



**GIM Leadership and Organizational Change:
The United Kingdom and France
Winter 2022**

January 4 Webinar

February 5, 12 & 26

9:00am-12:00pm, 1:30-4:30pm

March 15-23 in London & Paris

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GIM Program Purpose and Objectives

GIM Purpose:

- For students to develop a foundation of knowledge about global sectors and economies through classroom learning and in-country immersion.

GIM Objectives:

- To gain a foundational understanding of the macroeconomic trends, politics, history and culture of a country or region outside the United States.
- To experience firsthand through meetings with government officials and company representatives the economic ecosystems, business practices, market dynamics, and future opportunities and challenges of a particular country or region.
- To develop the skills necessary to collaborate with peers on a project that analyzes and proposes solutions to a particular problem within a sector of industry, including the skills required to set up and conduct independent business meetings abroad.

Course Description and Objectives

This is a time of remarkable change in Europe. Nowhere is this more apparent than in the cities of London and Paris.

After 47 years of membership in the European Union, in 2016 a referendum in the UK shocked the world by voting to leave. Brexit officially was enacted by Boris Johnson's Conservative government on January 31, 2020. Since then, the world has been through the turbulence of the pandemic and the fates of the UK and Europe have become both uncertain and troubling.

In 2017, Emmanuel Macron became the youngest President in French history at the age of 39. He had only founded his political party, En Marche, the year before, calling for a democratic revolution to 'unblock' France, yet won a landslide victory, overturning decades of stability amongst the main political parties.

Whether or not you are planning on working in Europe or UK, there are themes running through the current situation that have relevance to situations around the world:

- The surge of 'reverse globalization' – why are countries becoming more protectionist?
- Increasing tensions between neighbors – why does collaboration seem harder than ever?

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- The rise of populist, authoritarian leaders at the same time as the rise of empowered movements such as 'Me, too' and 'Black Lives Matter' – in what ways is leadership evolving in the twenty-first century?
- The ability of politically inexperienced 'outsiders' to overturn existing infrastructures and power bases through unconventional strategies – what can we learn about how to influence when you have no formal power?

These are fascinating questions, and we will be using examples across the political, business and historical worlds in both London and Paris.

There are some specific, critical questions that we will be exploring during this GIM:

- Why is Europe struggling and why did the UK decide to leave?
- How did the 'Leave' campaign defy the odds to bring about an astonishing victory?
- What does a post-Brexit UK look like? A post-Brexit Europe?
- Why do the UK and France have such distinctive and different cultures and areas of business excellence?
- How did Johnson and Macron sweep to power with such rapid and far-reaching effect and how are they coping with their radical, but wildly different, agendas?
- What lessons around leadership and change can we learn from leading political figures and cutting-edge businesses in both cities?

Attendance Policy

Attendance is mandatory in all GIM classes as well as in in-country plenary meetings. The only excused absences are unanticipated illness/quarantine or family emergencies. Because GIM classes only meet for 21 credit hours, if a student misses a Saturday class with an unexcused absence, they will be missing over 20% of the class (the threshold for being dropped from a Kellogg course) and be dropped from the class as well as from the GIM trip.

Sickness or Quarantine:

If a student needs to miss class due to illness or quarantine only, they should request approval using the form linked in Canvas. Once a student's absence is excused, they may access Zoom in Canvas keeping in mind that accessing the link without an approved excuse is an Honor Code violation.

Recruiting:

Students are expected to conduct their recruitment interviews around their course schedules. If you have an interview scheduled at the same time as this class, please work with the company to reschedule your interview for another time. If you need help on how to have that conversation or make that request, please reach out to the Career Management Center (CMC) for support.

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Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor, Robyne Hart, the Director of Operations in the Career Management Center. The in-country advisor is responsible for the integrity and quality of the in-country experience. Among other logistical roles during the trip, she will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of the students' overall grade.

