

“

The security threats facing Singapore have expanded in scope and also become more complex over the past several years. It is no longer enough just to be operationally ready to fight conventional battles to safeguard our sovereignty and territorial integrity. We must now be prepared also to deal with non-conventional threats in the form of low intensity conflict and terrorism... This is a challenging time for the SAF also because we are now embarking on a journey of transformation. We are building the 3rd Generation SAF. This is driven by strategic, technological and resource imperatives. The 3G SAF will leverage on technologies, such as precision strike, unmanned warfare and IKC2 (or Integrated Knowledge-based Command and Control) to give us even more superior capabilities to deal with conventional and non-conventional threats.

”

~ **RADM(NS) Teo Chee Hean**

Deputy Prime Minister, then-Minister for Defence
5th National Service Command and
Staff Course Graduation Ceremony, 2 December 2005

In the early 2000s, the SAF embarked on a transformative journey to better develop the 3rd Generation SAF. There was an acute recognition that the operating environment of the SAF had changed. SAF Commanders have to be better equipped to deal with new threats and missions, carry out multi-national, multi-agency and joint-force operations. Aligning with the SAF-wide system changes, SAFTI MI also commenced on its transformative efforts to develop SAF leaders who are better equipped to deal with increasingly broad, complex security threats. The Centres for Excellence were established as SAF Middle Offices in their respective domains, to support the development of the 3rd Generation SAF Leaders. These Centres of Excellence work closely and collaboratively with the SAFTI MI schoolhouses to develop a curriculum that better addresses the emerging leadership development needs of 3rd Generation SAF Leaders. Moreover, Centres of Excellence were also established to fulfil support roles, to meet the demand for a more streamlined administration and centralisation of human resources and services support in SAFTI MI.

“

When you look at organisations, schools are the generators, they generate your leaders at the different levels. Curriculum becomes the centrepiece of whatever you want to do. If you don't have a curriculum, actually your generators become very weak. So generators need curriculum, but after you lay out the curriculum, you start to ask yourself the question: How can then structures come back to help me run my schools better? There is a reason why we set up Centres, because we knew that they were going to be a centrepiece in terms of developing our leaders through the Schools.

”

~ **BG(NS) Benedict Lim**

Commandant SAFTI MI (2012 - 2014)
Group Chief, MINDEF Communications



**OUR CENTRES OF
EXCELLENCE**



TO EXCEL

INSTITUTE FOR MILITARY LEARNING

The Institute for Military Learning (IML), the modern successor to the School of Methods of Instruction (SOMI), was formed on 1 October 2013. Its purpose is to professionalise the SAF Training Development and Instructional Community. IML endeavours to become a leading military institution in the domain of Training Development and Instruction. IML strives to develop competent, confident and committed SAF Instructors and Training Developers. To achieve this, IML aims to be the model Training Institute in the SAF, employing effective pedagogies and learning technologies to deliver relevant and engaging programmes within a vibrant learning environment.

Developing and Inspiring Training Leaders, Developers and Instructors

In 1974, SOMI was established to ensure that regular and national service instructors were better equipped to instruct effectively. The Instructional Technology Centre (INTEC) was subsequently formed to promote technology-assisted learning. SOMI was subsumed under INTEC which later became the Centre for Learning and Military Education (CLME).



SOMI pamphlets

“
In 1974, the SAF understood the key importance of the instructor in the continued build-up of the SAF. The School of Methods of Instruction was established to ensure that the regular and national service instructors were able to instruct. This included the use of then-modern technologies such as Overhead Projectors and Slide Projectors while maintaining the focus on outfield training instruction, as that was where we trained most.
”

“
Even in those days we understood that the difficulty was in the doing, so our courses were practical in nature. Participants attended lessons and then practised the techniques of instruction with their peers. These were difficult lessons, as the peers were more critical of each other than a trainee would be back at the school.
”

~ CPT(Ret) Zainal Abidin
then-instructor at SOMI

~ LTC(Ret) Sadar Ali
then-CO SOMI



Computer-assisted instruction was introduced in 1983 by SOMI.

Understanding the importance of videos in supporting learning, the SAF invested in video editing equipment and training in the early 1980s. This allowed for lessons to be viewed in lecture theatres and the company line to ensure that the same material was delivered to the learner.



Through pedagogical research, INTEC responded to the need to better facilitate learning through interaction and discussion by reconfiguring the layout of the classroom so that participants could face each other rather than the front of the classroom.

Computer Assisted Instruction (CAI) Rooms were established in many institutes across the SAF for servicemen to get acquainted with emerging learning technologies.



LTA Iman Bin Muhamad (far right, seated) (then a Second Lieutenant) who attended the SAF Instructor Course training Officer Cadets on how a MATADOR works.



Engaging in a discussion at the 02/15 SAF Master Instructor Course.

Engaging Learners: Every Moment a Learning Moment

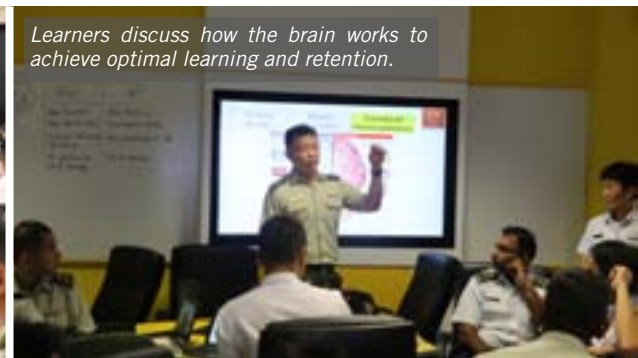
From the good old days of identifying instructors from the “green box” containing vu-foil slides, the SAF has come a long way.¹ Young NSF’s are now engaged through learner centric pedagogies which support knowledge creation, experiential and authentic learning. Tapping on their IT-savviness, IML uses the LEARNet platform for blended learning approaches, which encourages self-directed learning. In addition, it plays an important role in transforming curriculum and learning pedagogies in a way that promotes effective, efficient and engaging lessons. In order for training institutes to achieve excellence, IML has developed the Training Institute Excellence Model (TIEM) to facilitate the gathering of feedback for learning and improvement.



Visits to local educational institutions, such as the Institute of Technical Education College West, broaden our learners' understanding of the pedagogical approaches that their trainees had been exposed to.



Instructors conducting SMIC



Learners discuss how the brain works to achieve optimal learning and retention.

