



Dimensions of Diplomacy

PEIMS Code: N1301820

Abbreviation: DIDIPL

Grade Level(s): 11–12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

Dimensions of Diplomacy is designed to allow students to master the Thirteen Dimensions that candidates interested in careers with the United States Department of State must demonstrate during the selection process for internships, scholarships, fellowships, and career opportunities. Students will develop global competencies, problem-solving, decision-making, professional communication and negotiation skills applicable to all clusters and professions but particularly relevant to international diplomacy and careers with multinational firms.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 11-12. Recommended prerequisites: Principles of Government and Public Administration, Political Science I, and/or Foreign Service and Diplomacy; two levels of languages other than English (LOTE). Recommended corequisite: Statistics and/or Psychology. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and Technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current professions.
 - (2) The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
 - (3) *Dimensions of Diplomacy* is designed to allow students to master the Thirteen Dimensions that candidates interested in careers with the United States Department of State must demonstrate during the selection process for internships, scholarships, fellowships and career opportunities. Students will develop global competencies, problem-solving, decision-making, professional communication and negotiating skills

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applicable to all clusters and professions but particularly relevant to international diplomacy and careers with multinational firms.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by multinational firms and international diplomacy. The student is expected to:
 - (A) communicate effectively with others using oral and written skills;
 - (B) demonstrate collaboration skills through teamwork in virtual and in-person settings;
 - (C) demonstrate professionalism and global competence by conducting oneself in a manner that is mindful of cultural differences and appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing and persisting in the completion of assigned tasks;
 - (E) identify and assume responsibility for work that needs to be done without being directed or expected to do so;
 - (F) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations while using appropriate channels and methods to express disagreement or pursue change in such rules, laws and regulations;
 - (G) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results;
 - (H) influence significantly a group's activity, direction, or opinion;
 - (I) motivate others to participate in the activity one is leading;
 - (J) compare the relative importance of competing demands with regard to a specific objective or goal;
 - (K) recall the details of a meeting or event without the benefit of notes;
 - (L) present issues frankly and fully, without injecting assumptions or subjective bias;
 - (M) discuss how to work without letting personal bias or emotions affect actions;
 - (N) communicate fluently in a concise, grammatically correct, organized, precise, and goal-relevant manner; and
 - (O) use culturally appropriate humor as a tool to communicate ideas, deliver a diplomatic message, or defuse a contentious interaction.
 - (2) The student investigates professional and academic opportunities in international diplomacy and multinational industries. The student is expected to:

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- (A) research the various career tracks, including the corresponding candidate selection processes, of the U.S. Department of State's Foreign Service;
 - (B) identify the language tracks available to a Consular Fellow and research the process the U.S. State Department uses to assess a Consular Fellow's foreign language proficiency;
 - (C) explain the U.S. Department of State's classification of language proficiency;
 - (D) research the various career categories, including the corresponding candidate selection processes, of the U.S. Department of State's Civil Service;
 - (E) research the various opportunities, including the corresponding candidate selection processes, with the U.S. Department of State's Pathways Programs;
 - (F) research the various internship programs and corresponding candidate selection processes of the Pathways Internship Program;
 - (G) research the Recent Graduates Program and the candidate selection process;
 - (H) research extracurricular academic opportunities to study abroad such as the Critical Language Scholarship Program; and
 - (I) research professional opportunities, including global rotation programs, with multinational firms and the corresponding qualities, credentials and skills sought in candidates for employment.
- (3) The student understands the collective significance of the Thirteen Dimensions in diplomacy and their application to the affairs of multinational firms. The student is expected to:
- (A) define diplomacy and analyze the various types of diplomacy;
 - (B) define and critique the definitions of each of the Thirteen Dimensions;
 - (C) research and evaluate the internal and external affairs of multinational firms;
 - (D) explain how the Thirteen Dimensions engender effective diplomacy;
 - (E) discuss the transferability of the qualities and skills embodied in the Thirteen Dimensions to the affairs of multinational firms;
 - (F) research and discuss the characteristics of a knowmad including their relevance to professional opportunities with multinational firms;
 - (G) compare the characteristics of a knowmad to the Thirteen Dimensions; and
 - (H) analyze the interrelatedness of the Thirteen Dimensions.
- (4) The student examines the significance of experience and motivation to professional opportunities in diplomacy and multinational industries. The student is expected to:
- (A) communicate personal motivation for joining the U.S. Foreign Service, Civil Service, Pathways Programs, or a global rotation program with a multinational firm;
 - (B) explain the importance of studying abroad, seeking diverse professional and personal experiences, and other global opportunities for careers in international diplomacy and multinational industries; and