Kellogg Honor Code

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

Accommodations

Kellogg Academic Advisors and the Student Life Office work with students with disabilities to ensure that they receive the resources and assistance that they need. These offices contact the faculty member for each class in which a student is enrolled to make sure that the student receives the required accommodations. Please contact your Academic Advisor or the Student Life Office with any questions and to discuss how accommodations can best be implemented throughout the course.

Course Materials

Course packet

Course Schedule and Assignments

Webinar	[Tuesday, January 4 12:00-1:30pm CST]
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<i>Topics:</i>	Class expectations & travel logistics
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Pre-Class	Readings
<i>Suggested Readings</i>	Hetherington, M. J., Hetherington, M. J., & Weiler, J. D. (2009). <i>Authoritarianism and polarization in American politics</i> . Cambridge University Press. Ferguson, N. (2019). <i>The square and the tower: Networks and power, from the Freemasons to Facebook</i> . Penguin books.
<i>Assignments</i>	Review Syllabus Complete required readings

Class #1	February 5 (10:00am-1:00pm CST) – Global Hub
<i>Topic:</i>	Student Introductions Overview of the course and our process The Fundamentals of Organizational Change During the first class, we will explore how organizations effectively manage the process of change in a complex, VUCA world. We will explore: <ul style="list-style-type: none"> • The problem or corporate inertia • The distinction between technical and adaptive challenges • The importance of getting alignment and coherence between the various elements of an organization's 'ecosystem'. We will close the session with a case analysis of an American arriving in Europe in a newly-created Vice President role to lead Disney's Consumer Products Division in Europe.
<i>Readings:</i>	Heifetz, R. A., & Laurie, D. L. (2001). The Work of Leadership. <i>Harvard business review</i> , 79(11), 131–141. Kanter, R. M. (2012). Ten reasons people resist change. <i>Harvard business review</i> , 74.
<i>Case Study</i>	Walt Disney's Dennis Hightower: Taking Charge (1996) Please read the case and prepare answers to the following questions: <ul style="list-style-type: none"> • What challenges does Dennis Hightower face in his new position? • Prepare a detailed action plan for Hightower to follow over the next three

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Class #2	February 5 (2:30pm-5:30pm CST) – Global Hub
<i>Topics:</i>	<p>Is Leadership Changing? Exploring examples from the world of politics in the UK and France (and referencing leadership changes around the globe), we will examine the tension between networks and hierarchies – soft vs. hard power – and discuss whether the role of leadership is undergoing seismic shifts, or simply repeating its seemingly endless pendulum swing between autocracy and empowerment.</p> <p>Group Dinner</p>
<i>Reading:</i>	<p>Taub, A. (2016). After Trump: how authoritarian voters will change American politics. Vox.com, April 28, 2016</p> <ul style="list-style-type: none"> • Do you agree with Taub’s analysis about the rise of authoritarianism? • Does authoritarianism help us understand the rise of Boris Johnson and the Brexit movement? • How does this framework apply in the European context – is authoritarianism likely to reshape European politics? • Where else in the world do you see similar examples of political leaders rising on the back of these populist movements? • What parallels can we draw to leadership in the business context?
<i>To Watch in Advance:</i>	<p>Networks and Power – Niall Ferguson https://www.youtube.com/watch?v=07KKYostAJ0</p> <p>Please watch this 90-minute lecture by a leading Stanford historian:</p> <ul style="list-style-type: none"> • Do you agree with his analysis of the crisis of globalization and the rise of authoritarian, populist leaders? • Do recent technological transformations change the rules of the game, or simply mirror historical patterns, such as the arrival of Gutenberg’s press and the printing revolution that kicked off at the end of the fifteenth century? • How does the ‘networked age’ change the nature of leadership in both government and organizations?
<i>Assignment</i>	Project Proposal: Draft Due February 10