“ Through IML courses, the learners can attain various levels of instructional and training development competencies. Some of these courses are embedded into the route of advancement courses for the WOSPECs in order to enhance their role as trainers. Basic competencies are also developed in the junior leaders, including NSF’s in Officer and Specialist Cadet Courses. In addition, IML courses allow recognition for Workforce Skill Qualification (WSQ). This gives our graduates national level recognition. ”

~ COL(Ret) Lim Seng Hock
Dean IML

The vision of IML is to be a model training institute for adult learning, employing effective pedagogies and learning technologies to deliver relevant and engaging programmes within a vibrant learning environment. IML also endeavours to be a place where all trainers and educators seek to learn, to share and to improve. Hence the slogan: Every Moment, A Learning Moment.

¹In the past, instructors carried a green box containing notes, lesson plans and other materials for conducting a lesson.

Significant Events and Milestones of IML

1974

1 April

SOMI was established. By 1991, SOMI had conducted 5 types of courses: a) Methods of Instruction courses, b) Advanced Instructors' Course, c) Basic Audio/Video (AV) Production Course, d) Training Development Course; and e) AV Operators' Course

1975

19 July

SOMI organised SAF Training Aids Exhibition on behalf of the GS Division, held at the Singapore Conference Hall

1983

19 August

Computer-assisted instruction was introduced by SOMI

2013

1 October

CLME was reorganised and became the Institute for Military Learning (IML)

2006

21 July

CLME was established to integrate Instructor Development, Learning Sciences and Technology and Professional Military Education with the aim of strengthening the links between the design and delivery of curriculum in SAFTI MI

1994

July

SOMI came under the command of the INTEC which was established to maintain a high standard of instruction in the SAFTI Military Institute and the SAF. INTEC also comprised the SAF Film Unit, and the Computer-Aided Instruction Branch

2014

5 May

IML conducted the first SAF Instructor Course (SIC) accredited by Workforce Development Agency

25 August

IML conducted the first SAF Senior Instructor Course (SSIC) accredited by Workforce Development Agency

2015

10 March

IML conducted the first SAF Master Instructor Course (SMIC)

2016

29 February

IML conducted the first SAF Training Developer Course (STDC)

15 July

IML introduced the SAF Training Leadership Programme (STLP)

CENTRE FOR LEARNING SYSTEMS

The Centre for Learning Systems (CLS) was established on 1 October 2013 to spearhead the SAF's learning transformation to produce the best warriors for the defence of Singapore, in line with the vision of 'Learning SAF, Thinking Warriors'. Its establishment was in response to the SAF's needs to have dedicated resources to go in depth into enhancing the SAF's learning systems, as well as to provide shared learning services across the SAF, especially in the areas of trainer proficiency, curriculum transformation and pedagogy, and adept use of learning technology.

“

'Learning SAF, Thinking Warriors' embodies the envisaged end-state of this transformation journey. A Greek philosopher (Thucydides) once said, 'The nation that separates its scholars from its warriors will have its thinking done by cowards and its fighting by fools'. We want neither and therefore, the SAF's aim is to produce in every soldier a Thinker-Warrior.

”

~ Dr Ng Eng Hen

Minister for Defence

Keynote address at the SAF Learning Symposium

28 June 2012

Delivering Effective, Efficient and Engaging SAF Learning

From its humble beginnings with four pioneering CLSians, the unit has since grown with dedicated and passionate staff in the Learning Plans Branch, Curriculum Branch, Learning Technology Branch, SAF Knowledge Exchange, SAF Film Unit (SFU), and CLS HQ. Together, the team established the CLS Vision, Mission and Values on 8 June 2015 which encapsulate the CLS' role as both the driver of SAF learning transformation, and as the "SSSO HQ" in formulating and implementing policies, governance frameworks and initiatives that will raise the quality of SAF pedagogies, instructional methods and learning technologies, and align them with global standards.

The CLS vision is to be the Centre of Excellence in Learning Capability Development for the SAF, providing thought leadership and promoting a continuous learning culture.

“

We will build an SAF learning landscape where Learning is Effective, Efficient, and Engaging, Anytime, Anywhere. Specifically, our vision is to develop a learning ecosystem that enables self-directed learning and collaborative learning. This learning ecosystem will be supported by a full suite of capabilities of a knowledge-enabled networked organisation, as well as sustained by the innovative use of pedagogy, smart learning technologies and a culture of life-long learning.

”

~ SLTC Heng Meng Kwong

Head Centre for Learning Systems

In executing its mission to develop effective, efficient and integrated learning systems for the SAF, CLS collaborates closely with the Services' Training Command, Training Institutes/Schools and Units to analyse learning needs and operationalise the learning transformation through various initiatives such as:

Transforming Learning Pedagogies



Curriculum is an integral and crucial component of all training as it specifies what is to be learnt and how the learning is to be organised so as to achieve the desired learning outcomes. The new learner-centric curriculum would focus on soldiers' development to enable more effective, efficient and engaging learning. This learner-centric training will allow learners to understand who they are learning to 'Be' and what they must learn to 'Do' and 'Know'.

The Learner-Centric Curriculum Development (LCCD) was formulated as part of the SAF Learning Transformation to make individual training in SAF courses more effective, efficient and engaging while meeting the SAF's training needs. The LCCD process guides SAF Training Institutes/Training Schools (TI/TS) to rethink the "why" and "what" of every course and how best to scaffold the required learning so as to develop every soldier holistically.

Developing Competent, Confident and Committed Training Development and Instructional (TD&I) Community



The instructors, training development Officers and training leaders are instrumental as "learning transformers" in exemplifying learning excellence and delivering the desired outcomes in their respective roles. CLS, in partnership with IML, aims to train, develop specialisation skills and support the TD&I community to facilitate learning in the SAF.

The TD&I Development Roadmap aims to develop and equip the Junior Military Leader with basic instructional competencies, and enable the SAF instructors, training development Officers and training leaders to be Competent, Confident and Committed. This would be achieved by equipping them with the required competencies through qualifying courses, and providing platforms for further specialisation of specific competencies and professional development beyond classroom learning.

Adept Use of Technology to Support Learning



Learning technology plays a key role in the SAF's learning transformation. Its effective application supports and augments the entire cycle of learning and teaching. It provides a means, not just to make learning more engaging, but also to share best practices and facilitate knowledge exchange by connecting learners to learners and to their instructors.

Seen here are learners utilising LEARNet devices to access learning resources during a classroom discussion.

As part of CLS' establishment, command of the SAF Film Unit (SFU) was transferred to CLS on 1 October 2013. SFU was first setup in the early 1970s to provide training videos and other video production services on training and operations for communication, general learning and education. Since then, SFU has transformed to provide the SAF with timely media ops support as well as training videos to support the SAF's Information Management and Learning Transformation.



As the main media team in the SAF, SFU has been tasked to film both local and multi-lateral exercises. Seen here are pictures of SFU staff in action to cover the SAF's Humanitarian Assistance and Disaster Relief (HADR) efforts in the Philippines in November 2013 (left) and Singapore's haze assistance efforts in Indonesia in October 2015 (right).

