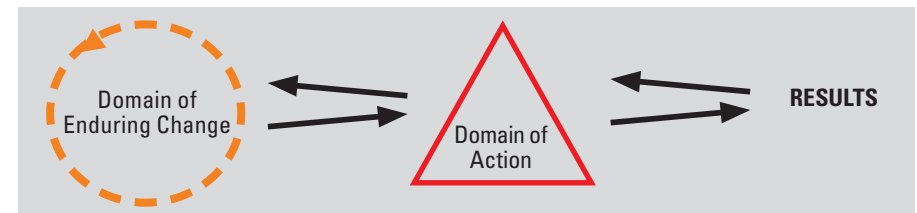
ARCHITECTURE AND ESSENCE OF A LEARNING ORGANISATION (AELO)

At its essence, every organisation is a product of how its members think and act. The primary leverage for any organisational learning effort lies in us. A learning organisation is a place where people are continually expanding their

capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. The five basic learning

disciplines – Systems Thinking, Personal Mastery, Mental Models, Shared Vision, and Team Learning – activate this deep learning cycle.

The Fifth Discipline Fieldbook: "Strategies and Tools for Building a Learning Organisation"



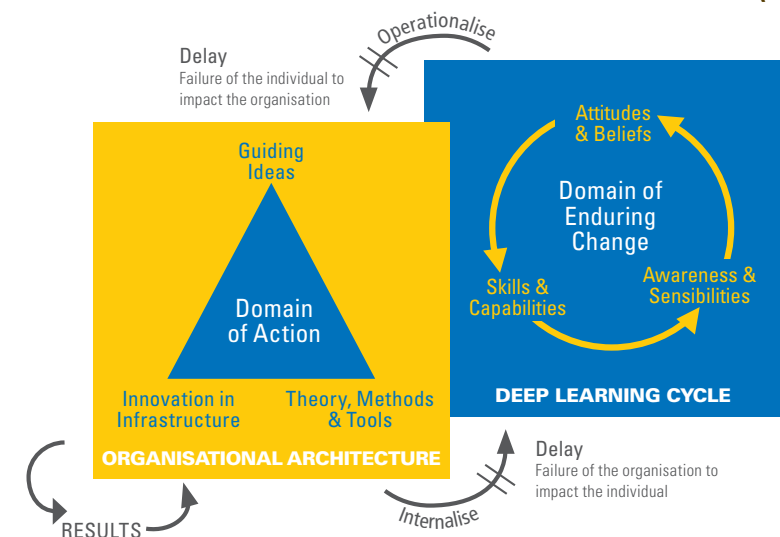
The framework suggests there are three domains that create organisational learning. The first, at the far right, is Results. This domain addresses the question "What will we do, or put in place, to achieve the results we desire?" Anything you can plan, do, or see is in the Domain of Action. People and groups who focus most of their energies here may find that they can indeed produce their desired results – but not for long. Over time, motivation and ability to sustain the changes will lag.

is focused. It addresses the question "What will we do, or put in place, to achieve the results we desire?" Anything you can plan, do, or see is in the Domain of Action. People and groups who focus most of their energies here may find that they can indeed produce their desired results – but not for long. Over time, motivation and ability to sustain the changes will lag.

The Domain of Action is the next area. This is where much organisation theory

Outlearning the Wolves: "Surviving and Thriving in a Learning Organisation"

ARCHITECTURE AND ESSENCE OF A LEARNING ORGANISATION (AELO)



ORGANISATIONAL ARCHITECTURE AND DOMAIN OF ACTION

Attending to the three vertices of the Triangle (**Guiding Ideas, Innovations in Infrastructure, and Theory, Methods, and Tools**) is very much about the creating vision and transforming structures work of Phase II which is described above. This is the domain of creating visions (and vision statements), re-engineering organisational

structures and processes, and training people in new theories, methods, and tools. All of this requires a lot of visible activities; hence, it is referred to as the Domain of Action. Many change efforts start and end with the Triangle, which is essentially focused only on Phase II work, with very few efforts to produce significant and enduring changes.

DEEP LEARNING CYCLE AND THE DOMAIN OF ENDURING CHANGE

Engaging people in their own Deep Learning Cycle (the Circle) is perhaps the most important thing one can do in terms of attending to the Phase I work of building the container for change. Transformational change almost by definition will require new skills and capabilities because we are attempting to change in ways that are beyond our current capabilities. This means that the new theories, methods, and tools introduced in the Triangle must be translated into a process for developing

people's skills and capabilities. Then, as their skills and capabilities increase, their Awareness and Sensibilities expand as they become more able to see more than they were able to see before. This expansion leads to a shift in Attitudes and Beliefs that "transforms" an individual's, a group's, or an organisation's way of seeing the world. When people get engaged in their own Deep Learning Cycle, then the possibility of creating enduring change emerges.



OPERATIONALISING AND INTERNALISING FOR RESULTS

Even if we have the Triangle and the Circle active in the organisation, we still will not be able to produce better results if the two domains remain disconnected. This can occur when individuals are personally engaged in their own deep learning cycle, but for whatever reason, fail to operationalise their learning into the organisational architecture. Conversely, the organisation could have addressed the Triangle aspect very thoroughly,

but if the guiding ideas, innovations in infrastructure, and the theory, methods, and tools are not internalised into people's own deep learning cycle, there will also be a disconnect. **What is needed for effective organisational change is for both the Triangle and Circle to be active and for those linkages to be strong and healthy. To do this well requires the development of key leadership skills and capabilities.**

DEFINITION OF ORGANISATIONAL LEARNING

"Organisational learning is the intentional use of learning processes at individual, group and system level to continually transform the organisation in a direction that is increasingly satisfying to its stakeholders."

NANCY DIXON

DEFINITION OF A LEARNING ORGANISATION

"A Learning Organisation is one where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together."

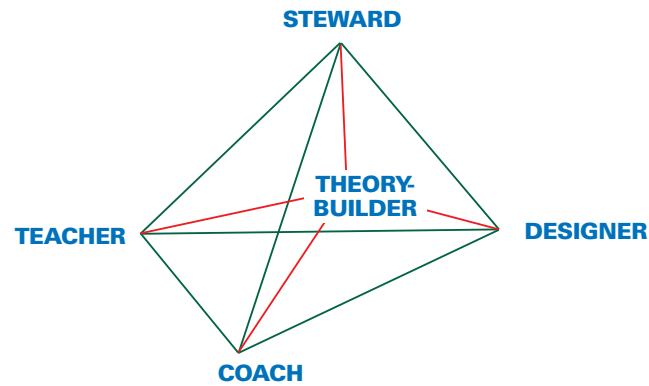
PETER SENGE

WHY BOTHER WITH ORGANISATIONAL LEARNING?

" Besides the mission, purpose and operating environment, leadership in SAF is also unique because of the complex nature of the "desired outcomes" in SAF's mission; SAF leaders are required to lead in a manner that not only leverages on technology to get the job done, but also constantly builds and maintains their followers' "will to fight". It is vital that our leaders are able to engage their followers at work. Moreover, just like any organisation, SAF leaders must lead people in a manner that ensures constant organisational learning. Hence, the kind of leadership required in SAF is one that must balance a host of outcomes that matter – not only to SAF – but also to the individuals who serve with them."

SAF LD
DOCTRINE
DIRECTIVE
2002-2004

FIVE NEW LEADERSHIP ROLES

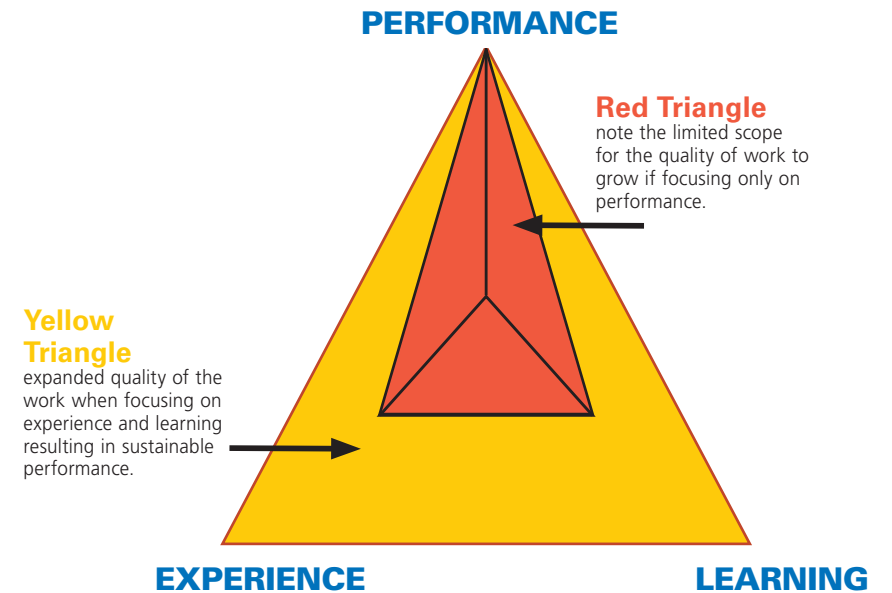


To address the new challenges ahead, what is needed may not be a change of action, but a change in perception. How we think, act, and value are all associated with our particular view of reality. In order to create a new reality, we must discover how our current worldview affects the way we perceive and respond to problems. The leverage lies in going to a more fundamental level, looking beyond the problems themselves and re-examining the paradigm that gave rise to them. In the current environment of major structural changes, a leader must be at the vanguard of organisational change, questioning long-held organisational beliefs and assumptions, asking new questions, and not just seeking new answers. Becoming a catalyst of paradigm shifts means more than acquiring new skills; it requires assuming a whole new way of being.

The role of **steward** requires the leader to look beyond what is being done

today and ask the question of “what will I leave behind long after I am gone?” It is about the legacy of one’s tenure rather than just the measure of day-to-day performance. As a **designer** of the organisation, a person needs to understand the organisation as a whole system (rather than a collection of parts) and continually refine its design so that those who are “operating” the system can focus on the areas of highest leverage. As a **teacher**, the leader must model the desired behaviours for the organisation so that they are teachers first by example, and second by instruction. The role of **coach** is becoming ever more critical for tapping the full potential of every person in the organisation through focusing on the development of each individual’s capabilities. As **theory-builder**, leaders must develop a deeper understanding of why their organisation functions the way it does and have the capacity to formulate and test alternative theories of intervention in a continuous process of learning.

PEL TOTAL RESULTS TRIANGLE



The fundamental results of **WORK** – **Performance, Experience, and Learning** – are interdependent. If individuals aren’t learning, their

performance will decline over time; if their predominant experience of work is boredom or stress, both learning and performance will suffer.

The Systems Thinker, Volume 8, Number 6, August 1997.



CORE THEORY OF SUCCESS (CTOS)



As the quality of relationship rises, the quality of collective thinking will improve, leading to an increase in the quality of actions and results. Achieving high-quality results has a positive effect on the quality of relationships, and creates a virtuous cycle of success.

Source: Organising for Learning, Daniel H Kim

CORE THEORY OF SUCCESS (CTOS)

Responsible leaders should have asked themselves, "What good theories do we have that provide practical guidance for ensuring our organisation's future success?" The more clearly you can articulate your organisation's theories about what leads to success, the more deliberate you can be about investing in the elements that are critical to that success.

One such core theory would be based on the premise that as the quality of the relationships among people who work together increases (high team spirit, mutual respect, and trust), the quality of thinking improves (people consider more facets of an issue and share a greater number of different perspectives). When the level of

thinking is heightened, the quality of actions is likely to improve (better planning, greater coordination, and higher commitment). In turn, the quality results as a team generally has a positive effect on the quality of relationships, thus creating a virtuous cycle of better and better results.

The most important point about this kind of systemic theory is that the success is not derived from any one of the individual variables that made up the loop, but rather from the loop itself. All of the variables are important for the theory to work properly, because if one of them isn't functioning, the reinforcing process doesn't exist.

Source: Organising for Learning, Daniel H Kim

7 ORGANISATIONAL LEARNING DISABILITIES

Adapted from "The Fifth Discipline, Peter M. Senge"

"I AM MY POSITION"

We are trained to be loyal to our jobs - so much so that we confuse them with our own identities. When asked what they do for a living, most people describe the tasks they perform every day, not the purpose of the greater enterprise in which they do their job', put in their time, and try to cope with the forces outside of their control. Consequently, they tend to

see their responsibilities limited to the boundaries of their position.

When people in organisation focus only on their positions, they have little sense of responsibility for the results produced when all positions interact. Moreover, when results are disappointing, it can be very difficult to know why. All you can do is to assume that **"someone screwed up"**.

"THE ENEMY IS OUT THERE"

There is in each of us a propensity to find someone or something outside ourselves to blame when things go wrong. Some organisations elevate this propensity to a commandment.