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Class #3	February 12 (9:00am-12:00pm CST) – Global Hub
<i>Topics:</i>	The Causes of Brexit <ul style="list-style-type: none"> What are the political and economic reasons that UK joined the EU in the first place and what tensions did this lead to within the country? Why did Cameron have a referendum? How did the 'leave' and 'remain' campaigns position themselves and why did the 'leave' campaign win?
<i>Speaker:</i>	Guest Speaker: Matthias Matthijs – Senior Fellow for Europe at the Council on Foreign Relations
<i>Readings:</i>	<p>Matthijs, M. (2013). David Cameron's Dangerous Game: The Folly of Flirting with an EU Exit. <i>Foreign Affairs</i>, 92, 10.</p> <p>Matthijs, M. (2014). Britain and Europe: The End of the Affair?. <i>Current History</i>, 113 (761), 91.</p>

Class #4	February 12 (1:30pm-4:30pm CST) – Global Hub
<i>Topics:</i>	The Post-Brexit World <p>What have been the implications of Brexit on businesses in the UK? How have attitudes to the UK changed within the EU and around the world? What have been the implications of Brexit on business in the EU?</p>
<i>Speaker:</i>	Guest Speaker: Matthias Matthijs – Senior Fellow for Europe at the Council on Foreign Relations
<i>Readings:</i>	<p>Matthijs, M. (2016). Britain's point of no return: Europe's democratic dysfunction and the false promise of referenda'. <i>Foreign Affairs</i>, 21.</p> <p>Matthijs, M. (2017). Europe after Brexit: A less perfect union. <i>Foreign Affairs</i>, 96, 85.</p> <p>Matthijs, M. (2020). The right way to fix the EU: Put politics before economics. <i>Foreign Affairs</i>, 99, 160.</p>
<i>Assignment:</i>	Submit in-country project plan by March 2

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Class #5	February 26 (9:00am-12:00pm CST) – Global Hub
Topics:	<p>Perfidious Albion? Continuity and Change in British Grand Strategy</p> <ul style="list-style-type: none"> • What is Britain's place in the world? • Can a Britain that is no longer "of" Europe impact and influence mainland Europe and the global international order? • How can Britain balance its international (and continental) aspirations abroad while dealing with domestic political crises (like the push for another referendum on Scottish Independence, and increasing violence in Northern Ireland) at home? • Given the impact of COVID-19, is the vision set out for a "Global Britain" economically and politically feasible? • Finally, are the goals set out in the Integrated Security Review a major departure from the past, or is this just the latest in a recurring pattern of British grand strategic orientation? <p>The module will seek to examine how patterns of British strategic practice are a function of the interplay between:</p> <ol style="list-style-type: none"> 1. The nature of domestic politics and stability within the United Kingdom 2. The debates on the UK's level and degree of interaction with the European mainland 3. Britain's management of its overseas interests and its shifting role in global affairs and engagement with other great powers, most especially the United States.
Speaker:	Guest Speaker: Dr. Scott Smitson – Denison University
Readings:	<p>Chalmers, M. (2021). The Integrated Review: The UK as a Reluctant Middle Power? <i>Royal United Services Institute for Defence and Security Studies</i>. Occasional Paper, March 2021.</p> <p>Patalano, A. (2021). "Why Is a British Carrier Strike Group Heading to the Indo-Pacific?" War On the Rocks, <i>Texas National Security Review</i>, August 11, 2021.</p>

Class #6	February 26 (1:30pm-4:30pm CST) – Global Hub
Topics:	<p>Influence in Organizations</p> <p>We will be focusing on the Brexit process and the campaigns from both sides of the</p>

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	<p>debate. Building on the discussions from previous classes, students will review the Cameron government's 'Remain' campaign strategy and execution before the session, then work in their groups to prepare a campaign that would have been more effective.</p> <p>These campaigns will be informed by the readings for the class, which focus both on the importance of aligning the emotional and rational elements in a change process (Haidt's 'elephant, rider, and path' model), as well as the importance of using stories to communicate effectively in a business context.</p> <p>Detailed review of the itinerary and preparation for the trip</p>
<i>To Watch in Advance:</i>	Haynes, T. (2019). Brexit: The Uncivil War. <i>London. HBO</i> . 1:33 hour movie, starring Benedict Cumberbatch. This is available in Amazon Prime Video, HBO Max and Hulu, called, simply, 'Brexit' in the US. You can, alternatively, purchase it on DVD.
<i>Readings:</i>	<p>Heath, C., & Heath, D. (2008). Switch: How to Change Things When Change is Hard. – Chapter 1 'Three Surprises about Change'</p> <p>Heath, C., & Heath, D. (2007). Made to stick: Why some ideas survive and others die. Random House. – Chapter 6 'Stories'</p>