Transforming 3rd Generation SAF Learning Experience

To date, CLS has delivered SAF-level initiatives such as operationalising the Learner-Centric Curriculum Development (LCCD), implementing the Training Development and Instructional Development Roadmap, as well as establishing and driving the agenda of the SAF Learning Transformation Advisory Board.

CLS has been invited to share the SAF's learning systems with Ministries and Governmental Agencies in the Singapore's Public Service, in recognition of its accomplishments as the leading Centre of Excellence in Learning Capability Development for the SAF. CLS has also been invited to present its work recently at the LEARNTech Asia 2015 Conference and the Adult Learning Symposium 2014.

“

The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.

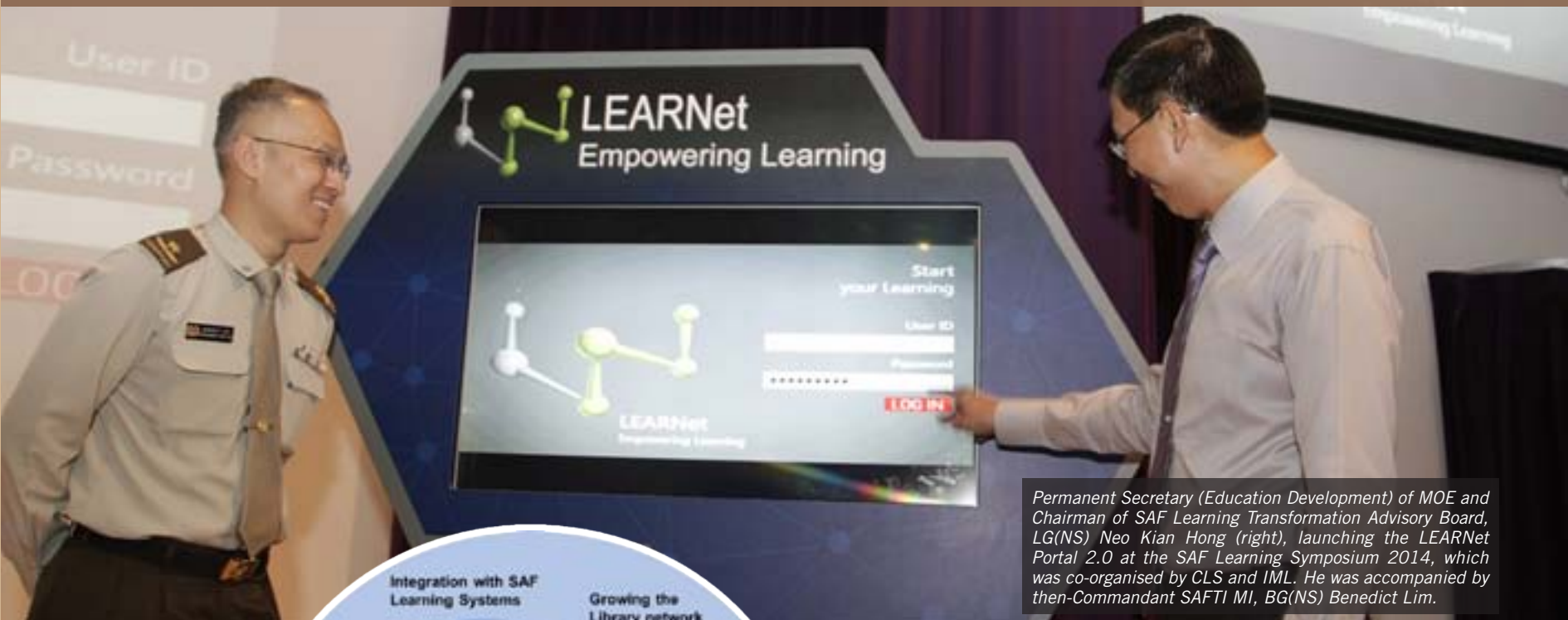
”

~ Alvin Toffler

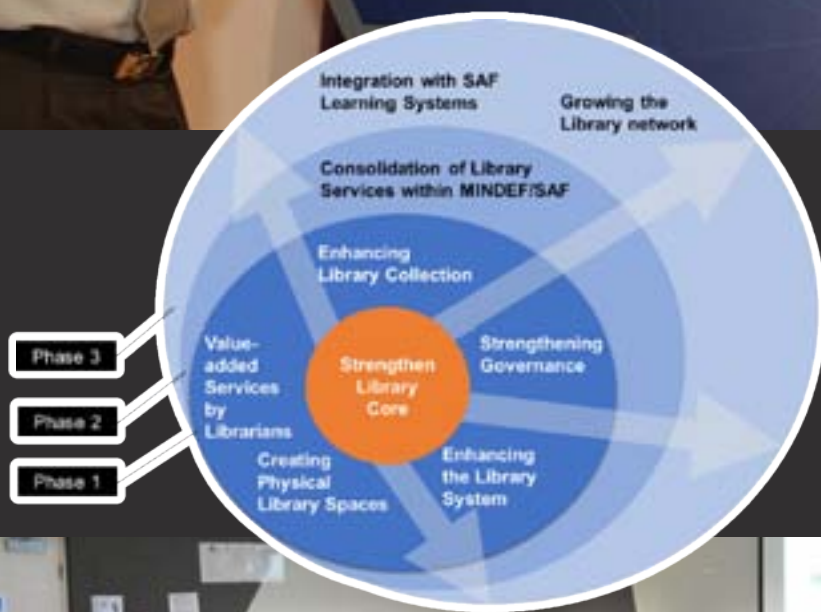


The establishment of the SAF Learning Transformation Advisory Board (SLTAB) aims to enhance the SAF learning effectiveness and efficiency, and strengthen the SAF's Learning System by seeking views, inputs and benchmarking with the public and private sectors. Numerous study group meetings, visits and workshops have been conducted since its establishment.

CLS co-drives and co-manages project LEARNet-2 with HQ TRADOC (Army Training and Doctrine Command) and DSTA (Defence Science and Technology Agency). LEARNet-2 is a key technological enabler of the learning transformation that the SAF has embarked on, in order to enhance its training effectiveness, efficiency and engagement.



Permanent Secretary (Education Development) of MOE and Chairman of SAF Learning Transformation Advisory Board, LG(NS) Neo Kian Hong (right), launching the LEARNet Portal 2.0 at the SAF Learning Symposium 2014, which was co-organised by CLS and IML. He was accompanied by then-Commandant SAFTI MI, BG(NS) Benedict Lim.