The **"Enemy is out there"** syndrome is actually a by-product of "I am my position", and the non-systemic ways of looking at the world that it fosters. When we focus only on our position, we do not see how our own actions have consequences that would come back to hurt us, and we misperceive these new problems as externally

caused. Like the person being chased by his own shadow, we cannot seem to shake them off.

The "Enemy is out there" syndrome is not limited to assigning blame within the organisation. The "Enemy is out there" is almost always an incomplete story. "Out there" and "in here" are usually parts of a single system. This learning disability makes it almost impossible to detect the leverage which we can use "in here" on problems straddling the boundary between us and "out there".

“THE ILLUSION OF “TAKING CHARGE”

Being *“proactive is vogue”*. Many mistakenly perceive that speed of action means achieving results. Managers frequently proclaim the need for taking charge when facing difficult problems. What is typically meant by this is that we should face up to difficult issues, stop waiting for someone else to do something, and solve problems before they grow into crises. In particular, being proactive is frequently seen as an antidote to being *“reactive”* - waiting until a situation gets out of hand before

taking a step. But is taking aggressive action against an external enemy really synonymous with being proactive?

All too often, *“proactiveness”* is reactivity in disguise. If we simply become more aggressive in fighting the *“enemy out there”*, we are reacting - regardless of what we call it. True proactiveness comes from seeing how we contribute to our own problems. It is a product of our way of thinking, and not our emotional state.

“THE FIXATION ON EVENTS”

Focusing on events leads to *“event”* explanations. Such explanations may be true as far as they go, but they distract us from seeing the long-term patterns of change that lie behind the events and from understanding the causes of those patterns.

Our fixation on the events is actually part of our evolutionary programming. The irony is that today the primary threats to our survival, both in our organisations

and in societies, come not from sudden events but from slow, gradual processes: Generative learning cannot be sustained in an organisation if people’s thinking is dominated by short-term events. If we focus on events, the best we can ever do is predict an event before it happens so that we can react optimally. But we cannot ever plan for the long term when our focus is fixed on resolving day-to-day events.

“THE PARABLE OF THE BOILED FROG”

Mal-adaptation to gradually building threats to survival is so pervasive in system studies of corporate failure that it has given rise to the parable of the boiled frog.

If you place a frog in a pot of boiling water, it will immediately try to scramble out. But if you place the frog in room temperature water, and don’t scare him, he’ll stay put. Now, if the pot sits on a heat source, and if you gradually turn up the temperature, something interesting will happen. As the temperature

gradually increases, the frog will become groggier and groggier, until he is unable to climb out of the pot. Though there is nothing restraining him, the frog will sit there and be cooked alive. Why? Because the frog’s internal apparatus for sensing threat to survival is geared to sudden changes in his environment, and not to slow, gradual change. Learning to see slow, gradual processes requires slowing down our frantic pace and paying attention to subtle as well as the dynamic signals.

“THE DELUSION OF LEARNING FROM EXPERIENCE”

The most powerful learning comes from direct experience. What happens when we can no longer observe the consequences of our actions? What happens if the primary consequence of our actions is in the distant future? We each have our learning horizon; and learning from direct experience is not always immediate. Herein lies the core learning dilemma that confronts organisations: we learn best from experience but we never directly experience the consequences of many of our most important decisions. The most critical decisions made in organisations have system-wide consequences that stretch over years or

decades. Given the turnover of personal and two-to-three years’ job rotation system, organisations must put in place robust systems to capture the knowledge and lessons learned. Traditionally, organisations attempt to surmount the difficulty of coping with the breadth of impact from decisions by breaking themselves up into components. They institute functional hierarchies that are easier for people to *“get their hands around”*. But, functional division of labour mutates into the “stovepipes” that causes all most important problems in a company, and the complex issues that cross functional lines become perilous or non-existent exercises.

“THE MYTH OF THE MANAGEMENT TEAM”

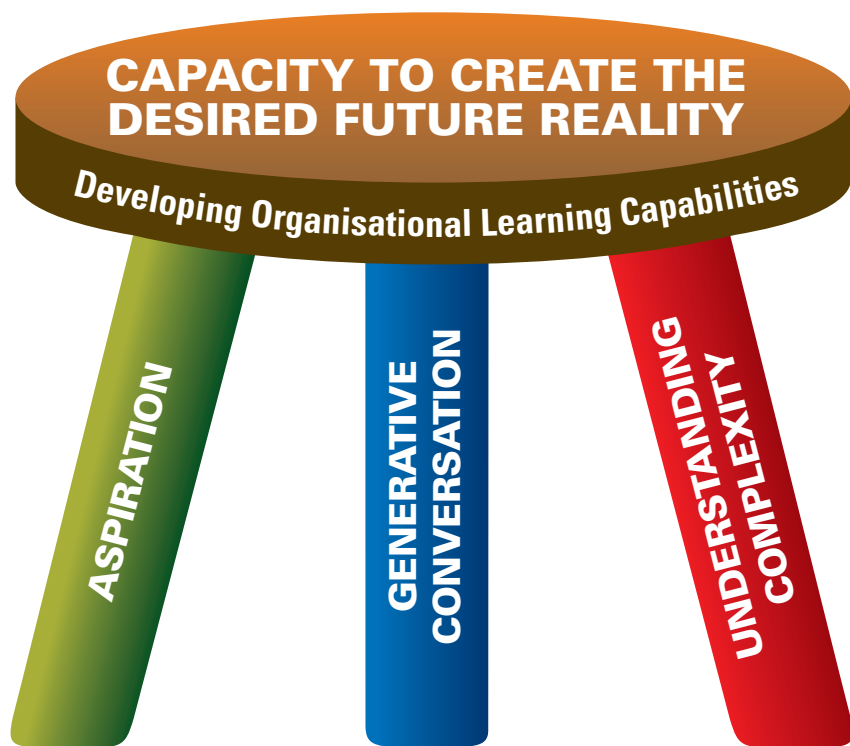
All too often, teams tend to spend their time fighting for turf, avoiding anything that will make them look bad personally, and pretending that everyone is behind the teams’ collective strategy - maintaining the appearance of a cohesive team. To keep up the image, they seek to squelch disagreement; and people with serious reservations avoid stating them publicly. Joint decisions are watered down to compromises, reflecting what everyone can live with, or reflecting one person’s view foisted on the group. If there is a disagreement, it’s usually expressed in a manner that lays blame, polarises opinion, and fails to reveal the underlying differences in assumptions and experiences in a way that a team

as a whole could learn from. *“Most management teams break down under pressure,”* writes Harvard’s Chris Argyris - a long-time student of learning in management teams. *“The team may function quite well with routine issues. But when they confront complex issues that may be embarrassing or threatening, the ‘teamness’ seems to go to pot.”* Even if we feel uncertain or ignorant, we learn to protect ourselves from the pain of appearing uncertain or ignorant. That very process blocks out any new understanding which might threaten us. The consequence is what Argyris calls *“Skilled incompetence”* - teams full of people who are incredibly proficient at keeping themselves from learning.

DISABILITIES AND LEARNING DISCIPLINES

We live in no less perilous times today, and the same learning disabilities persist, along with their consequences. The five disciplines of Organisation Learning can act as antidotes to these learning disabilities. But first, we must see the disabilities more clearly - for they are often lost amid the bluster of day-to-day events.

3 LEGGED STOOL



- Personal Mastery
- Shared Vision
- Mental Models
- Team Learning
- Systems Thinking

Kim Daniel H. (2001). Organising for Learning. (Citing Society for Organisational Learning)

The **stool** represents the interdependence of three core capabilities to support organisational learning (Aspiration, Generative Conversation, and Understanding Complexity) that will help an organisation build the capacity

to create the future or results it truly desires. The core of learning organisation work is based on five "Learning Disciplines" (Personal Mastery, Shared Vision, Mental Models, Team Learning and Systems Thinking).



ASPIRATION: PERSONAL MASTERY

Learning to expand our personal capacity to formulate a coherent picture of the results we desire as individuals and having a realistic assessment of the current state.

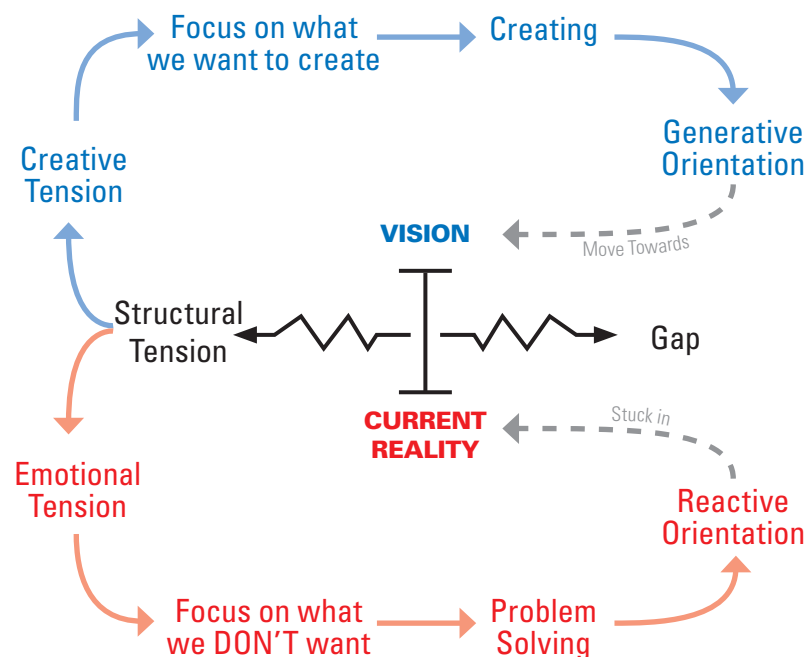
"The essence of Personal Mastery is learning how to generate and sustain creative tension in our lives."

Source: The Fifth Discipline, Peter M. Senge

PRINCIPLES AND PRACTICES OF PERSONAL MASTERY

- Personal Vision
- Seeing Our Connections to the World
- Holding Creative Tension
- Compassion
- Commitment to the Truth
- Commitment to the Whole
- Using the Subconscious
- Integrating Reason and Intuition

CREATIVE TENSION MODEL (CTM)



The principle of **creative tension** is the central principle of personal mastery. When we hold a vision that differs from the current reality, a gap exists (**creative tension**). In other words, creative tension is the gap between what you want (**vision**) and what you have (**current reality**). It can be a powerful force for creating what you want in your life and your organisation.

Mastery of creative tension transforms the way one views "failure". Failure is simply, a shortfall, evidence of the gap between vision and current reality. Failure is an opportunity for learning – about inaccurate pictures of current reality, about strategies that didn't work as expected, and about the clarity of the vision.

Source: The Fifth Discipline, Peter M. Senge

"The most effective people are those who can "hold" their vision while remaining committed to seeing current reality clearly."

Peter M. Senge

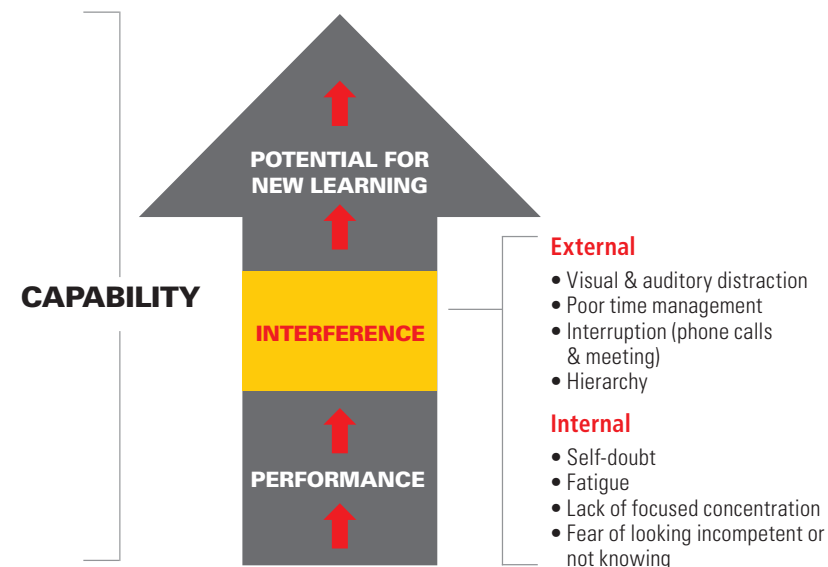
THREE INSIGHTS – BY ROBERT FRITZ

1. You go through life taking the path of least resistance.
2. The underlying structure of your life determines the path of least resistance.
3. You can change the fundamental underlying structures of your life.

"If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise."

Robert Fritz management Consultant, Author of "The Path of Least Resistance"

INTERFERENCE MODEL



The **Interference Model** shows how, by reducing interference, individuals can dramatically and immediately improve their performance without learning any new skills. In an interference-free state, new learning is natural and easy.

Adapted from the work of Timothy Gallwey



REFLECTION AND JOURNALING



WHAT IS REFLECTION?

