# Topic Topic: Strategic Communication and Public Trust: Managing Ethical Boundaries in the Irish Defence Forces in the Era of Social Media and Disinformation

# Length

Requirement is a 10 minute speech for me

I speak at about 110 words per minutes.

Plan for 102 words per minute

Hence 1000words.

# Instructions for Analysing Presentation Content

This document consolidates relevant material from the Joint Command and Staff Course (TS\_16\_2022\_JOINT\_COMMAND\_AND\_STAFF\_CSE.pdf) and the CLEM module examination (EXAM\_Advance\_Sheet.pdf). It is designed as an instruction set for analysing future presentation content, ensuring compliance with Defence Forces educational aims and Maynooth University academic standards.

## 1. Course Context

The Joint Command and Staff Course (JCSC) represents the cornerstone of professional military education in the Defence Forces. It prepares officers for operational and strategic appointments, and is accredited at postgraduate (MA) level through Maynooth University. The course emphasises critical thinking, leadership, defence management, strategy, and research.

## 2. Presentation Assessment Requirements

As part of the Command, Leadership, Ethics & Management (CLEM) module, students are assessed through group presentations. Key requirements include:

* • Duration: 20–30 minutes per group (depending on size).
* • Structure: Succinct summary of analysis, conclusions, and recommendations.
* • Delivery: Equal speaking time among members; flexible use of aids (PowerPoint optional).
* • Questions: One group-level and one individual-level Q&A session with assessors.
* • Referencing: Academic integrity and Maynooth University referencing policy must be observed.

## 3. Marking Criteria

The marking rubric allocates 180 marks, divided as follows:

* • Content – 40%: Use of sources, depth of research, accuracy, theoretical framework.
* • Analysis – 40%: Evaluation, logic, reasoning, synthesis, and argument quality.
* • Style – 10%: Expression, tone, and presentation flow.
* • Individual Contribution – 10%: Knowledge, accuracy, logic, and reasoning.

## 4. Analytical Instructions

When analysing presentation content, apply the following criteria:

* • Evaluate depth and relevance of research sources used.
* • Assess the logical flow of arguments and conclusions.
* • Identify evidence of critical engagement with course concepts (e.g., Mission Command, ethics, adaptive leadership).
* • Consider whether content demonstrates both descriptive and critical writing.
* • Compare findings with broader Defence Forces doctrine and international perspectives.
* • Note gaps in analysis, unsupported claims, or lack of engagement with counterarguments.

## 5. Alignment with JCSC Learning Outcomes

Presentations and analyses should align with the JCSC’s postgraduate learning outcomes, including:

* • Demonstrating advanced knowledge of command, leadership, ethics, and management.
* • Critical evaluation of defence strategy, operations, and organisational culture.
* • Effective communication and decision-making skills.
* • Ability to contextualise Irish Defence Forces perspectives within broader NATO, EU, and UN frameworks.
* **Distinction Levers (68% → 72%+)**
* **1. Frame the Argument Early and Clearly**
* Open with a precise research question and your answer in one line.
* Example: *“This essay argues that small states can influence outcomes conditionally, when niche expertise aligns with institutional demand.”*
* Examiners reward clarity of stance more than density of sources.
* **2. Prioritise Critical Synthesis over Description**
* Don’t just say “Bachmann argues X, Bennett argues Y.”
* Say: *“Bachmann overstates disinformation’s impact; Bennett shows institutional decline is deeper. For the Defence Forces, Bennett’s reading is more persuasive because…”*
* That *weighing* is what examiners scan for.
* **3. Limit → Implication Discipline**
* Every section should end with:
  + *Limit*: one clear boundary (“Bachmann’s data is Ukraine-focused only”).
  + *Implication*: one DF consequence (“Implication: Ireland must adapt cautiously, given neutrality constraints”).
* This is examiner catnip: it proves you are reflective, not just descriptive.
* **4. Anchor Every Claim in the Defence Forces**
* Even when discussing Clausewitz or RMA theory, always land on DF application.
* Example: *“Metz’s claim that revolutions are social as well as technical matters. Limit: US-centric. Implication: DF must consider cultural resistance as much as drones themselves.”*
* Examiners want Ireland made relevant in every paragraph.
* **5. Balance Optimist vs Sceptic Voices**
* Always show at least two sides, then position yourself.
* E.g. *“Krepinevich’s optimism clashes with Betts’ caution. By contrast, Alach bridges both. Taken together, this suggests…”*
* Critical contrasts signal higher-level analysis.
* **6. Deliver Novel Synthesis**
* Push one fresh link beyond what sources say.
* E.g. *“Mission command and strategic communication both hinge on candour under uncertainty. This parallel suggests a common doctrinal challenge for the DF.”*
* Even one or two such insights can push an essay into the 70s.
* **7. Slide/Essay Economy**
* In presentations: one big claim per slide.
* In essays: one claim per paragraph. Avoid stacking.
* Dense work reads as descriptive; lean, prioritised work reads as analytical.
* ✅ **Rule of Thumb:** *Every time you add evidence, ask: Am I weighing it, limiting it, and tying it back to DF?* If not, cut or reframe.

## 6. Academic and Referencing Standards

All analysis must adhere to Maynooth University Harvard Style. Students must avoid plagiarism, including unacknowledged use of AI-generated material. Sources should be relevant, credible, and properly cited.

A close-up of a document

AI-generated content may be incorrect.