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- (C) devise a multi-year plan to seek experiences, abroad and domestic, to gain the knowledge, skills, or other attributes needed to join the U.S. Foreign Service, Civil Service, Pathways Programs, or global rotation programs with multinational firms.
- (5) The student applies the skills needed to collaborate effectively with others in diplomatic and multinational arenas. The student is expected to:
- (A) explain the importance of and demonstrate interacting with others in a constructive, cooperative, and harmonious manner in achieving a goal or objective;
 - (B) discuss how to establish positive relationships and gain the confidence of others;
 - (C) describe and apply different methods and tactics of effective collaboration appropriate to in-person and virtual settings;
 - (D) explain the perspective of others and how or why such a perspective was reached;
 - (E) distinguish between criticizing ideas and the people that espouse such ideas;
 - (F) apply methods of criticism that disassociate the ideas being criticized from the people that espouse such ideas; and
 - (G) apply the concept of “steel manning” in engaging or challenging someone with opposing views.
- (6) The student applies the skills necessary to cultivate and maintain composure as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) describe the concept of mindfulness and relate it to the U.S. Department of State’s definition of composure;
 - (B) evaluate the role of mindfulness in diplomacy and negotiations;
 - (C) apply approaches such as mindfulness to stay calm, poised, and effective in stressful, difficult, or uncertain situations;
 - (D) analyze how losing one’s composure affects outcomes in negotiations and diplomatic initiatives; and
 - (E) identify and apply strategies that help one to quickly adjust to changing situations.
- (7) The student applies the skills necessary to develop and demonstrate cultural adaptability in diplomatic and multinational arenas. The student is expected to:
- (A) explain and apply various approaches to working and communicating effectively and harmoniously with persons of other cultures, value systems, political beliefs, and economic circumstances; and
 - (B) identify differences in new and different cultural environments and explain the significance of respecting and leveraging such differences to effective diplomacy.
- (8) The student applies the skills necessary to foster initiative and leadership as it relates to diplomacy and the affairs of multinational firms. The student is expected to:

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- (A) demonstrate principles of persuasion such as liking, reciprocity, social proof, consistency, authority, and scarcity;
 - (B) employ verbal and nonverbal cues such as body language, dress, speaking, and writing to influence how one is perceived by others;
 - (C) analyze how the ability to influence and persuade others is affected by perception;
 - (D) analyze how others' perception of an individual affect that individual's ability to influence and persuade others; and
 - (E) evaluate the role of self-interest in influencing and leading others.
- (9) The student applies the skills needed to deliver effective oral communication as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) convey nuances of meaning accurately;
 - (B) use appropriate styles of oral communication to fit the audience and purpose;
 - (C) convey complex ideas and messages in public and private fora such as a town hall, public speech, presentation, professional meeting or briefing in a limited amount of time;
 - (D) use presentation software to enhance oral communication; and
 - (E) evaluate the dynamics and limitations of interpreting oral communication from one language to another.
- (10) The student applies the skills needed to develop effective written communication as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) write concise, well-organized, grammatically correct, effective and persuasive English in a limited amount of time;
 - (B) adapt written communication techniques based on the intent of the communication, intended recipient, and medium of communication;
 - (C) draft memoranda outlining proposed solutions to specific problems;
 - (D) compose discrete personal narratives in the domains of leadership, interpersonal skills, communication skills, management skills, intellectual skills, and substantive knowledge in 1200 characters or less; and
 - (E) explain the limits of written communication in developing active and productive professional relationships.
- (11) The student applies the skills necessary to conduct information and integration analysis as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) apply memory strengthening and recall techniques such as mnemonic strategies that aid in absorbing and retaining complex information drawn from a variety of sources, including government reports, data sets, articles, and policy papers;
 - (B) evaluate the importance, reliability, and usefulness of information;
 - (C) distinguish between correlation and causation;
 - (D) distinguish between risk and uncertainty;