“Active, persistent, and careful consideration of any belief or working assumptions and conclusions.”

Dewey, J., *How We Think*, New York: D.C. Heath, 1933

“Slowing down of our thinking processes to become aware of how we form our mental models.”

Peter Senge, et al. *The Fifth Discipline Fieldbook*, New York: 1994

To reflect is to think critically and respond to what experience has to teach us regarding one’s attributes, one’s purpose and role in the context.

WHY REFLECT AND JOURNAL?

- It is an essential element of learning and development.
- Effective learning will not occur unless you reflect.
- Reflection and Journaling:
 - Enabling skill in leader development
 - Related to conceptual competency in LCM.
 - Essential for developing the self meta-competency in LCM and the SAF 24-7 Leadership Framework.

WHAT IS JOURNALING?

Journaling is the personal recording of occurrences, experiences and reflections kept on a regular basis.

HOW TO REFLECT?

To do this, you must think of a particular moment in time, ponder over it, go back through it and only then will you gain new insights into the different aspects of that situation.

TEMPLATE OF QUESTIONS FOR REFLECTION

- What was intended? What happened? What did not happen?
- What went well for you? Why?
- What did not go so well for you this time? Why?
- What might you do differently the next time?
- What insights did you have regarding
 - Your own leadership style, competencies and values?
 - How you lead others?
 - Your assumptions regarding leadership
- Who else needs to know about your insights?



ASPIRATION: SHARED VISION

BUILDING A SENSE OF COMMITMENT

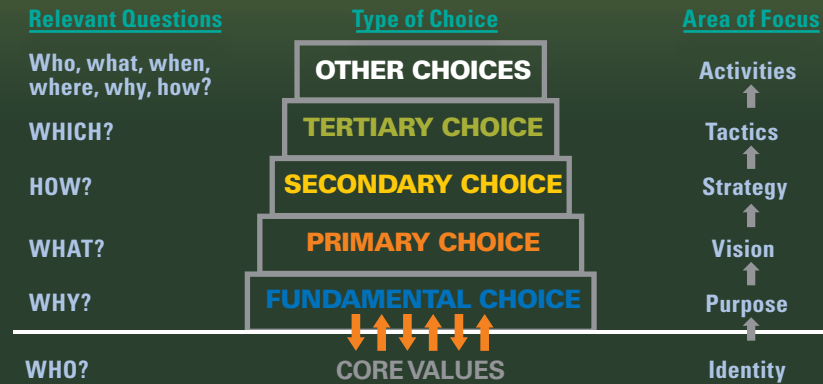
By developing shared images of the future in a group, we seek to create the principles and guiding practices by which we hope to get there.

Source: *The Fifth Discipline*, Peter M. Senge

PRINCIPLES OF BUILDING SHARED VISION		
Anchoring Vision to Purpose and Values	Personal Vision	Spreading Vision <ul style="list-style-type: none"> • Enrolment • Commitment • Compliance



HIERARCHY OF CHOICES (HOC)



Choice plays an important role in vision. If we never exercise choice, we will forever stay in a state of wanting things without ever taking steps towards attaining them. It is the conscious step to bring something into reality, transforming an idle dream into a vision that has the power to tap into people's energy and commitment.

Hierarchy of Choices (HOC) framework highlights a logical order inherent in making choices, starting from the fundamental choice of purpose. At the foundation, fundamental choice addresses the issue of purpose (why we exist as an organisation, a team or an individual). Core values are intimately linked to purpose. For individual, core values give rise to purpose but for the organisation, purpose gives rise to core values.

Next tier is the primary choice: Vision - "What do we want to be?". The vision is a tangible manifestation of the purpose. It is followed by secondary

choice: strategy - how to achieve the vision ; and tertiary choice - which tactics can be used to operationalise the strategy. Finally, activities answer the questions of 5Ws and 1H in support of the tactics.

The framework is a representation clearly depicting that the lower levels are more foundational and it would be difficult to make choices at one level if we are not clear about the choices below it. When organisations do not agree on the strategy, they tend to go higher to seek a compromise on the tactic to be used. Instead, they should go down the HOC to clarify on the purpose, core values and vision first.

When every member of the team (or organisation) has internalised the core values and purpose of the team, and has a clear picture of the result they are striving for, they will be guided every step of the way by the clarity of these choices at the foundation levels.

Kim, Daniel H. (2002). Foresight as the Central Ethic of Leadership

FOUR FACES OF VISION



Unfortunately, vision has become such an over-used word that it has lost its meaning in many organisations. It has become a jargon word that everyone recognises but most don't quite seem to know what it means. When people talk about vision, they are often talking about its close cousins - Idle Dreams,

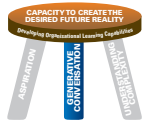
Vision Statements, and Corporate Objectives. These distinctions are more than just a different approach for guiding people's actions and they are related to each other in a particular way.

Kim, Daniel H. (2002). Foresight as the Central Ethic of Leadership



"Vision without action is merely a dream. Action without vision just passes the time. Action with vision can change the world."

Joel Barker Futurist, Scholar, Author, Film Maker



CREATIVE CONVERSATION: MENTAL MODELS

Mental Models are...



... that we use to navigate in our life.

Our mental models determine not only how we make sense of the world, but how we take action.

Always Suspend, Surface and Test your assumptions/beliefs.

Understand that two people with different mental models can observe the same event and describe it differently.

Mental models are deeply ingrained assumptions, generalisations or even pictures or images that influence how we understand the world and take action.

The discipline of working with the mental models starts with learning to unearth our internal pictures of the world, to bring them to the surface so as to examine and change them if necessary.

Source: The Fifth Discipline, Peter M. Senge

FOUR EFFECTS OF MENTAL MODELS

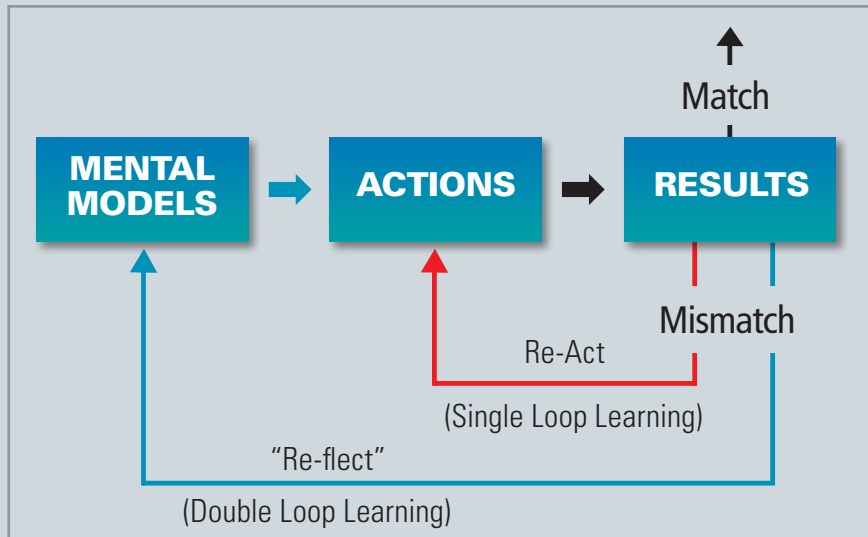
EFFECTS	EXAMPLES
GENERALISATION – Tendency to generalise our responses, a reactive orientation to something that seems familiar.	100KG WOMAN Most tend to generalise a 100kg woman to be fat and ugly, but that is not always true.
CONSTRUCTION – Tendency to add on to what we saw because of the way our minds construct image/memory or connects with other images/knowledge that are supposed to be linked. Our mind constructs beyond what we saw or actually happened.	<ul style="list-style-type: none"> • Slumber • Dream • Pillow • Night • Nap • Snooze • Blanket • Bed • Quiet • Pyjamas <p>When given 8 seconds to memorise as many words as possible, most are likely to have the word "Sleep" constructed in the list.</p>
DISTORTION – Our tendency to distort what we are seeing and to disagree with the visible data. We prefer to come to our own comfortable conclusions that are contrary to the actual event.	<p>"Say ... what's a mountain goat doing way up here in a cloud bank?"</p>
EXCLUSION – Our tendency to exclude some data conveniently because it conflicts with our experiences and our HABITS have taken over without our explicit awareness.	<p>When reading fast and aloud, most are likely to exclude one of the words "THE".</p>

7 PRINCIPLES OF MENTAL MODELS

- Everyone has Mental Models.
- Mental Models determine how and what we see.
- Mental Models guide how we think and act.
- They lead us to treat Inference as facts.
- They are always incomplete.
- They influence the results we get by reinforcing themselves.
- They often outlive their usefulness.

(From The Shadows of Neanderthal)

SINGLE LOOP AND DOUBLE LOOP LEARNING (SLL/DLL)



Based on the work of Chris Argyris

Humans usually focus on their actions to achieve the desired results. When the results do not match, we may be tempted to work harder with the same actions, hoping for the results to match.

Problem-solving is an example of single-loop learning. You identify an

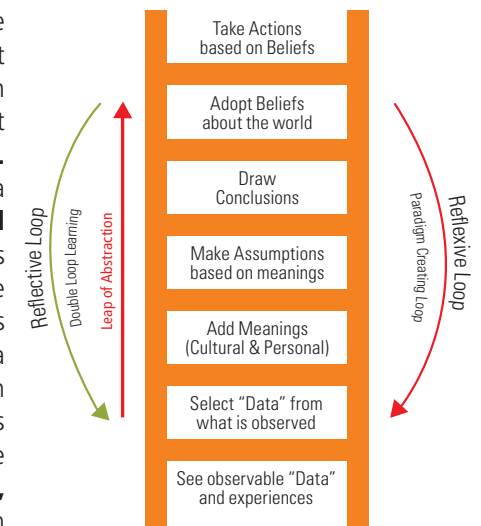
error and apply a particular remedy to correct it. Real learning involves an extra step when the results do not match what is desired. Achieving this double-loop learning is more than a matter of motivation – you have to reflect on the way you think.

LADDER OF INFERENCE (LOI)

One good framework for the interpersonal toolbox is to know about the Ladder of Inference so that you can catch yourself before you over-react or **“Climb the ladder” too quickly**. The Ladder of Inference provides a framework for **exploring mental models**. The **reflexive loop** illustrates how our mental models can influence the way we view reality. We make leaps up the Ladder of Inference from data to values and assumptions, and then operate based on those assumptions as if they are reality. It can also be called the **paradigm – creating loop**, because it is the process through which, over time, we develop a shared set of cultural assumptions and values about how we view reality.

The reflective loop illustrates how we need to reflect to look for other raw data that we may be systematically blinded to. We must be able to **take reflective actions to surface, suspend and test our deepest beliefs and theories about the world (as in double-loop learning)**.

Source: Organising for Learning, Daniel H. Kim



Adapted from Chris Argyris, Overcoming Organisational Defenses and Senge, et al, The Fifth Discipline Fieldbook

Our ability to achieve the results we truly desire is eroded by our feelings that:

- Our beliefs are the truth
- The truth is obvious
- Our beliefs are based on real data
- The data we select are the real data

The Fifth Discipline Fieldbook: “Strategies and Tools for Building a Learning Organisation”



LEFT-HAND COLUMN

In our day-to-day work and personal lives, we constantly carry on two dialogues - one that is public and the other, private. The public dialogue is the one we share with others - including what we have expressed verbally and non-verbally. The private dialogue, however, is filtered - we say only what we assume others will want

to hear, what will not upset anyone, what will get us what we want, and so on. If we keep our private conversation to ourselves, we hinder learning and decision-making. But if we say what we are thinking and feeling, we may make things worse by upsetting people, by putting ourselves in a vulnerable position, and so on.

Private Conversation: The Left-Hand Column, Pegasus Communications

A SIMPLE CASE

Here is an example of format. A R&D project manager, Jim, assumed his supervisor, Todd, harboured harsh feelings about him. In the right-hand column, Jim wrote down his last conversation with Todd. In the left-hand column, Jim recalled his thoughts.

What I thought or felt, but did not say	What was actually said
We're two months late. I didn't think he knew it, and I was hoping that we could catch up.	TODD: Jim, I'd like to come down next week. We're a few weeks behind, and I think we might all benefit from having a meeting at your office.
I need to make it clear that I'm willing to take responsibility for this, but I don't want to volunteer for more work.	ME: I've been very concerned about this deadline. As you know, we've had some tough luck here, and we're working around the clock. But of course, we'll squeeze in a meeting at your convenience.
He never offered his help in the planning stage when I could really use it. It's too late now to bring that up.	TODD: Well, it's occurred to me that we could have better coordination between us. There are probably some ways that I could help.
The changes he keeps making are the real reasons that we're late. He must have another one.	ME: Well, I am happy to talk through any changes you have in mind. TODD: I don't have anything specific in mind.
It's a shame that I can't tell him that he's the cause for the delay. If I can hold him off by another two weeks, I think that we'll be ready.	ME: I'd like to have a prototype complete first before showing it to you when you come down. Can we set up a meeting on the twenty-seventh instead?