In line with CLS' efforts to generate knowledge, the SAFTI MI Library is being transformed to become the leading research library on defence and security, with world-class facilities to inspire intellectual exchange and knowledge generation. The SAFTI MI Library aims to provide a comprehensive suite of services to serve the evolving academic and learning needs of MINDEF/SAF. It seeks to cultivate a continuous learning culture by providing a holistic user experience with access to rich and relevant learning resources anytime, anywhere.



Commandant SAFTI MI, RADM Giam Hock Koon emphasising the importance of SAF trainers during his opening remarks at the inaugural Learning Masterclass (LMC) 2015/16. He stressed that as SAF trainers were "at the frontline of the SAF's learning transformation journey", the quality of instruction and achieving the vision of a learning SAF would depend on "your interaction and your ability to inspire and get people to learn."

Significant Events and Milestones of CLS

2009

April

LEARNet-1 pilot trial in the four TI/TS - Basic Military Training Centre (BMTC), Officer Cadet School (OCS), Specialist Cadet School (SCS) and Signal Institute (SI)

2012

February

Approval of the SAF Learning Masterplan at 3/12 MINDEF HQ Meeting

Approval of AOR for LEARNet-2 Implementation – Empowering Learning Transformation in the SAF

2013

1 October

Establishment of CLS

October

Operationalised the Learner-Centric Curriculum Development (LCCD) to support curriculum transformation

2014

October

Organised SAF Learning Symposium 2014

Operationalised the SAF Learning Transformation Advisory Board, with the Chairman as PS(ED), MOE

2015- 2016

April 2015 and April 2016

Designed and conducted the SAFTI MI Workplan Seminar which saw the introduction of a refreshing learning format

October 2015 and January 2016

Co-organised the Learning Masterclass 2015 (Sessions 1 and 2)

November 2015

CLS achieved 80% staffing

January 2016

Approval of the Training Development & Instructional Development Roadmap

March 2016

Approval of the SAFTI MI Library Transformation Plan

April 2016

CLS awarded the Army's Training Hub Trailblazer Award 2016 for LCCD

June 2016

Head CLS became a member of Civil Service College's Advisory Panel on Learning Innovation

August 2016

Approval of the Joint Training & Education Directive No: 1/2016 – SAF Training Development System (SAF TDS) to replace GOM 103-05 SAF TDS

Approval of the LCCD doctrine and manual (provisional)

CENTRE FOR OPERATIONAL LEARNING

“The SAF will establish the SAF Centre for Operational Learning, which will spearhead efforts to draw operational lessons learned that are applicable across the three Services, and where necessary, institutionalise them into doctrine and processes.”

~ Dr Ng Eng Hen

Then-Second Minister for Defence
2011 Committee of Supply Debate

To continue to be successful, the SAF needs to remain strong in learning throughout the strategic to operational continuum. The SAF Centre for Operational Learning (COL) was established on 1 February 2011 as a critical component of the SAF’s approach to strengthen its strategic-operational capability development.

COL was designed to be a dedicated and independent think tank that will enhance the SAF’s organisational strength in strategic-operational thinking, and provide the SAF with an institutional tension against entrenched mindsets and groupthink. It does this by analysing geostrategic developments, campaign studies and operational lessons, distilling key lessons and developing strategic insights and Joint operational doctrines for the SAF, which will then be delivered and applied as necessary through the various decision-making processes and training of SAF Commanders.

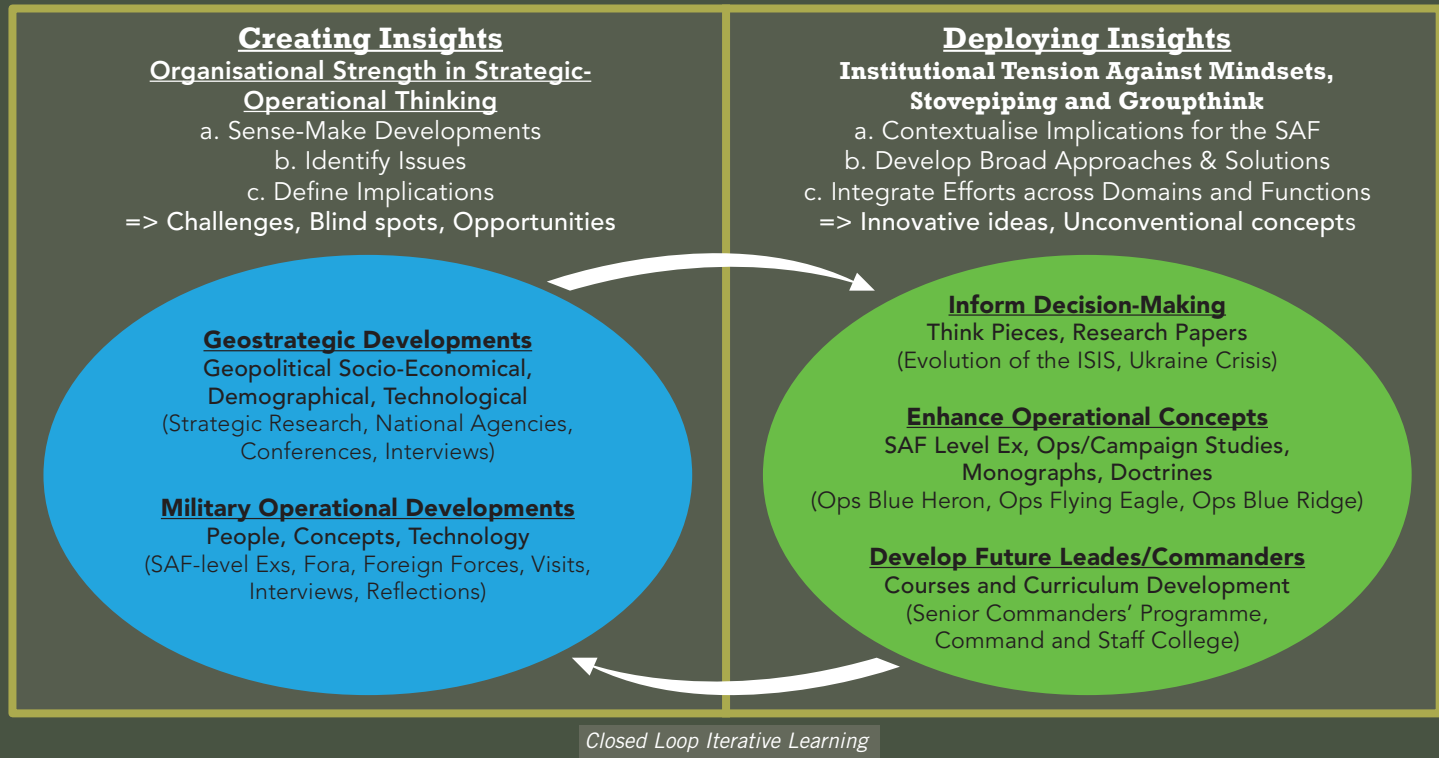
Specifically, to create insights, COL will work with researchers, academics, foreign armed forces, think tanks and operational commanders to sense-make developments, identify issues and define implications for the SAF in the geostrategic and military-operational domains. In addition, it will conduct research on campaigns and operations to sieve out lessons, trends and patterns across domains and time. COL will also work with the Services and Joint departments to design, plan and control SAF-level exercises to derive lessons learnt and to test new concepts.