In-Country Field Research - March 15th– March 23rd

Final Class	April 16 (9:00am-12:00pm CST) – Global Hub
<i>Topics:</i>	<p>Trip debrief</p> <p>Student final project presentations</p>

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In-Country Academics

Students are reminded that GIM is first and foremost an academic program. 15% of your overall grade will be based on your participation in the plenary meetings and engagement in other activities as assessed by the in-country advisor. In order to achieve a high grade, students are expected to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

Assessment

Research Project	65%
In-Country Project Plan	5%
Final In-Class Presentation	15%
Final Written Report	15%
Individual Reflection Paper	10%
Peer Evaluation	17%
Airtable IPG information	3%
Participation	35%
In-Class Participation (attendance, discussion, engagement)	10%
In-Class Group Assignment	10%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	15%

GIM Research Project

The core of the GIM class is an independent research project. Groups of 4 to 6 students will select an international business, economic or management issue on which to study in depth and present. The students begin secondary research at the start of the course, incorporating perspectives from the class readings and speakers. They will also spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field. In general, the project should be based on original research that contributes to an intellectual body of work but also strives to have practical applications for the market.

*(Students must schedule **five to seven** IPG meetings throughout their trip with **at least** one meeting in every city that class visits on a business day. Students are not obligated to schedule meetings in cities that the class visits only for the weekend.)*

Research Topics

Before the term begins, the faculty will send out a google sheet with a list of broad topics or industries wherein students can then rank their preferences. The faculty will then assign students to groups based on topic interest which the students will then refine throughout the term with the help and advice of their faculty member. Good GIM projects are generally built around interesting, clear, and relatively narrow research topics. Some titles from successful projects from recent years have included “How Uniqlo’s Brand Positioning

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and Marketing Strategy Allow the Company to Thrive in China's Fast Fashion Market" and "Expanding Wine Sales to Middle-Class Brazilians: A Proposal to Concha Y Toro." Weak GIM projects often have excessively broad or unfocused topics such as "An Overview of the Brazilian Beverage Industry."

Project Report Structure

Final reports should be at least fifteen pages in length, excluding exhibits. Groups may choose from the following report formats:

- Traditional analytical research paper – A research question is described; competing answers to the question are discussed; evidence collected on the trip is used to argue for or against the alternative answers.
- Industry analysis – A particular industry is surveyed in order to examine a narrowly focused, well-defined topic pertaining to the competitive dynamics of the industry. An example would be an analysis of a market entry opportunity presented to a foreign multinational.
- Business recommendation report – A consulting report recommending specific strategic, operational, and organizational actions to solving a clearly defined business issue (e.g.: strategies for overcoming cold-chain logistics and distribution challenges in India.).
- Business or industry case study – A case for eventual classroom use developed with a clear underlying business question in mind. Teams pursuing this option are encouraged to work with Case Publishing before and after the trip to ensure a high-quality product that may eventually be used in the classroom.

Project Deliverables

- **In-Country Project Plan (5%)** – The project plan will include a statement of purpose, background research and a detailed matrix of all the investigative research meetings that have been arranged in each city. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.
- **Final In-Class Presentation (15%)** – During the final class, each project group will make a presentation in class summarizing their research findings. The purpose of this deliverable is to allow faculty members and students to learn about and provide feedback on the project groups' final findings. It is suggested that each team be given 15 minutes to present and 5

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minutes for audience questions and suggestions.