Based on the work of Chris Argyris and Senge (1994). The Fifth Discipline Fieldbook



CREATIVE CONVERSATION: TEAM LEARNING

Team Learning is the process of learning how to learn together. It is also the process of aligning and developing the capability of a team. Central to Team Learning is the use of reflection, inquiry skills and the practice of dialogue.

DISCIPLINE OF TEAM LEARNING

- Dialogue and Discussion
- Dealing with "Current Reality"
- Practise

~ Source: The Fifth Discipline, Peter M. Senge

CHECK-IN AND CHECK-OUT PROCESS

Why: Check-in and Check-Out are essential techniques for improving the quality of meetings. They give everyone an opportunity to express themselves and be heard. They also provide the leader the opportunity to open up a space for communication and better understand each other. The entire system (group) gets the opportunity to hear itself, and gets different perspectives that each member brings to the group.

- To provide time and space for everyone within a group to have an opportunity to reflect on a common subject.
- To improve the quality of collective thinking by hearing and making more explicit the individual perspectives/assumptions within the group.
- To prepare the way for more reflective, dialogic conversation.

CHECK-IN PROCESS

- Sit in a circle so everyone can see each other's face.
- Take two or three minutes to "centre" i.e. to settle in and calm your thoughts.
- Someone starts off by holding an object (optional) that physically symbolises the "right to speak".
- The speaker takes some time to say whatever he or she wants, with no constraints.
- While the speaker is talking, no one interrupts.
- When the person is speaking, adopt an open, non-judgmental stance towards the speaker and position ourselves in his/her shoes.

- When the speaker is done, he or she says, "With that I'm in." The rest acknowledge by saying, "You're welcome."
- The speaker passes the talking object to the person on his or her left.
- The process is repeated until everyone has had the chance to speak.

CHECK-OUT PROCESS

- Follow the same process as check-in.
- The only difference is that each person finished by saying, "With that I'm out." The rest acknowledge by saying, "Thank you."

CONVERSATIONAL GUIDELINES

- O**ne Conversation
- L**isten to Understand
- S**uspend Judgements
- A**sk questions to clarify
- S**urface your assumptions

Conversations are the richest source of learning for any team. The more effective every team member is at helping the team to have effective conversations, the greater the chances are that the team will learn together. The more effective the team is in learning together, the greater will be the chances of team success.

Conversational guidelines provide a structure for effective communication. Participants are to be mindful of the guidelines during dialogue or discussion to enhance learning.

Suggested **Conversational Guidelines** are as follows:

ONE CONVERSATION – Allows us to exercise deep listening when someone is talking. Engaging in only one conversation helps to eliminate unnecessary interference to others and ourselves. Value and respect each other by being attentive in listening to each other.

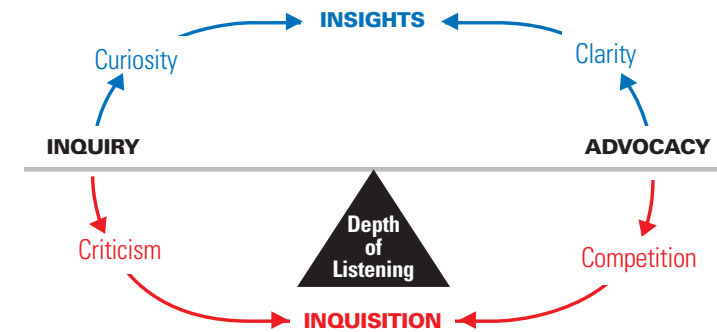
LISTEN TO UNDERSTAND – Listen first to understand. Not to be too quick to comment or share our opinion.

SUSPEND JUDGEMENTS – Be aware of our mental models and do not be too quick in casting judgement. When we judge, we stop listening and learning from others. Suspend judgements with the understanding that we may not have the whole truth for an accurate assessment of the issue.

ASK QUESTIONS TO CLARIFY – We need to verify our understanding of what has been said by asking questions with the curiosity to understand and not to challenge the other person.

SURFACE YOUR ASSUMPTIONS – Share your assumptions so that we can learn from each other. Surfacing assumptions also allows us to reveal the gap in our thinking.

QUALITY OF CONVERSATION (QOC)

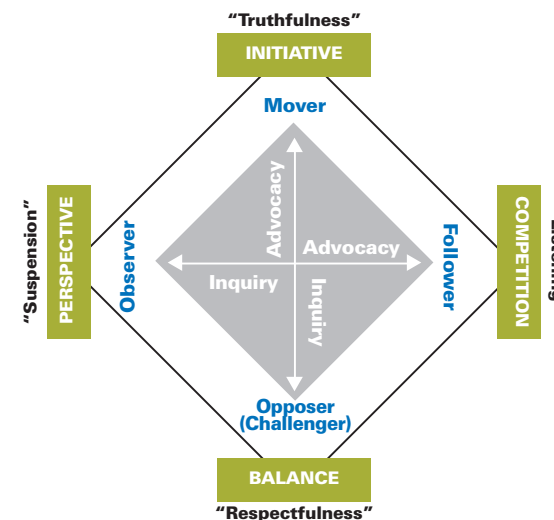


Balancing advocacy and inquiry is one way for individuals, by themselves, to begin changing a large organisation from within. The purpose of these conversational recipes is to help people learn the skills of balancing inquiry

and advocacy. Use them whenever a conversation offers you an opportunity to learn – for example, when a team is considering a difficult point that requires information and participation from everyone on the team.

Peter M. Senge, et al, The Fifth Discipline Fieldbook

FOUR-PLAYER MODEL



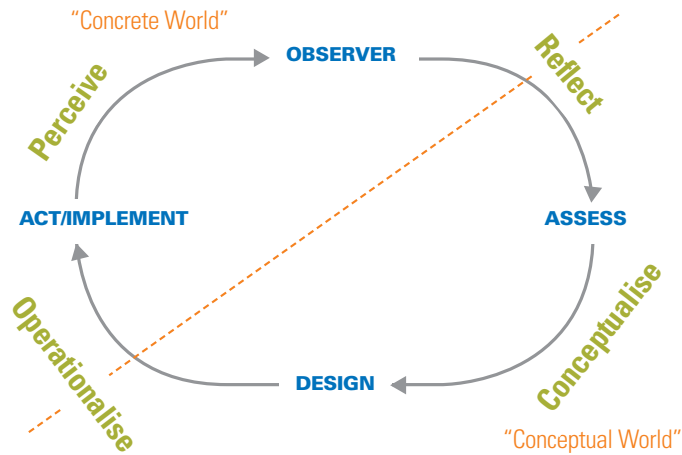
The **Four Player model** is a practice in creating more productive conversations. It can deliver these benefits:

- Helps us understand the tendency of groups to take action when their individual members do not support.
- Helps us see the consequences of mismanaged agreement.
- Helps us learn to work toward consensual group decision-making - an exchange where communication is open and the climate is supportive, so everyone feels they have a chance to influence outcomes.

Daniel H. Kim and Diane Cory. (Adapted from William Issacs, 1999. Dialogue and the Art of Thinking Together).

The Road to Abilene Leader's Guide

LEARNING CYCLE



Daniel H. Kim and Diane Cory. (Adapted from many authors).

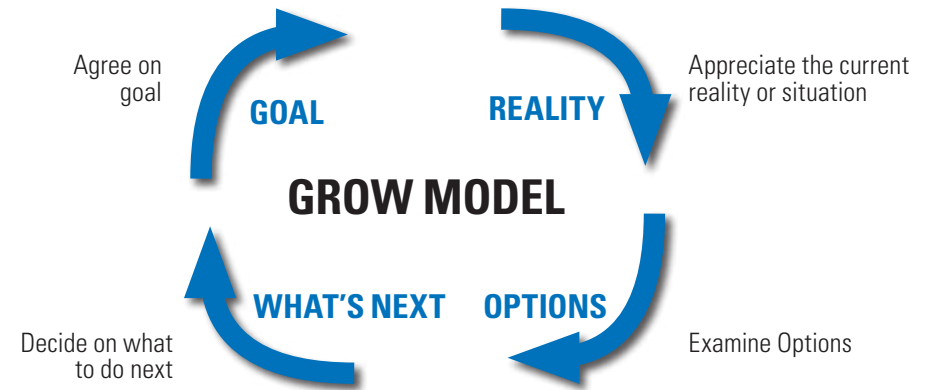
A critical challenge for a learning organisation is to understand the transfer process through which individual learning and knowledge (mental models) become embedded in an organisation's memory and

structure. Once we have a clear understanding of this transfer process, we can then actively manage and align organisational learning to an organisation's goals, vision, and values.

Daniel H. Kim, Organising for Learning



GROW MODEL



	PURPOSE	SAMPLE QUESTIONS
Goal	Agree on goals	What would you like to achieve over the long term? For today? Why is this important to you? On a scale of 1 to 10, how clear are you? Where would you like to be at the end of this session?
Reality	Appreciate the current reality	What is the situation now? What has worked/not worked? Is your goal still realistic?
Options	Examine options	What possibilities can you think of? If you had the budget/time/information, what can you do? If you were your boss, how would you handle this?
What's Next	Decide on what to do next	What will you do from here onwards? What challenges or obstacles might come your way? How will you know you have achieved your goal?

Partnership Coaching involves shifting one's mindset from teaching, training, and controlling to asking coaches for their desired outcomes and ideas for achieving them; reducing coaches' interference; and learning to give

useful, edible feedback. All these elements are woven into a process for conducting a successful coaching session. **"GROW"** model can help guide coaching conversations to more meaningful and realistic resolutions.



AWC
CAPACITY TO CREATE THE DESIRED FUTURE REALITY
Developing Organisational Learning Capabilities
Aspiration
GENERATIVE CONVERSATION
UNDERSTANDING

UNDERSTANDING COMPETENCY: SYSTEMS THINKING

The essence of the discipline of systems thinking lies in a shift of mind:

- Seeing interrelationships rather than linear cause-effect chains
- Seeing processes of change rather than snapshots

The practice of systems thinking starts with understanding “feedback” that shows how actions can reinforce or counteract each other.

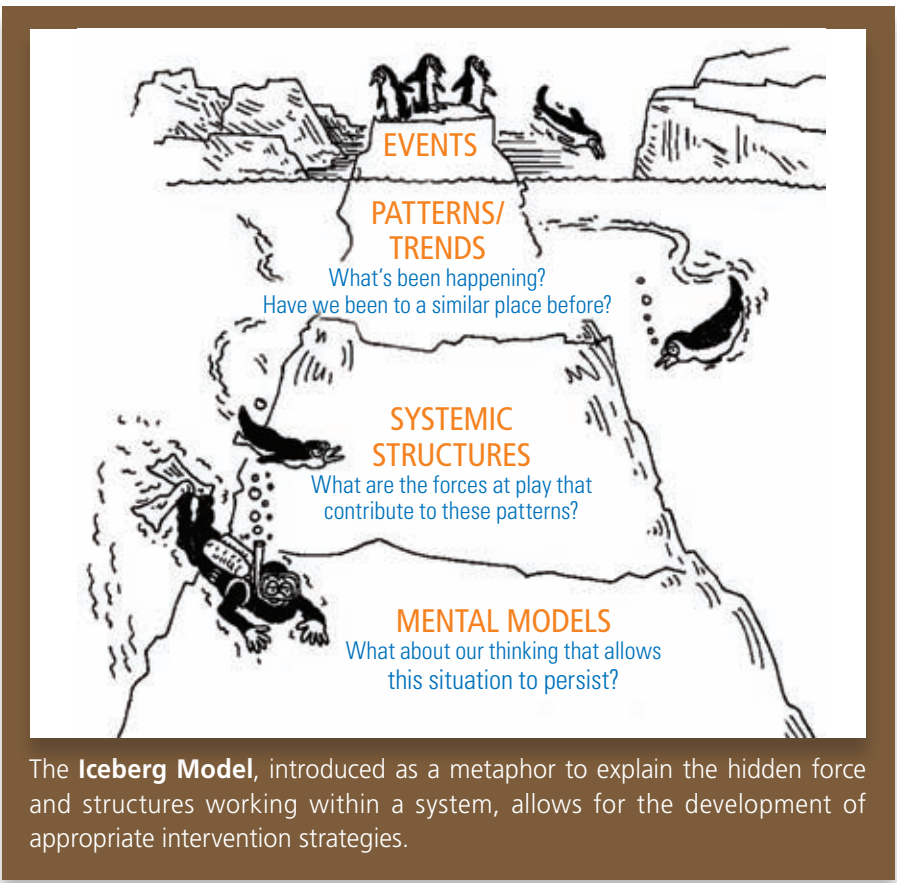
Systems Thinking is the discipline concerned with shifting minds from seeing parts to seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static “snapshots”.