To deploy the insights created, COL will work with Policy Office, Joint Departments, Services and School Houses to contextualise the implications of the various developments for the SAF, develop broad approaches and solutions and integrate the efforts across the various domains and functions. These insights will be presented in the form of think pieces, updated doctrines and course materials to inform SAF’s decision makers, enhance operational concepts, and develop SAF’s future commanders respectively.

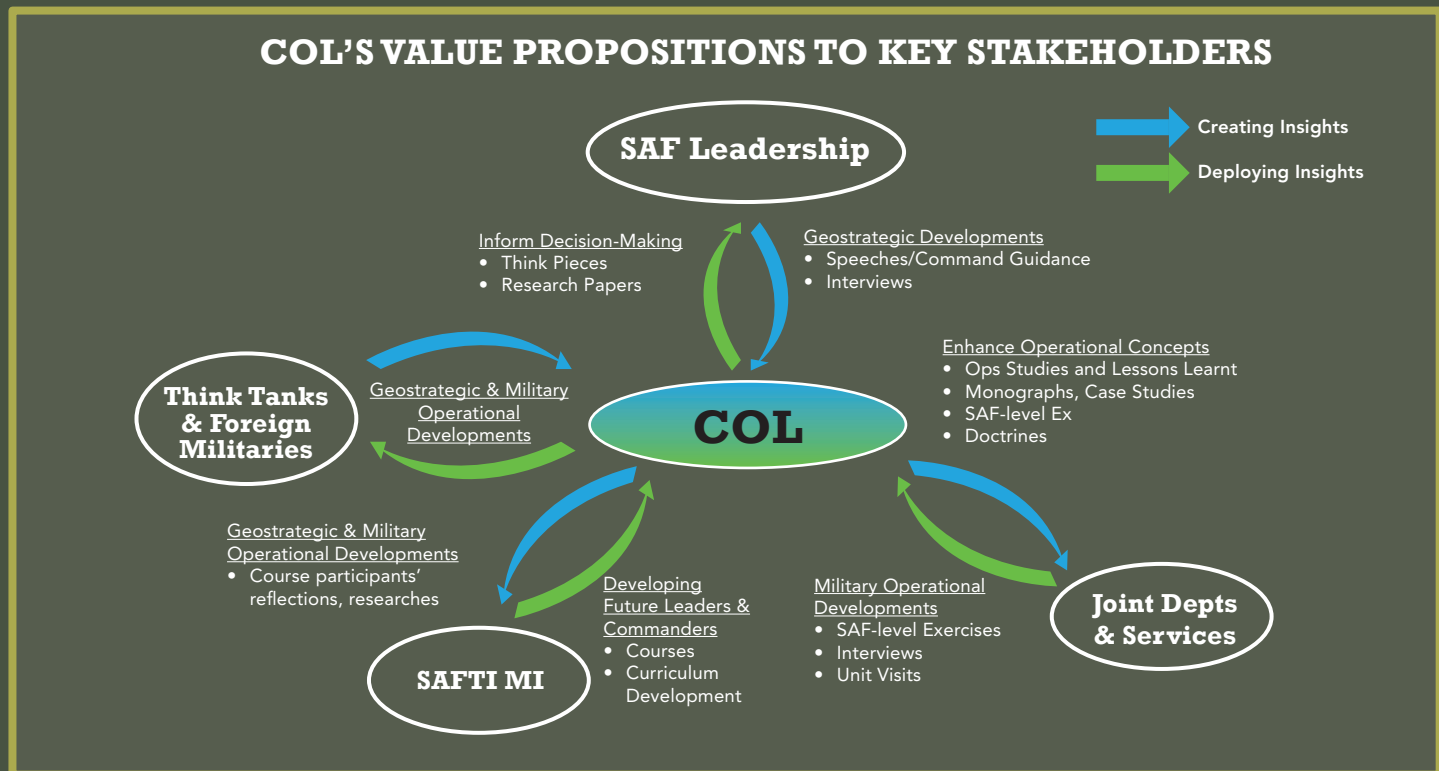
GENERATING INSIGHTS

COL'S VISION – SAF THINK TANK

Generating Insights



COL'S VALUE PROPOSITIONS TO KEY STAKEHOLDERS



COL conducts research and discussions with academic and national-level agencies to sense-make geostrategic developments and their implications to the SAF



Clockwise from top-left: Handing out supplies and Cross-military interaction during Operation Blue Ridge; SAF Mission during Operation Blue Heron in United Nations Mission of Support in East Timor (UNMISET); Joint deployment during Operation Flying Eagle.



COL contributes to the development of senior officers/ commanders in MINDEF/SAF through the design, planning and conduct of the Senior Commanders' Programme (SCP).



COL designs, plans and controls SAF-level exercises, and the training of battle staff.



Significant Events and Milestones of COL

2011

1 February

Promulgated “COL Articles Review and Dissemination” for both the Senior Leadership Group (SLG) and the Operations Learning community via eSILK. Titles include article reviews and lessons learnt from external military agencies.

Took over the annual design, planning and control of annual SAF-level exercises; curriculum development and training of battle staff for SAF-level exercises; and the conduct of training on the Joint Planning Process for the Command and Staff Course.

Took on the organising secretariat for the 3rd SCP, which is the biennial course designed to prepare SAF Officers to assume senior appointments. COL was also appointed as the Principal Directing Staff responsible for the design, planning and conduct of one of the SCP modules.

2012

Involved in the design, planning and conduct of the Five Power Defence Arrangement exercise (EX SUMAN PROTECTOR).

Established networks with like-minded institutions, such as the US National Defence University and the US Marine Corps Centre of Lessons Learnt (MCCLL), to learn and collaborate on common interest areas. “Decades of War Vol. 1 Report” was promulgated by MCCLL to the SAF Operations Learning community.

Commenced support to GKS CSC as Directing Staff for the Conceptual Thinking module, and facilitated operational learning through case studies such as the Ops Blue Heron (OBH) monograph.

2013

Promulgated the monograph entitled “My experience in Operation BLUE HERON”, which was disseminated to the SLG and the Operations Learning community.

Facilitated the joint publication of a research paper between POINTER and PRISM.

Facilitated SAF Officers’ operational learning during the Army Overseas Operational Learning Symposium – Afghanistan (for Ops Blue Ridge) in January 2012 and 2013.