- **Final Written Report (15%)** – The final report, 15 pages long before exhibits and appendices, prepared according to one of the formats discussed above.
- **Individual Reflection Paper (10%)** – 3-5 pages that include 1) the most important findings of the course for the individual student; 2) how these insights may impact their future professional interests; and 3) how have they advanced their skills and knowledge to become better citizens of the world.
- **Peer Evaluation (17%)** – Each member within the project group will assess every other member's contribution to the project, including their own, with a confidential peer review form that takes into account each member's intellectual contribution, initiative and organization, workload contribution and overall contribution.
- **Airtable IPG Database (3%)** – Maintained by the Global Experience Office, the Airtable IPG Database serves as a repository for IPG contact information shared amongst multiple years of GIM students. About a week before final reports are due, the GEO will be sending out a link to the platform for each IPG group to fill out with information about their contacts. Please note that the requirement for filling out the google sheet is due at the same time as the written report.

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Guest Speaker Profiles

Matthias Matthijs



Matthias Matthijs is Senior Fellow for Europe at the Council of Foreign Relations and Associate Professor of International Political Economy at Johns Hopkins University's [School of Advanced International Studies](#) (SAIS) in Washington, DC. He is an award-winning author and teacher, and an expert on European political economy, the politics of economic ideas, and regional integration. From 2019 to 2021, he also served as the chair of the executive committee of the [European Union Studies Association](#) (EUSA).

Matthijs is the editor (with Mark Blyth) of the book [The Future of the Euro](#) published by [Oxford University Press](#) in 2015, and author of [Ideas and Economic Crises in Britain from Attlee to Blair \(1945-2005\)](#), published by [Routledge](#) in 2011. The latter is based on his Ph.D. dissertation, which received the [Samuel H. Beer Prize](#) for Best Dissertation in British Politics by a North American scholar, awarded by the [British Politics Group](#) of the [American Political Science Association](#) (APSA) in 2010.

Dr. Matthijs is also the author of numerous peer-reviewed academic articles published in journals such as [Perspectives on Politics](#), [Politics & Society](#), [Review of International Political Economy](#), the [Journal of Common Market Studies](#), [Governance](#), [Government and Opposition](#), the [Journal of European Public Policy](#), the [Journal of European Integration](#), [Comparative European Politics](#), and [The International Spectator](#). He has written multiple articles and essays for [Foreign Affairs](#), [Foreign Policy](#), [Journal of Democracy](#), [Survival](#), and [Current History](#).

At SAIS, Matthijs teaches courses in international relations, comparative politics, and international economics. He was one of the inaugural recipients of a [2015 Johns Hopkins Catalyst Award](#) in recognition of his work as a promising early-career investigator. At SAIS, he was also twice awarded the [Max M. Fisher](#) Prize for Excellence in Teaching, in [2011](#) and [2015](#). In 2018, he won the Best Paper Award from APSA's European Politics and Society section for "When Is It Rational to Learn the Wrong Lessons?" (co-authored with Mark Blyth). Among various other projects, he is currently working on a book-length manuscript that examines the collapse of national elite consensus around European integration.

He previously taught at American University's [School of International Service](#) from 2008 to 2012 in Washington, DC, and was a visiting assistant professor at SAIS Europe in Bologna, Italy during the spring semester of 2010 and the academic year 2016-17. He has also served as a consultant for the World Bank's Foreign Investment Advisory Service (FIAS) from 2005 to 2007 and for the [Economist Intelligence Unit](#) from 2009 to 2011.

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Dr. Matthijs received his BA in applied economics, graduating *magna cum laude* from the University of Antwerp, Belgium, and his MA and Ph.D. in international relations, with distinction, from Johns Hopkins University. He lives in Washington, DC with his wife and two daughters.

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Dr. Scott A. Smitson



Dr. Smitson is a Strategist, Global Futures Forecaster, Political Scientist, and Educator. He is a retired US Army Officer, serving over twenty-one years on active duty in both combat arms and as an Army Strategist. As a Strategist, he led multi-disciplinary groups and facilitated senior leader decision-making by assessing, developing, and articulating policy, strategy, and plans at the national and international levels, all while integrating U.S. instruments of power, most especially defense and diplomacy. His military career culminated in his assignment as the Strategy Branch Chief at USSOUTHCOM, where he served as the principal strategic advisor to the 4-Star Commander on matters directly impacting current operations and mid-to-long term

national policy and strategy for U.S. military activity and operations across Central America, South America, and the Caribbean, encompassing 31 countries and 16 dependencies and areas of special sovereignty.