SAF Leaders need to take a Systems view of things around them in order to understand complexities. This requires a fundamental shift in perspective to deal with complex and recurrent issues in the operating environment of SAF.

Source: The Fifth Discipline, Peter M. Senge

OPTIMISING SYSTEMS (BY DANIEL H. KIM)	
The goal of every leader should be to optimise the performance of his or her organisational system. Pursuing such a goal is not easy especially when your efforts are subject to the following systems axioms:	
Systems Axiom 1	Systems Axiom 2
Everything is connected to everything else.	If you optimise the parts of a system, you are guaranteed to sub-optimize the larger system. If we optimise the larger system, we are guaranteed to sub-optimize (or re-optimize) some of the parts at some of the time.

THE ICEBERG MODEL



The **Iceberg Model**, introduced as a metaphor to explain the hidden force and structures working within a system, allows for the development of appropriate intervention strategies.

WHAT IS A SYSTEM?

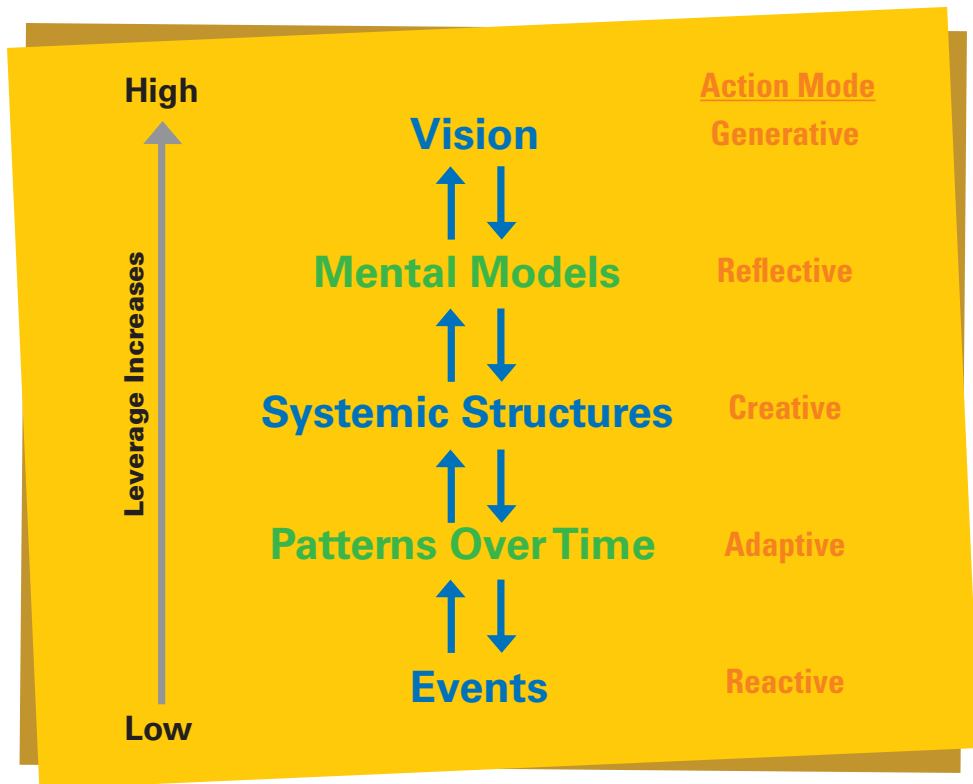
In the most basic sense, a system is a group of interacting, interrelated, or interdependent parts that form a complex and unified whole that has a specific purpose.

CHARACTERISTICS OF SYSTEMS

- **Systems have purpose.**
- **All parts must be present for a system to carry out its purpose optimally.**
- **The order in which the parts are arranged affects the performance of a system.**
- **Systems attempt to maintain a certain “balance” (in pursuit of their purpose) through feedback.**

Source: Introduction to Systems Thinking, Daniel H. Kim

LEVELS OF PERSPECTIVE



Daniel H. Kim, (2002) Foresight as a Central Ethic of Leadership and adapted from Senge, et al. (1994)

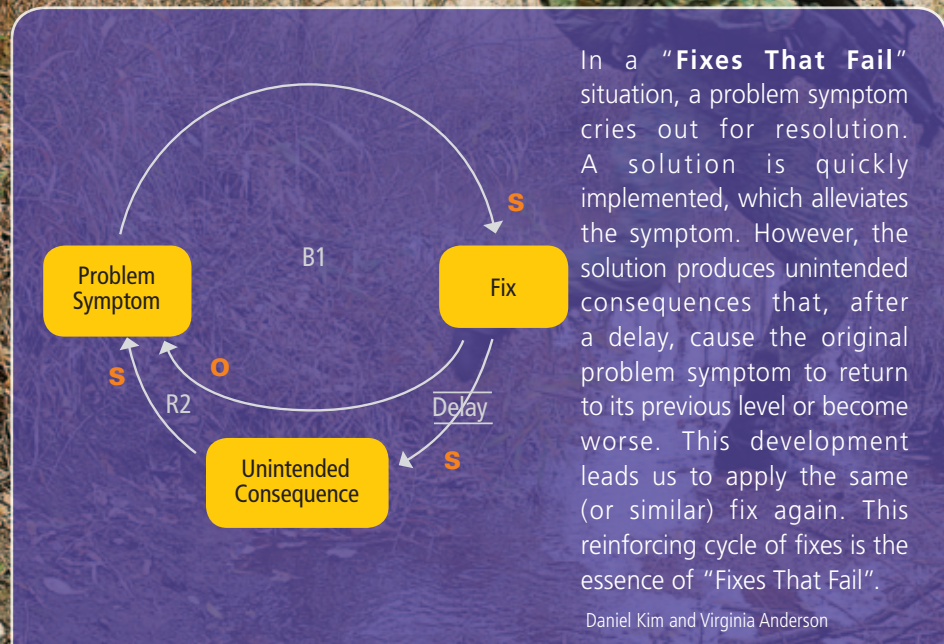
One way of expanding our awareness and perception is to broaden the ways in which we see the world through the Level of Perspective framework. Although there are multiple levels of perspective from which we can see and understand the world, most of us tend to inhabit only one or two levels. In order to have a lasting effect and greater leverage, one needs to learn to operate at higher levels (Systemic Structures, Mental Models and Vision)

to maximise leverage and develop the capabilities to be more creative, reflective and generative.

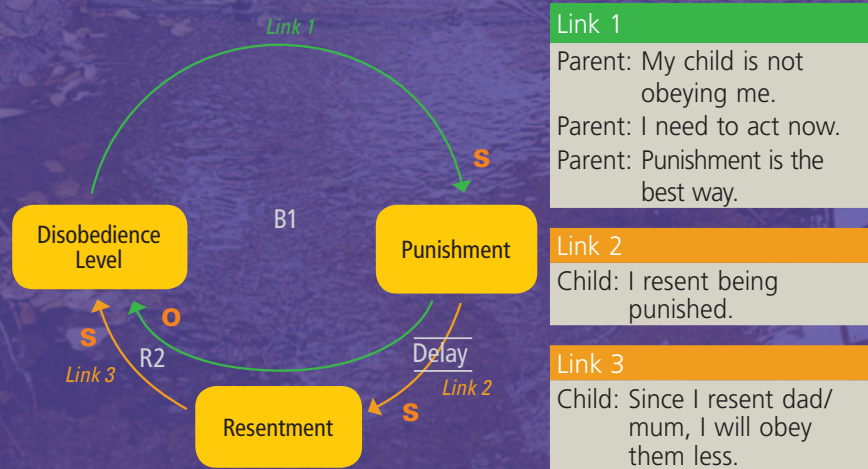
Archetypes are accessible tools with which managers can quickly construct credible and consistent hypotheses about governing forces of the systems. Archetypes are also a natural vehicle for clarifying and testing mental models about those systems.

Peter M. Senge, et al, The Fifth Discipline Fieldbook

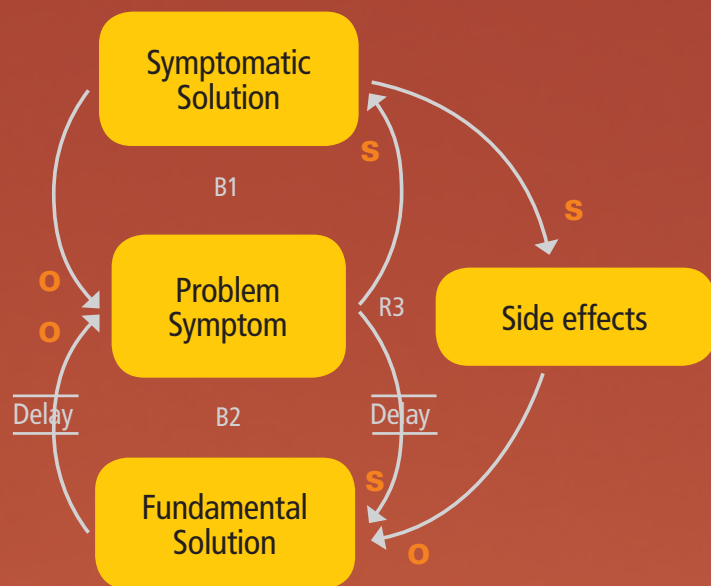
SYSTEM ARCHETYPES: FIXES THAT FAIL



FIXES THAT FAIL: EXAMPLE



SYSTEM ARCHETYPES: SHIFTING THE BURDEN



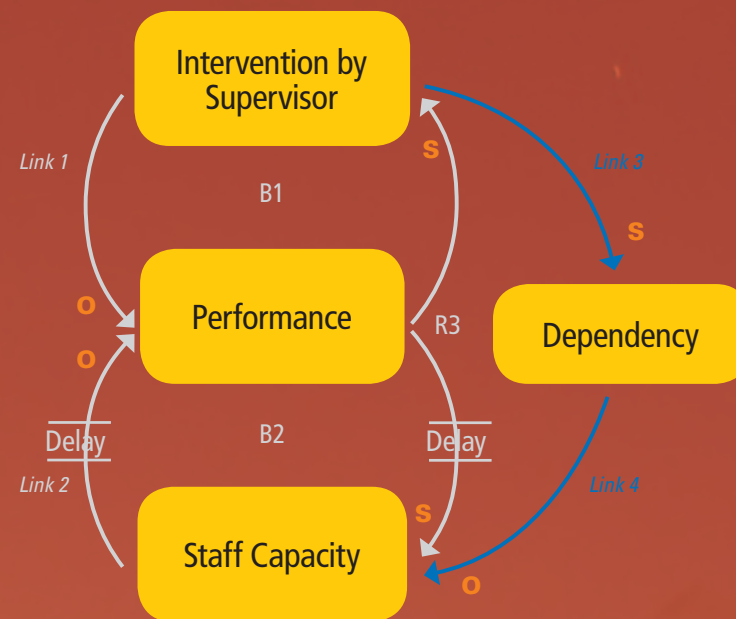
Senge, et al, (1994). The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation

In a “**Shifting the Burden**” solution, a problem symptom can be addressed by applying a symptomatic solution or a more fundamental solution. When a symptomatic solution is implemented, the problem symptom is reduced or disappears, which lessens the pressure for implementing a more

fundamental solution. Over time, the symptom resurfaces, and another round of symptomatic solution is implemented in a vicious reinforcing cycle. The symptomatic solutions often produce side effects that further divert attention away from a more fundamental solution.

Daniel Kim and Virginia Anderson

SHIFTING THE BURDEN: EXAMPLE



Mental Model Sustaining Link 1

I've a problem when my staff's performance level is not satisfactory. I need to respond quickly. Personal intervention is the best way.

Mental Model Sustaining Link 2

Because developing staff capacity takes time.

Mental Model Sustaining Link 3

Since my supervisor keeps taking over, I will just let him handle it. I'll just depend on him to tell me what to do.

Mental Model Sustaining Link 4

Since I am depending on my supervisor, I do not really need to develop my capacity.