2014

Initiated the SAF Operational Learning Topics (SOLT).

2015

Experimented with the setup of the SAF Strategy Office.

2016

COL resumed the role of the organising secretariat for the 2017 SCP.

Nurturing Our People

SAF EDUCATION OFFICE

“The philosophy is that at every stage of your career, you will be levelled up to your job requirements; but at the same time, what you learn will still be relevant and recognised even outside the organisation.”

~ COL Ng Hock Sing
Senior Medical Staff Officer,
Head SEO (2009-2012)

17 JUNE 2008

The MoU between the SAF and NTU to establish a strategic partnership on Continuing Education in the SAF was co-signed on 17 June 2008 by LG(Ret) Desmond Kuek, then-Chief of Defence Force, and Dr Su Guanng, then-President of NTU.



The operational environment and challenges of the 3rd Generation SAF raised the competency demands on our people and the organisation. Consequently, there is a need to enable its people to acquire new skills, knowledge and technologies, while still remaining grounded as effective leaders and warriors.

To this end, the Continuing Education (CE) Project Office was set up in 2007 to nurture its people and to distinguish the SAF as an organisation that is committed to developing and realising the potential of its people.

The CE Project Office was later renamed the SAF Education Office (SEO), following the Memorandum of Understanding (MoU) signed with the Nanyang Technological University (NTU) in 2008. SEO took on two main roles: (1) to nurture 3rd Generation SAF Officers through Professional Military Education and Training (PMET) and CE; and (2) to establish and manage the strategic partnership with NTU through SAF-NTU Academy (SNA), and other Institutes of Higher Learning (IHL).

SEO continues to play an important role in supporting the SAF Nurturing Framework, which is anchored upon the two core pillars of PMET and CE, and underpinned by a strong foundation in Leadership Development (LD).

As part of SEO's effort in driving PMET, the electronic PMET (ePMET) was introduced in 2011 to educate and prepare our junior Officers/Military Experts for their functional roles in the organisation.

“

Leadership is a key component of the 3rd Generation SAF; PMET and CE are the pillars to nurture Leaders.

”

~ SLTC Lim Tong Hai
Military Attaché (New York), Head SEO (2014-2016)



UGPMET participants on a Battlefield Study visit to Sarimbun Beach Landing Site (WWII war site), as part of their Military Studies module, to experience and understand the terrain faced by the attacking and defending forces. The UGPMET Programme is a key element of the SAF's nurturing effort to impart our junior Officers/ Military Experts (MEs) with foundational military knowledge, infused with first-rate academic education by partnering with NTU. Since its implementation in 2010, over 6,500 Officers/ MEs have attended the UGPMET.

Collaboration and Aspiration

Today, SEO collaborates with NTU on two flagship programmes for the SAF, the Undergraduate PMET (UGPMET) and the CE Master's Programme. In addition, there are also various academic collaborations, such as the GKS CSC Seminar and sponsored research programmes, to further enrich the education of its people.

SEO also collaborates with other local IHLs such as SMU, TDSI-NUS, UniSIM and local polytechnics for extensive CE initiatives, accreditation and programme subscriptions at the Diploma, Undergraduate and Postgraduate level. Through these collaborations, the SAF has expanded the opportunities to groom and develop its people, as well as provided multiple pathways through which they might fulfil their academic aspirations.



The MoU between the SAF and Nanyang Polytechnic (NYP) to establish a strategic partnership on the education for SAF servicemen was co-signed on 4 May 2012 by LG(Ret) Neo Kian Hong, then-Chief of Defence Force and Mr Chan Lee Mun, then-Principal and Chief Executive Officer, NYP.



25 November 2014 marked another milestone for the SAF CE landscape when the SAF signed a MoU with the Singapore Management University (SMU). The MoU was co-signed by BG(NS) Benedict Lim, then-Commandant SAFTI MI, and Prof Philip Charles Zerrillo, then-Dean Postgraduate Professional Programmes, SMU. SMU complements, and enhances the existing SAF CE and offers a comprehensive selection of Postgraduate programmes to develop our Officers.



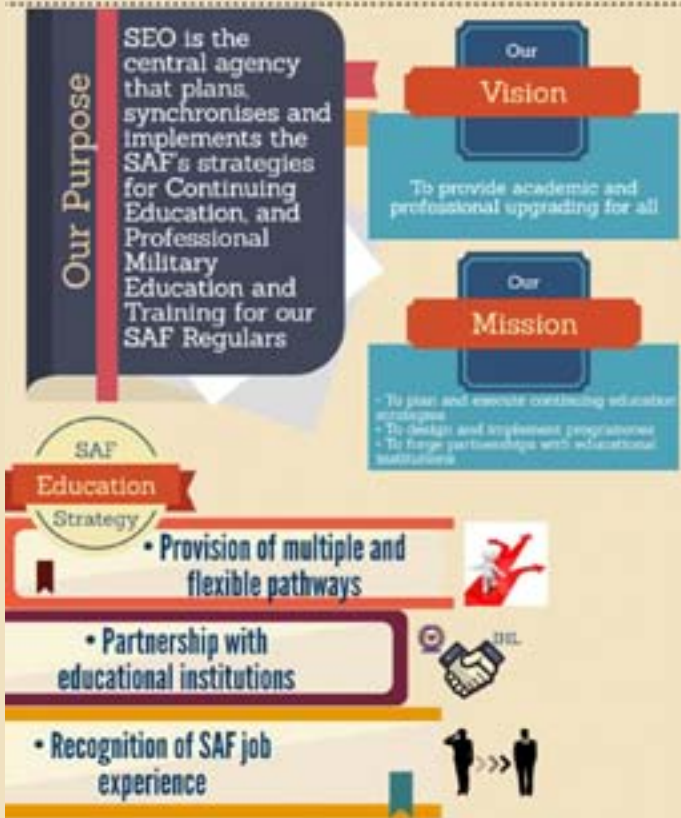
SAF-NTU CE Master's Programme graduates at NTU Convocation. This programme is just one of the multiple pathways provided to the Command and Staff Course graduates, allowing them to pursue a Master's degree with NTU. Since its implementation in 2010, the SAF has had a total of 237 Officers, Military Experts and Warrant Officers, who have enrolled in the various NTU Master's programmes. 187 Officers have since graduated with a Postgraduate degree.

“

Give our people the cognitive edge in the cognitive age. SEO will continue to seek opportunities to renew and forge partnerships with educational institutions to deliver relevant PMET and CE programmes for the three Officer Corps.”