He previously served at the Pentagon in the Joint Staff as the Deputy Chief for Forces Division, responsible for overseeing numerous efforts related to Global Force Management, Readiness, and Force Sufficiency. He was the Joint Staff J8 Lead Strategist for the development of Joint Force future-year Concept of Operations (CONOPs) and Forces, examining the capability, capacity and readiness of the Joint Force and its allies in meeting the objectives of the National Military Strategy against the Top 5 Security Challenges. During his time at the Pentagon, he made significant contributions to the 2018 National Defense Strategy, the Defense Planning Guidance (DPG), Secretary-level Strategic Portfolio Reviews and global campaign plans and assessments. Dr. Smitson led and directed a defense and diplomacy-informed cross-governmental review and assessment of US strategy and policy for Iran and its associated surrogates and proxies at the direction of 19th Chairman of the Joint Chiefs of Staff, General Joseph Dunford.

Previously, Dr. Smitson was a member of the US CENTCOM Commander's Action Group (CAG), where he served as a Strategic Advisor for the previous CENTCOM Commander (present Secretary of Defence Lloyd Austin III), responsible for key theater-strategic issues and initiatives covering 20 countries in the CENTCOM AOR, with particular focus on Egypt, Yemen, and the Gulf Cooperative Council (GCC) member states. Dr. Smitson developed the military assurance options to Gulf Cooperative Council (GCC) partners in support of the State Department-led P5+1 Iran nuclear program negotiations (JCPOA), as well as the development of the counter-ISIS strategy and military campaign plan and the creation and management of the counter-ISIS coalition.

His operational experiences include deployments in support of Operations Southern Watch and Iraqi Freedom, service as the UN Commander's representative for Armistice issues in the Korean DMZ, and

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Company Command in 2nd Infantry Division. From 2013-2014, he was a Council on Foreign Relations International Affairs Fellow (CFR IAF) where he served as a US-UK Strategic Planner in the United Kingdom Ministry of Defence. During his tenure as the sole US strategist at the UK Ministry of Defence, he coordinated UK diplomatic and military contributions to the US/UK/France/Canada Sahel Multinational Planning Group, to include the international response against Boko Haram, as well as US, UK, and France operations and activities against extremist movements in Chad, Niger, and Libya. He is an expert on the US-UK 'Special Relationship' and is currently authoring a book on British Grand Strategy.

Dr. Smitson served as an Assistant Professor in the Department of Social Sciences at the United States Military Academy from 2010-2013 and helped establish the West Point Grand Strategy Program in 2013. He also was an Adjunct Professor at Georgetown University's Security Studies Program in the Edmund A. Walsh School of Foreign Service. He is a frequent Principal Lecturer at the International School on Disarmament and Research on Conflicts (ISODARCO) in Andalo, Italy, and has also held adjunct Professorships with Florida International University (FIU), University of Miami, and over the past two years with the John Glenn College of Public Affairs at the Ohio State University.

Dr. Smitson earned a Joint Ph.D. in Political Science and Public Policy from Indiana University's School of Environmental and Public Affairs (SPEA) as well as a MA in Political Science. He was a Distinguished Military Graduate at the Ohio State University. His publications include *The Road to Good Intentions: British Nation-Building in Aden* (NDU Press), "The War on Terror Ten Years On" (*Strategos: Journal of the US Army Strategist Association*), "An American in Her Majesty's Ministry of Defence" (War on the Rocks), "Solving America's Gray-Zone Puzzle" (*Parameters*), "After Mosul: Enlarging the Context of the Syria-Iraq Conflict(s)" (New America), and "The Compound Security Dilemma: Threats at the Nexus of War and Peace" (*Parameters*).