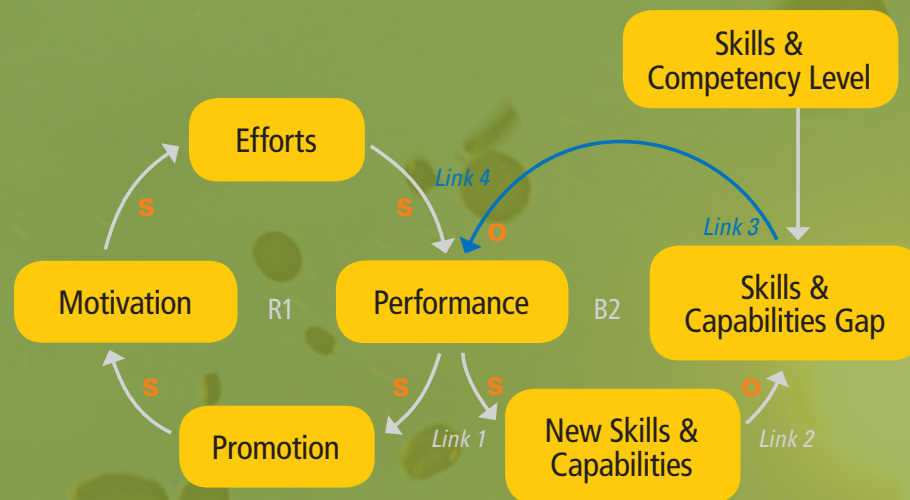
SYSTEM ARCHETYPES: LIMITS TO SUCCESS

LIMITS TO SUCCESS: EXAMPLE



In a “Limits to Success” scenario, growing actions initially lead to success, which encourage even more of those efforts. Over time, however, the success itself causes the system to encounter limits,

which slow down improvements in results. As the success triggers the limiting actions and performance declines, the tendency is to focus even more on the initial growing actions.



Mental Model Sustaining Link 1
One of the growing variables consumes a resource.

Mental Model Sustaining Link 2
As this resource is consumed, what is available is small.

Mental Model Sustaining Link 3
This resource has an upper limit.

Mental Model Sustaining Link 4
Because of the declining resource availability, one of the variables in the success loop is retarded.

SUGGESTED READINGS

3 LEGGED STOOL

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CORE THEORY OF SUCCESS

- Kim, Daniel H. (2001), *Organising for Learning: Strategies for Knowledge Creation and Enduring Change*. Waltham, MA: Pegasus Communication, Inc. Chapter Seven: What is Your Organisation's Core Theory of Success? , pp 69 – 81

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- Senge, Peter M. (1990). *The Fifth Discipline: The Arts and Practice of the Learning Organisation*. New York: Currency Doubleday. pp 150 – 155.

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- Fritz, Robert. (1984, 1989). *The Path of Least Resistance : Learning to Become the Creative Force in Your Own Life*. New York: Ballantine Books.
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THE LADDER OF INFERENCE

- Senge, P.M. Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation*. New York: Currency Doubleday. Section 35, pp. 242-246.
- Isaacs, William. *Dialogue and the Art of Thinking Together*. New York: Doubleday Currency. Pp 94-98, 408.

LEFT-HAND COLUMN

- Pegasus Communication Laminate: *Private Conversation: The Left-Hand Column* (copyright 1998 by Action Design. Based on the work of Chris Argyris).
- Senge, P.M. Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation*. New York: Currency Doubleday. Section 35, pp. 246-252.

FOUR-PLAYER MODEL

- Fritz, Robert. (1984, 1989). *The Path of Least Resistance : Learning to Become the Creative Force in Your Own Life*. New York: Ballantine Books.
- Harvey, Jerry B. (1996). *The Abilene Paradox and Other Mediations on Management*. New Jersey: Jossey-Bass.
- Isaacs, William. (1999 February). *Dialogue Leadership*. *The Systems Thinker Newsletter*, Vol 10, No. 1 pp. 1-5. www.pegasus.com
- Senge, Peter M. (1990). *The Fifth Discipline: The Arts and Practice of the Learning Organisation*. New York: Currency Doubleday. (pp 150-155).
- Siobodnick, A. and Wile, K. (1999 November). *Taking the Teeth Out of Team Traps*. *The Systems Thinker Newsletter*, Vol 10., No. 9, pp 1-5. <http://www.pegasus.com>

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- Argyris, Chris and Schon, Donald. (1974). *Theory in Practice. Increasing Professional Effectiveness*. San Francisco : Jossey-Bass.
- Argyris, Chris and Schon, Donald. (1978). *Organisational Learning: A Theory of Action Perspective*, Reading, Mass: Addison Wesley.
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- Senge, P.M. Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation*. New York: Currency Doubleday. Section 35, pp. 292-293.

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SYSTEMS AXIOMS

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- McNamra, C. *Introduction to Organisations*. http://www.managementhelp.org/mgmt/org_thry.html.
- Wheatley, M. (1999) *Leadership and the New Science: Discovering Order in a Chaotic World*. San Francisco: Berrett-Koehler Publishers, Inc.

*“ALP is our strategic edge ...
it is how we learn in training,
exercises and operations that will
make the difference for us ...”*

LG NEO KIAN HONG
Chief of Defence Force, 2012

*“ALP is a game –
changer for Army ...”*

BG TAN CHUAN JIN
Commander Tradoc, 17 January 2011

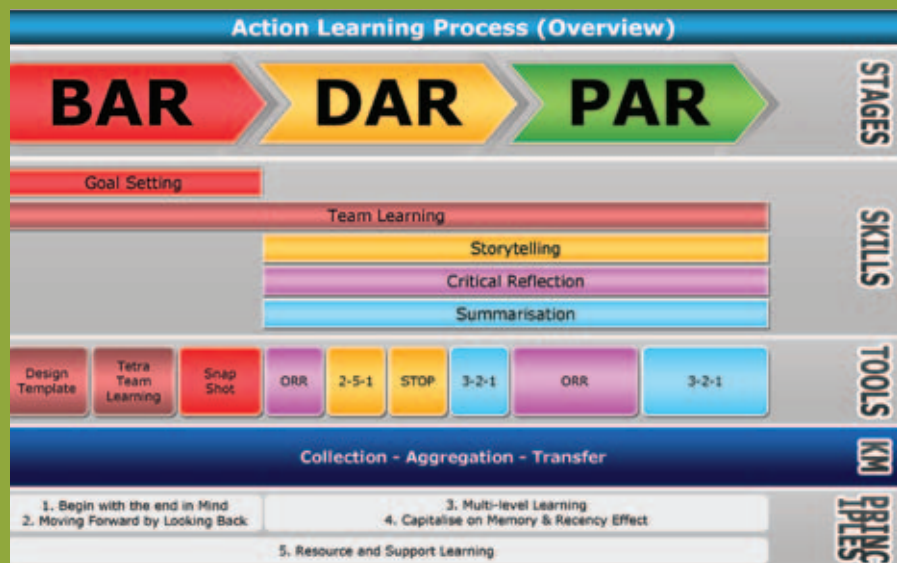
ACTION LEARNING PROCESS



ACTION LEARNING PROCESS (ALP)

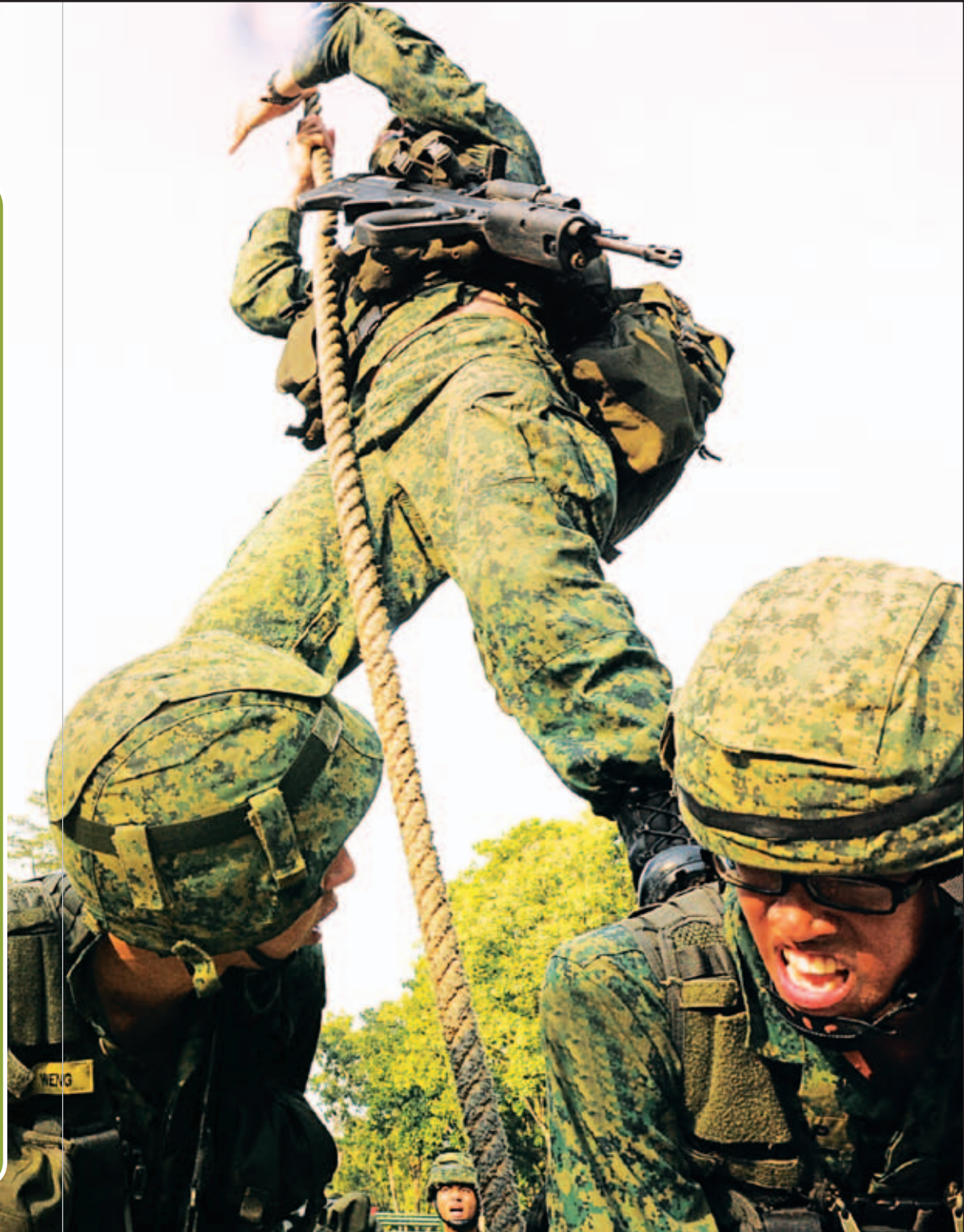
As SAF units increasingly train and operate in a complex and uncertain environment, learning and knowledge creation become important. The leader is expected to facilitate learning, and to allow the team members to surface their observations, draw out the insights and summarise the lessons learnt. When implemented into training, exercises and in operations, the ALP enables generative conversations so as to promote team learning. For the leader, this requires a balance between process, content and facilitation techniques, depending on the context of the structured conversations and the learning need.

As one of the 3LD processes, the ALP brings learning to life in a team. Together with the Individual Development Process (IDP) and the Command Effectiveness Process (CEP), the ALP provides the design, skills, tools and outcomes to strengthen learning, specifically team learning, in units. When designed well and when supported by the leader practising field of reflection, coaching and facilitation, the ALP clearly supports individual and organisation learning outcomes. The latter is however dependent and driven by the knowledge management system. The ALP system is illustrated in Figure 1.



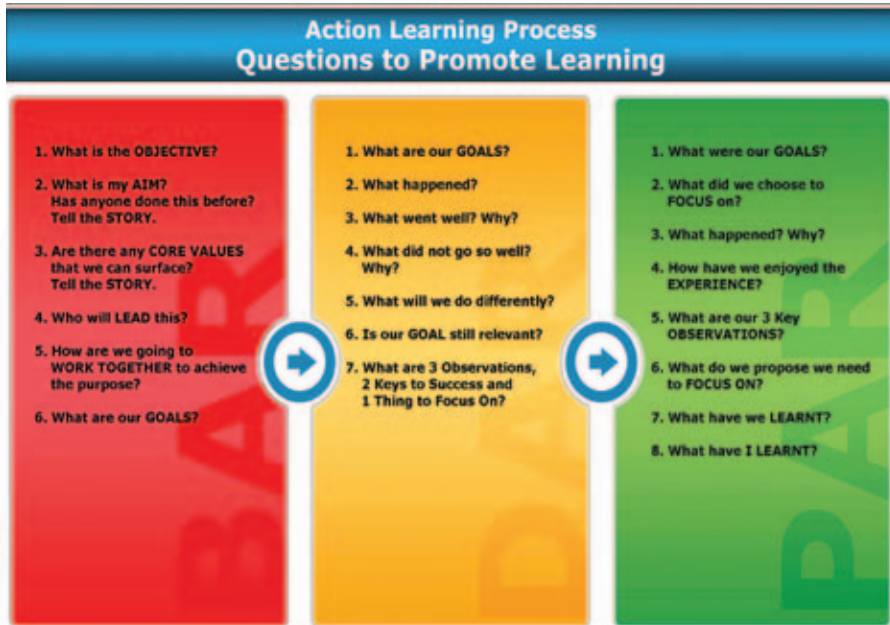
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FIGURE.1 ALP OVERVIEW (1-3-5-7)



The value-add of the **ALP** is that it surfaces the learning aspects in each activity, even in routine activities such as life-run. In the **BAR**, past lessons learnt and goal setting help the leader and his team to focus on desired objective(s), to derive their common goal(s) as they commit to working together as a team to achieve mission success. In **DAR**, surfacing ideas and observations during activities allows the leader to adjust the goal(s) and focus the team to learn together as a team. At **PAR**,

the reflective practice of the leader and team will surface insights and potential lessons learnt in Tactics, Techniques and Procedures (TTP), Leadership and Values, as they start to gain the effects of team learning. These key outcomes are enabled by the **ALP** principles and skills. It breaks the **BAR-DAR-PAR** into specific areas of attention so that learning efforts can be targeted. Figure 2 outlines the common list of questions that should accompany these three stages.