~ LTC Seng Puay Huat
Head SEO

SAF EDUCATION OFFICE (SEO)



SEO's business partners and programmes

Significant Events and Milestones of SEO



SAF CENTRE FOR LEADERSHIP DEVELOPMENT

Developing Leaders for the SAF

“

There will be those with innate natural qualities that will respond to these processes and become fine leaders in their own right. But developing leaders cannot be left to chance.

”

~ **BG(NS) Tan Chuan-Jin**

Then-ACGS (Plans),
POINTER Monograph No. 4,
“Spirit and System: Leadership Development for a Third Generation SAF”

The SAF’s Leadership Development (LD) transformation journey began in 2000. Concerned with the way leaders were being developed in the SAF, then-CDF, LG Lim Chuan Poh, directed SAFTI MI to review the relevance of the Knowledge, Abilities and Qualities (KAQ) Leadership Model to the SAF’s LD efforts. LG Lim wanted **a systematic way of developing SAF leaders through an LD SSSO for the SAF**. At the same time, MG Ng Yat Chung, then-Chief of Army (COA), was concerned about the gap in the Army’s training system between Regulars and NSmen as it could erode the support for NS over time. With the leaders’ development in mind, MG Ng introduced Organisational Learning (OL) disciplines in the Army so as to improve the learning capabilities of the individuals, teams and organisation.

“

It (Organisational Learning) was about trying to introduce a change of culture, that leaders should allow for more latitude, to allow people to speak, to allow them to express, and the culture of being open. The SAF then was not like that, the SAF was about transaction, commander-led, do-as-I-say.

”

~ **BG(NS) Benedict Lim**

Then-Commandant SAFTI MI
Group Chief MINDEF Communications

By the end of 2002, the first SAF LD Masterplan and the SAF Leadership Framework (24/7) was approved at the Joint Services Conference (JSC). In January 2003, the SAF Centre for Leadership Development (CLD) was formally established with the primary role of promoting leadership excellence and spearheading leadership development in the SAF. Focusing on the competencies required of SAF leaders, CLD partnered Watson Wyatt to develop the Leadership Competency Model (LCM). To operationalise the LCM, Competency-Based Learning (CBL) was introduced into the military training curricula.



SAF Leadership Framework (24/7)

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

SAF Leadership Competency Model (LCM)

Effective Leaders, Cohesive Units, Steadfast SAF

“

While CLD has always spearheaded leadership development and promoted leadership excellence, we now recognise that the 70:20:10 rule compels us to enable our ground commanders to take charge of LD.

”

~ COL Fred Tan
Head SAF CLD

By researching and developing timely LD Programmes, Processes, and Practices (3Ps), CLD seeks to develop highly effective and committed SAF Leaders, Commanders and Command Teams to achieve the SAF's LD Vision of 'Effective Leaders, Cohesive Units, Steadfast SAF'. As part of the SAF Leadership Development Master Plan (LDMP) 2020, to emphasise the ground Commanders' and leaders' role in achieving leadership effectiveness, CLD's mission statement was changed to become: 'To enable Commanders and Leaders to implement LD to be effective in accomplishing the mission, inspiring commitment and improving the organisation'.

System-Level Focus on LD

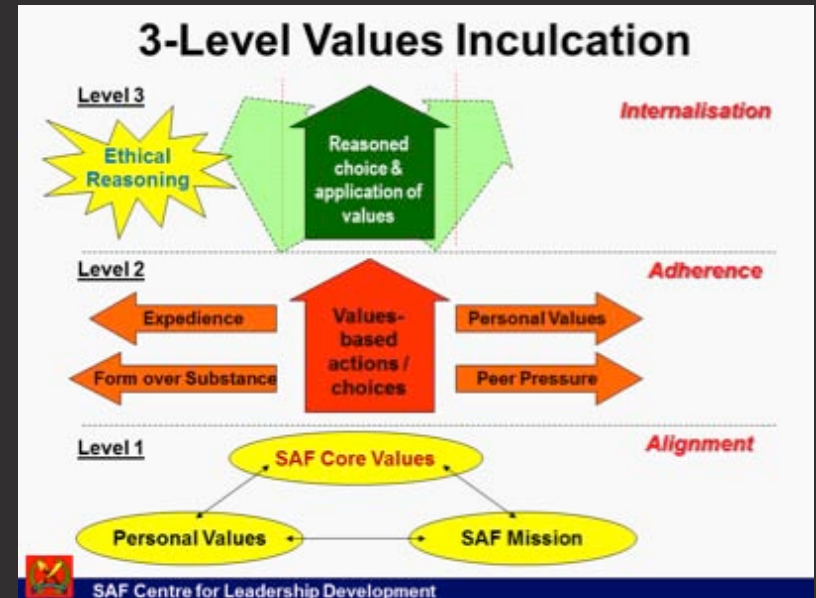
By co-ordinating across the Services to ensure consistency while allowing each Service to tailor the programmes to their needs, CLD ensures that there is a system-level focus on LD in the SAF. The LD Programmes are embedded in the Route of Advancement (ROA) courses and scaffolded to build the SAF leader's LD capability systematically. The LD Programmes include Core Values & Ethics lessons and Organisational Learning (OL) tools, based on the four stages of Leader Development: (1) Lead Self, (2) Lead Teams, (3) Lead Leaders; and (4) Lead Organisation. At the unit-level, the three LD Processes of Individual Development Process (IDP), Action Learning Process (ALP) and Command Effectiveness Process (CEP) are consistently applied. At the individual level, SAF leaders apply the six LD Practices of Reflection & Journaling, Coaching, Facilitation, Storytelling, Feedback and Team Building & Team Learning, anchored firmly on the SAF Core Values.



SAF Core Values

Values Inculcation

Over the years, CLD has continued to improve the ways in which the SAF leaders' values and leadership competencies are nurtured and developed. Through values clarification workshops at the junior-level, SAF personnel can better align their personal values with the SAF's Mission and Core Values. Through the military socialisation process, personnel will then internalise the SAF Core Values and advance towards making values-based choices and ethical reasoning at the Joint Leadership Course (JLC), Tri-service Warfighter Course (TSWC) and CSC-level courses. With SAF leaders' continued and clear demonstration of the SAF Core Values in their daily activities, the quality of leadership is enhanced, and this in turn reinforces the strong foundation of a steadfast SAF.



3-Level Values Inculcation Process



3-Legged Stool of Organisational Learning

Strengthening the SAF Culture through Organisational Development (OD)

At the higher levels of leadership in the SAF, the focus is on Organisational Development (OD) to grow the capability of SAF Leaders' to continually improve and strengthen the 3rd Generation SAF culture and shape its desired future. This is contingent on their ability to communicate, to influence, and to inculcate the values and beliefs necessary to shape the attitudes and behaviours within their units. To this end, Leaders will learn the appropriate Organisational Learning tools and frameworks that are most applicable for their leadership role through the various ROA courses and LD programmes.