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INTRODUCTION TO THE ALP TOOLS

There are a **total of seven tools** that help leaders to better lead learning in their teams. These are not prescriptive and may be used as often as required, based on the activity, the time available and the situation. The key idea is that at any one point when one is leading learning in a team, **at least one of these seven tools should be in use.**

DESIGN TEMPLATE (DT)

This is the process frame for incorporating the three stages of the **ALP (BAR-DAR-PAR)** into an experiential activity. Even prior to the **BAR** (or at its start), it is presented in a simple template to allow the Instructors, Trainers, Leaders or Commanders to prescribe the necessary actions that will need to be built into training, exercises or operations in order to increase learning and knowledge creation. The range of actions will depend on the nature and context of the activities on the

ground, and most importantly, how teams actually operate. Therefore DTs are usually custom designed to fit the context where the ALP is applied.



Conduct Supplementary Training to Address Performance Gaps

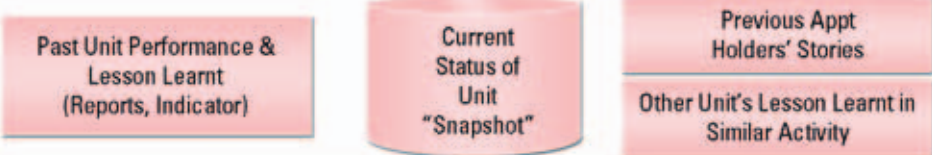
ALP DESIGN

TEMPLATE

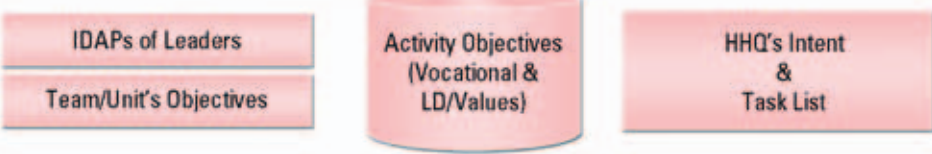
Redesign Training to Achieve the Activity Objectives Not Met

Before Activity Review (BAR) "Learning on Experiences"

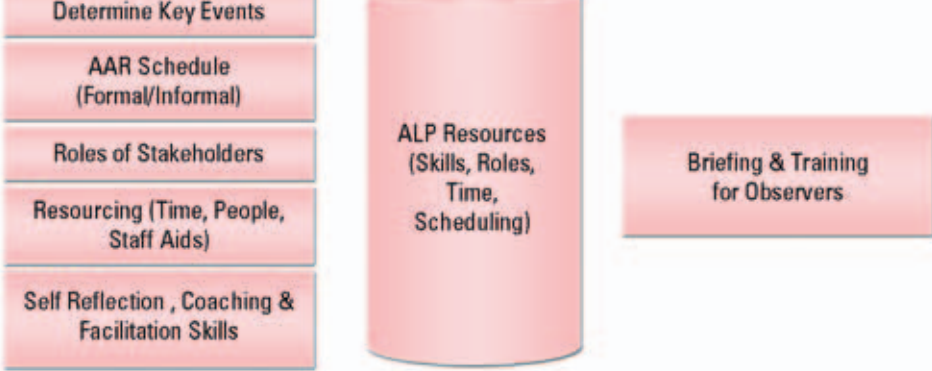
#1 Reflect on Past Lessons Learnt



#2 Determine Activity Objectives

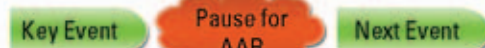


#3 Planning & Preparation

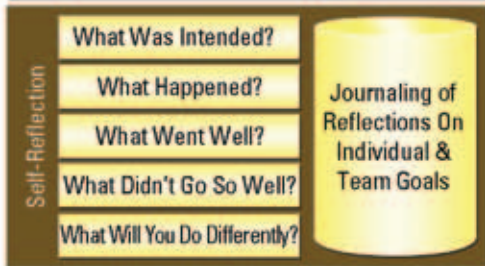


SAF Knowledge Management System

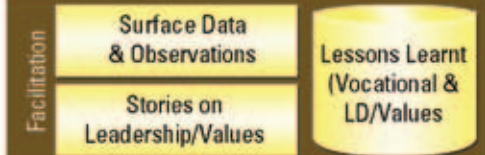
During Activity Review (DAR) "Learning in/on Actions"



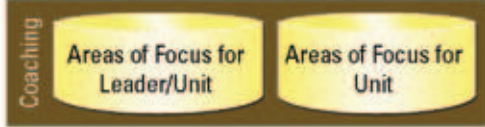
#1 Individual Level



#2 Team Level



#3 Individual Level #3 Team Level



#4 Team Level

Application of Lessons Learnt in Next Event

Post Activity Review (PAR) "Consolidating Learning"

#1 Individual Level



#2 Team Level



#3 Organisational Level



Moving Forward By Looking Back * Begins With An End In Mind * Multi Level Learning

* Resource And Support Learning * Capitalise On Memory & Recency Effect

TETRA-TL

Understanding personality differences has always been an important factor in team effectiveness. Focusing on **diversity and inter-dependency** are critical to teams, and leaders must understand that these have a direct impact on the team's ability to learn and create new knowledge. CLD has successfully piloted and introduced the **TETRA** Team Learning in SAF, in order to increase the ability of the leader to leverage and promote team diversity and inter-dependency of members. Without this, the efforts of the leaders (especially junior leaders) will be limited in building the necessary **understanding** and **communication** in their teams. The half-day and one-day packages are designed for ease of use, with the junior leaders as the main target group, and should be conducted as part of or even the BAR. The Tetra-TL modules can be delivered in-house or by external trainers under CMD.



MY KEY MESSAGES ARE:

RESPECT DIVERSITY

All four elements contribute to the team effectiveness through their own preferences and diverse perspectives

WORK INTER-DEPENDENTLY

Elements work in alignment to maximise preferences and balance out gaps

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BEFORE ACTIVITY REVIEW **Reflect on the briefing just heard.**

- What is the challenge here? Briefly, listen to each person's view (**with WATER ears**)

Discuss as a team:

- Has anyone done this activity before? If so, tell your story (in less than 3 minutes) (**Share an energising story to get the team FIREd up!**)
- What are the key objectives for the activity?
- Are there any specific core values for the activity?

Agree as a team:

- Who will lead this activity?
- How are we going to work inter-dependently to meet this challenge? (**Any suggestions, AIR?**)
- What goal(s) shall we set? (**EARTH, get us started ...**)

DURING ACTIVITY REVIEW **Allow a minute for self-reflection.****Discuss as a team:**

- What was intended?
- What happened?
- What went well and why? (**AIR analysis**)
- What didn't go so well and why? (**AIR analysis**)
- What will we do differently? (**FIRE ideas with EARTH practicality**)
- Is our goal(s) still relevant? (**Any WATER goals**)

Agree as a team:

- Three observations
- Two keys to success in this activity
- One thing to focus on as a team

Activity Leader should summarise the next steps, in his/her view. (**Like EARTH, decide and press on**)

POST ACTIVITY REVIEW **Allow a minute for self-reflection.**

Each element will have its own unique perspective to share. Individuals should have gotten into the "grove" of surfacing different perspectives.

Discuss as a team:

- What happened and why?
- Did we improve and how?
- Did we enjoy this experience and why?
- What did we learn as a team?

Activity summarisation:

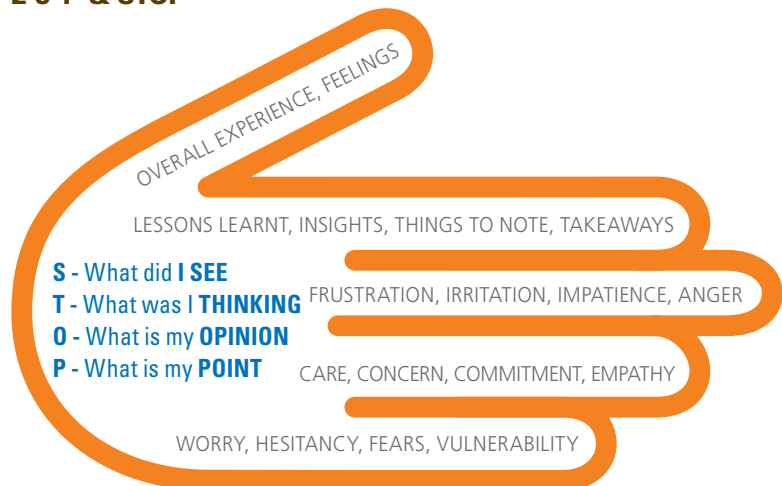
- One thing to focus as a team
- Two keys to success in this activity
- Three observations

Self Reflection:

- What are my personal takeaways?



2-5-1 & STOP



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The **STOP** is the second of the two storytelling techniques used in the ALP. This is designed for use during the DAR, where the leader may not have more than 20-30 minutes in-between activities, and yet needs to be able to get his/her team to huddle and surface their thoughts. As in the 2-5-1 technique, this simple technique takes no more than one to two minutes to surface an experience.

It starts with what is Seen (**S**), what the individual is Thinking (**T**), what Opinion (**O**) does he/she hold, and what is the main Point (**P**) being put across to the rest of the team. STOP is extremely useful in a huddle or time out, and is intended to help the team leader flash out key actions for immediate counteraction, which is an important aspect of learning.

ORR

The nature of how we are organised and how we operate means that the leader might be out of line and of sight from the rest of his team. The **Observations** of the team members will contribute to their **Reflections**, and subsequently their **Recommendations**, especially during lower echelon team level AARs. The ORR tool is designed to help soldiers, airmen and sailors capture their thoughts, ponder over the issues,

and make suitable recommendations for changes to their leaders. This tool is extensively used by the Army during training, as it complements the (organic) collection effort on the ground. However it is not intended as the substitute for the STOP or 3-2-1, as it does not account for the emotive aspects of the experience, which is important for learning and knowledge creation.

REFERENCE FOR OBSERVATION CARD	
O	WHAT DID I SEE? What happen? State my personal Observations from the event. OBSERVATIONS
	WHAT DO I THINK? What went well? Why? What didn't go so well? Why? I add Meanings (Cultural or personal). I make Assumptions based on the meaning I add. I draw Conclusions and adopt beliefs. REFLECTIONS
	WHAT SHOULD I DO? What will you do differently? I take Actions based on my beliefs. RECOMMENDATIONS

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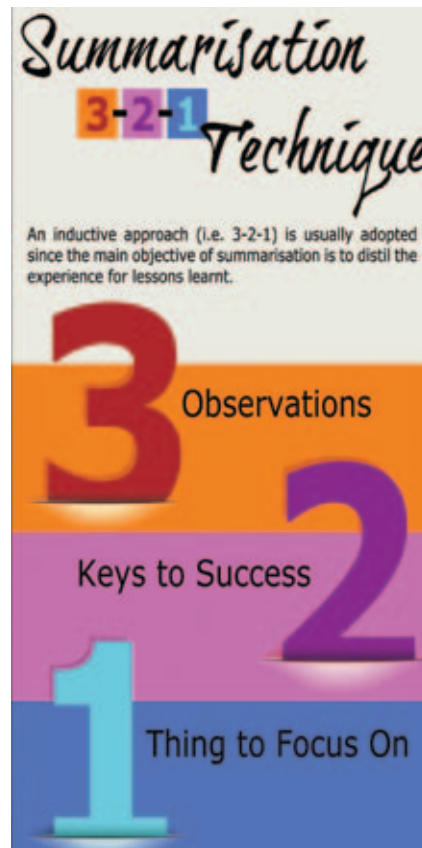
3-2-1

This tool is designed to help leaders systematically aggregate observations from After Action reviews. In training, the observations that are relevant and deemed more important than others are those that are directly related to SOP and doctrine. Leaders are expected to practise the 3-2-1 summarisation technique to steer the AAR to a close. Summarisation is a three-step process:

- A Three Key Observations** are a form of surface knowledge, observed and raw, which shapes the subordinate leader into aggregating what his team shares with him. Often there will be similar observations from different people who go through the same activity, and these can be aggregated. This is because in normal training situations when there are no augmented observers, it will not be possible to list down all observations and analyse every one. When several leaders are gathered in the AAR, there will be a range of observations, and the leader will have to decide what he will share upwards.
- B Two key success** factors refer to relational knowledge, requiring the leader to make connections between observations. Ultimately, the leader will be required to drop one of the observations in favour of the other two, and to reframe these observations as lessons

learnt. This will involve possible actions to success in the future.

- C One thing to focus on** is somewhat similar to globalised knowledge, i.e. simply a choice between the two chosen factors, and the decision to take which one for action will be based on the opportunity to plough which of the two lessons into the next activity.



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RECOMMENDED READING LIST

RECOMMENDED READING LIST

COURSES	MANUALS
<p style="text-align: center;">MUST READ</p>	<p style="text-align: center;">MUST READ</p>
<p style="text-align: center;">SELF READ</p>	<p style="text-align: center;">SELF READ</p>
<ul style="list-style-type: none"> • Infantry/Guards Battalion Manual Vo1 (1995) • Infantry/Guards Battalion Manual Vol 2 (2001) • Rifle Platoon and Section Manual Vol 1 (2005) • Rifle Platoon and Section Manual Vol 2 (2005) • Infantry Battalion Standard Operating Procedures (2001) • Rifle Company Manual (Provisional) (2007) • Infantry Platoon Manual (Provisional) (2007) • TERREX Infantry Carrier Vehicle Section and Platoon Manual (Provisional) (2010) • Staff Organisation and Procedure Manual (2001) • Training Aggressor Regiment and Above (2003) • Training Aggressor Supplement (2004) • Training Aggressor Manual (Battalion and below) (1999) • Combat Intelligence Manual (2008) • Combat Intelligence WOSPEC Handbook (2010) • Military Symbols (Edition 3) (2010) • SAF Planning Norms (2001) • Joint Staff Procedures 10 (1994) • Artillery Précis (Provisional) (2006) • Engineer Précis (2001) • Armour Précis (2001) • Signal Handbook (2005) • Combat Service Support Précis (2nd Edition) (2000) 	<ul style="list-style-type: none"> • The Army Manual • The Soldier Manual • The Army Safety System Manual • The Army Combat Service Support Manual • Foundation of the Third Generation Army • Law of Armed Conflict (LOAC) Handbook (2004) • Battalion Urban Operations Manuals 1,2 and 3 • Area Support Operations (ASO) Manual (2002) • The Army Fitness System (2008) • Military Law (2009) • SAF Core Values – Walk It, Live It • Values In Action – Case Studies on the SAF Core Values • Stand Fast – Stories of the SAF Core Values • Leadership and Values Workbook – SAF CLD (2012) • SAF Leadership Competency Development Handbook (2005) • SAF Leadership Framework • Our Army Customs and Traditions (2006)
<p style="text-align: center;">GOOD TO READ</p>	<p style="text-align: center;">GOOD TO READ</p>
<p>This list is to be used in conjunction with those from units and courses. Some titles may overlap with Vocational-level and Work Performance Reading Lists. This suggested list is not exhaustive.</p>	<ul style="list-style-type: none"> • How to Conduct Training (2005) • Guide to Sleep Management (2006) • Training Enemy Course of Action Development Doctrine • Leading Our Soldiers Well • Rationalising and Optimising the Will to Fight in SAF • SAF Instructors' Handbook • The Full Range Leadership Model and its Application in the SAF

RECOMMENDED READING LIST

POLITICAL/SOCIAL	MILITARY	MILITARY	MANAGEMENT AND LEADERSHIP
MUST READ			
SELF READ		SELF READ	
<ul style="list-style-type: none"> • Kwa Chong Guan (ed), Defending Singapore (1819-1965), Pointer Supplement • Tan, Andrew, Southeast Asia, Threats in the Security Environment • Huxley Tim, Defending the Lion City: The Armed Forces of Singapore • Founding Fathers, Great Singapore Stories • Han Fook Kwang and Zuraidah Ibrahim (ed), Lee Kuan Yew: Hard Truths to Keep Singapore Going 	<ul style="list-style-type: none"> • United Nations Peacekeeping: A Decade of SAF Participation. Pointer Supplement, July 1999 • Pointer Monograph No. 1, Creating the Capacity to Change: Defence Entrepreneurship for the 21st Century • Pointer Monograph No. 4, Spirit and System: Leadership Development for a Third Generation SAF • Pointer Monograph No. 8, Called To Lead 	<ul style="list-style-type: none"> • Pointer Monograph No. 9, Leading in the Third Generation SAF • LG Desmond Kuek, MG Ng Chee Khern, LG Neo Kian Hong, RADM Chew Men Leong, Reflections on Leadership • MAJ Julie Belanger and LTC Psalm Lew (ed), Developing the Next Generation of Military Leaders • James D. Pendry, The Three Meter Zone 	<ul style="list-style-type: none"> • Peter M. Senge, The Fifth Discipline Fieldbook • Stephen & Covey, The 8th Habit, from Effectiveness to Greatness • Robert K. Greenleaf, The Servant as Leader • Daniel Kim, Foresight as the Central Ethic of Leadership • Kim-Yin Chan, Star Soh and Regena Ramaya, Military Leadership in the 21st Century
GOOD TO READ		GOOD TO READ	
<ul style="list-style-type: none"> • Lee Kuan Yew, The Singapore Story: Memoirs of Lee Kuan Yew Vol I & II • Lee Kuan Yew, From Third World to First: The Singapore Story: 1965-2000, Singapore and the Asian Economic Boom • Jayakumar, S, Diplomacy: A Singapore Experience • Dalgit Singh, Singapore: An Illustrated History, 1941-1984 • Andrew Tan, Malaysia – Singapore Relations – Troubled Past and Uncertain Future? 	<ul style="list-style-type: none"> • Gordon R. Sullivan and Michael V. Harper, Hope is not a Method • LTC Jeff Stouffer and Dr. Stefan Seiler (ed), Military Ethics – International Perspectives • Jon E Lewis (ed), The Mammoth Book of True War Stories • Stephen Ambrose, Band of Brothers 	<ul style="list-style-type: none"> • Lo Kuan-Chung, Romance of the Three Kingdoms (translated by C.H. Brewitt-Taylor; also Moss Roberts) • Article excerpt “Three Block War” (Refer to SWI OSN website) • Article excerpt “The Strategic Corporal” (Refer to SWIOSN website) 	<ul style="list-style-type: none"> • Guide to Individual Development Process in the SAF, CLD • Guide to Coaching and Facilitation in the SAF, CLD • SAF Leadership Competency Model (2004) • Dandridge Malone, Small Unit Leadership: A Common-sense Approach • Avigdor Kahalami, The Heights of Courage • Edward de Bono, Lateral Thinking • Harvard Business Review article “What Makes a Leader”

GLOSSARY

ABRSM	Army Battalion Regimental Sergeant Major	DT	Design Template	MSG	Master Sergeant	SLP	Senior Leadership Course
AELO	Architecture and Essence of a Learning Organisation	ePMET	Electric Professional Military Education and Training	MT	Master Trainer	SLSL	School of Infantry Section Leaders
AF-CC	Air Force Command Chief	EVTS	Engineer Vocational Training School	MWO	Master Warrant Officer	SM	Sergeant Major
AHQ	Army Headquarters	EWOS	Enhanced Warrant Officers Scheme	NCO	Non – Commissioned Officer	SMA	Sergeant Major of the Army
ALP	Action Learning Process	FFP	Full Force Potential	NS	National Service	SMIC	SAF Master Instructor Course
ARMY RSM	Army Regimental Sergeant Major	FMN/ DIV	Formation/ Division	NSF	Full-Time National Servicemen	SME	Subject Matters Expert
ASCA	Australian Strength and Conditioning Association	FT	Foundation Term	NSLC	NS Leadership Course	SOFUN	Soldering Fundamentals
ATEC	Army Training Evaluation Centre	HOC	Hierarchy of Choices	NSRSM Cse	NS Regimental Sergeant Major Course	SOP	Standard Operating Procedures
AVTS	Armour Combat Training Centre	ICT	In-Camp Training	NYP	Nanyang Polytechnic	SOTAC	Special Operations Tactics Centre
AWOC	Army Warrant Officer Course	IDP	Individual Development Plan	OBS	Outward Bound School	SSG	Staff Sergeant
BAR	Before Activity Review	IKC2	Integrated Knowledge-based Command and Control	OC	Officer Commanding	SSIC	SAF Senior Instructor Course
BDE	Brigade	IPPT	Individual Physical Proficiency Test	ORNSmen	Operationally-Ready National Servicemen	SSL	School of Section Leaders
Bde SM	Brigade Sergeant Major	ISM	Institute Sergeant Major	PAR	Post Activity Review	ST	Senior Trainer
Bde Comd	Brigade Commander	JALC	Joint Advanced Leadership Course	PC	Platoon Commander	STC	Supply and Transport Centre
BN	Battalion	JFLC	Joint Foundation Leadership Course	PCIB	Pre Command Interview Board	SVTS	Signals Vocation Training School
BWF-PS	Basic Warfighter – Platoon Sergeant Course	JILC	Joint Intermediate Leadership Course	PMET	Professional Military Education and Training	SWAS	Specialist and Warrant Officer Advanced School
C & F	Coaching and Facilitation	JLC	Joint Leadership Course	PS	Professional Term	SWI	Specialist and Warrant Officer Institutes
C2D	Commitment to Defence	JSLC	Joint Senior Leadership Course	R & D	Research and Development	SWO	Senior Warrant Officer
CAT	Combined Arms Term	JWOC	Joint Warrant Officer Course	RINCO	Regular Infantry NCO	TIs	Training Institutes
CCA	Co-Curricular Activity	KAH	Key Appointment Holder	ROA	Route of Advancement	TTPs	Tactics, Techniques and Procedures
CEP	Command Effectiveness Program	LBE	Leadership By Example	ROVERS	Reservist On Voluntary Extended Reserve Service	UIP	Unit Induction Programme
CET	Continuing Education and Training Framework	LCP	Lance Corporal	RSM	Regimental Sergeant Major	USASMA	United States Army Sergeant Major Academy
Framework		LCM	Leadership Competency Model	SAF	Singapore Armed Forces	VOC	Vocation Obstacle Course
CLASS	Continuous Learning and Academic Sponsorship Scheme	LD	Leadership Development	SAF INCOS	Singapore Armed Forces Infantry NCO School	WO	Warrant Officer
CMD	Centre For Management Development	LEP	Leader Effectiveness Programme	SAF WOS	Singapore Armed Forces Warrant Officer School	WOLD	Warrant Officer Leadership Development
CMT	Chief Master Trainer	LG	Lieutenant – General	SAF SM	Singapore Armed Forces Sergeant Major	WOSpec	Warrant Officer and Specialist
CO	Commanding Officer	LOI	Ladder Of Inference	SAFTI	Singapore Armed Forces Training Institute	WSQ	Workforce Skills Qualification
CPC	Control of Personnel Centre	LTC	Lieutenant Colonel	SCC	Specialist Cadet Course	WO1	Warrant Officer Class One
CPG	Commander Planning Guidance	L3E	Leadership By Example, with Empathy, Through Engagement	SCGP	Specialist Cadet Course Graduation Parade	WO2	Warrant Officer Class Two
CPL	Corporal	MCN	Master Chief Navy	SCS	Specialist Cadet School	1WO	First Warrant Officer
CSSCOM	Combat Service Support Command	MDEs	Military Domain Experts	SDTC	SAF Training and Development Course	1 SIR	First Battalion Singapore Infantry Regiment
CSM	Company Sergeant Major	METL	Mission Essential Task List	SEP	Specialist Enhancement Programme	2SG	Second Sergeant
CT	Chief Trainer	MG	Major General	SGT	Sergeant	2WO	Second Warrant Officer
CTOS	Core Theory of Success	MINDEF	Ministry of Defence	SIC	SAF Instructional Course	3SG	Third Sergeant
CWO	Chief Warrant Officer	MPTS	Military Police Training School	SISL	School of Section Leaders	3WO	Third Warrant Officer
DAR	During Activity Review			SISPEC	School of Infantry Specialist	46 SAR	46 Singapore Armoured Regiment
				SLL/DLL	Single Loop and Double Loop Learning		

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FOR WOSPECS BY WOSPECS

Our Warrant Officer and Specialist (WOSpec) Corps is the backbone of Our Army. WOSpecs are Warfighters, Trainers and Leaders; they are disciplined, professional and operationally ready. They partner the Commissioned Officers and Military Expert Officers to provide leadership and anchor the core competencies and capabilities in the SAF to achieve mission success. WOSpecs are expected to be keenly cognisant of organisational requirements and soldiering trends, and be proficient in command, training and leadership. This Guidebook describes what it means to be a WOSpec; it defines their roles and responsibilities, the professional partnership between WOSpecs and Commissioned Officers, the importance of WOSpecs' professional development and the leadership qualities expected of WOSpecs.

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