Leadership Development anchored on Values, Identity and Purpose of the SAF



Four Stages of Leader Development: (1) Lead Self, (2) Lead Teams, (3) Lead Leaders; and (4) Lead Organisation



Character Development Through Sports – Teamwork, Discipline, Perseverance



Character Development Through Sports – Fighting Spirit, Excellence, Integrity



Coaching - Nurturing the next generation of SAF leaders



Facilitating - Collective reflection and Team Learning

LD processes



Command Effectiveness Process (CEP) – Accelerated Team Alignment, Enhanced Team Learning



Dynamic application of the Action Learning Process (ALP) in field training



ALP - Learning from the Past, Building Success for the Future



Individual Development Process (IDP) – Feedback, Setting Goals, Continuous Learning and Improvement



LD Supporting Efforts

Apart from publishing Pointer Monographs, and supporting SAF Commanders and Leaders with LD resources, CLD also organises the annual SAF LD Seminar (SLDS) to raise awareness of LD. Distinguished Guest Speakers at SLDS include former President Mr S.R. Nathan, LG(Ret) Winston Choo, Deputy Prime Minister Teo Chee Hean and Mr Lim Siong Guan, then-Head of the Singapore Civil Service and Group President, Government of Singapore Investment Corporation.



Inaugural Whole-of-Government Crisis Leadership Programme by the Harvard University's NPLI faculty



Former President, Mr S.R. Nathan, sharing his insights during the SLDS 2014's Q&A session



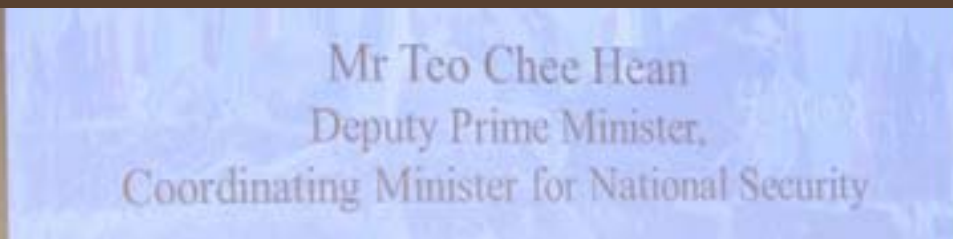
Pioneer CDF LG(Ret) Winston Choo with the SAF's Senior Leadership at SLDS 2015

With its vision of “Being the Leading Centre in Leadership Development for the SAF”, CLD has shared its LD system and know-how with Ministries and Governmental Agencies in Singapore. Through our partnership with other leadership centres, both locally and globally, CLD seeks to continually improve the ways in which the SAF's values and leadership competencies are nurtured in our Leaders. For instance, CLD collaborated with the National Preparedness Leadership Initiative (NPLI) from Harvard University to conduct the Inaugural Crisis Leadership Programme in Singapore in 2016. CLD has also presented various research papers in local and international conferences to benchmark the SAF's LD efforts.

To support the SAF's diplomacy efforts, CLD has also conducted LD programmes for the Royal Brunei Armed Forces (RBAF) and leadership workshops for the Royal Thai Armed Forces (RTAF).



Deputy Prime Minister Teo Chee Hean speaking at SLDS 2016 on the SAF Leader



CLD Team 2016



Royal Brunei Armed Forces Command and Staff College (RBAF CSC) Leadership Module 2016

Always conscious of the dynamic environment that SAF Commanders and leaders operate in, CLD constantly adapts LD content to the needs of the SAF, staying focused on its mission while remaining committed in spearheading the SAF's LD vision of “Effective Leaders, Cohesive Units, Steadfast SAF”.

Significant Events and Milestones of CLD

2001

Visited US Army and Israel Defense Forces' (IDF) leadership centres to learn about and glean best practices

2002

Defined the key attributes of SAF Leadership and developed the SAF Leadership Framework (24/7)

Senior Leadership Dialogues in SAFTI MI to review SAF Leadership Development

2003

Established SAF Centre for Leadership Development (CLD).

Engaged Watson Wyatt to develop the SAF Leadership Competency Model (LCM)

Partnered Cubic International (till 2012) to operationalise SAF LCM in OCS and AOAS

2006

First batch of Warrant Officers (WOs) in CLD

2005

Published Pointer monograph: "Spirit and System – Leadership Development for a Third Generation SAF"

2004

Commenced the Inaugural SAF Year-Long (SY) Leadership and Organisational Development (L&OD) programme

2007

Endorsement of Multi-Source Leadership Feedback (MSLF) system at the JSC

Action Learning Process (ALP) formally approved as doctrine

2008

Trained first pool of SAF Executive Coaches (ECs)

Introduction of Command Effectiveness Process (CEP)

2009

Introduction of Tetra Model to replace Myers-Briggs Type Indicator (MBTI) in CSC

Introduction of Tetra-Team Learning

2012

Published Pointer monograph:
“Leading in the 3rd Generation
SAF”

2013

Approval of LDMP 2020 by JSC.

CLD’s “Decisive Combat” was
awarded 1st in the Government
category of the “Serious Games
Global Showcase Challenge”
at the Interservice/Industry
Training, Simulation and Education
Conference (I/ITSEC), Orlando USA

2011

Published Pointer monograph:
“Called to Lead – A Reader for
Aspiring SAF Leaders”

Commencement of the inaugural
Warrant Officer (and later including
the Military Expert) LD programme.

Endorsement of Leadership
Development Masterplan (LDMP)
2015 by JSC

2015

LD Measurement Framework
approved at JSC

Received Best WITs Project
(Operations and Training) Award
and COA’s Innovation Project Award
for “Decisive Combat” Serious
Game project

2014

Inaugural SAF Leadership
Development Seminar (SLDS)
organised for 550 SAF Leaders with
former President, Mr S.R. Nathan,
as the Distinguished Guest Speaker

Reviewed LD curriculum in SCS and
OCS to include L3E (Leadership by
Example, with Empathy, through
Engagement) framework

2010

Achieved independent unit status
with four Branches and an Admin
Section.

Introduced Character Development
Through Sports (CDTS) in the Senior
Commanders Programme (SCP),
SAF Advanced Schools (SAS) and
UGPMET

Development of OL and e-learning
modules

2016

Approval of SAF Leader
Development Roadmap (LDRM)
at Joint TDM

Approval of “Operationalising CEP
for the SAF” by Joint TDM

Inaugural Crisis Leadership
Programme with National
Preparedness Leadership Initiative
(NPLI) of Harvard University

Received the ‘Best in Leadership
Development’ award from HRM Asia
- the OSCARS of the HR industry.

Organised the largest ever SLDS
with 850 participants, as part of
SAFTI 50 celebrations