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- (E) identify gradations of uncertainty such as known-unknowns and unknown-unknowns;
 - (F) draw reasoned conclusions from analysis and synthesis of available information;
 - (G) explain how information integration and analysis impact decision-making and problem solving;
 - (H) develop a strategic plan of action using information analysis; and
 - (I) identify and discuss cognitive biases that impact objective information integration and analysis.
- (12) The student applies the skills needed to conduct effective quantitative analysis as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) compile, analyze, and draw plausible conclusions from pertinent quantitative data;
 - (B) identify patterns or trends in numerical data;
 - (C) analyze the relationship between quantitative analysis and decision-making and problem-solving;
 - (D) evaluate the utility of mean, median, mode, interquartile mean, variance, covariance, correlation, standard deviation, confidence intervals, and regression analysis in conducting quantitative analysis;
 - (E) interpret, analyze, and formulate charts and graphs depicting fundamental economic concepts including supply and demand, elasticity, and market equilibrium;
 - (F) assess risk and uncertainty using statistical analysis; and
 - (G) conduct quantitative analyses using information software.
- (13) The student applies the skills needed to develop and demonstrate objectivity and integrity as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) assess the moral and practical value of being fair and honest and avoiding deceit, favoritism, and discrimination;
 - (B) predict and evaluate the consequences of isolated and systemic dishonesty, deceit, favoritism, and discrimination between individuals and among collective entities such as professional organizations, institutions, trade blocs, and countries;
 - (C) identify biases in their own analyses and in the analyses of others;
 - (D) model approaches to mitigating the effects of subjective or cognitive bias; and
 - (E) analyze the content of major international and domestic publications to determine political bias.
- (14) The student applies the skills needed to practice good judgement as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) discuss what actions are appropriate, practical, and realistic in different situations or scenarios;

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- (B) prioritize competing demands by assessing resource constraints and the relative significance of each demand in pursuing a specific objective or goal;
 - (C) apply structured and systematic approaches to judgement and decision-making;
 - (D) distinguish between zero-sum and nonzero-sum games and outcomes;
 - (E) explain the function of game theory in making decisions intended to achieve a specific outcome or objective;
 - (F) distinguish between various games and strategies in game theory such as simultaneous-move, non-repeated interaction, and sequential interaction games;
 - (G) identify and explain a Nash equilibrium in game theory;
 - (H) predict the potential outcomes of a given scenario, such as the Prisoner's Dilemma, in which game theory can be applied;
 - (I) design a scenario to assess the application of game theory;
 - (J) identify and discuss cognitive biases that impact rational decision-making, including risk aversion, self-interest, emotional attachment, misleading memories, the endowment effect, the anchoring bias, the negativity bias, the availability heuristic, confirmation bias, and the false consensus bias;
 - (K) identify situations in which particular cognitive biases are most prevalent;
 - (L) analyze how group dynamics impact group decision-making;
 - (M) explain the concept of a hidden profile and evaluate how it affects group decision-making;
 - (N) distinguish between cognitively peripheral and cognitively central participants in group discussions; and
 - (O) identify and apply approaches, such as the Delphi method, to mitigating the impact of group dynamics on group decision-making.
- (15) The student applies the skills needed to cultivate resourcefulness as it relates to diplomacy and the affairs of multinational firms. The student is expected to:
- (A) formulate creative alternatives or solutions to resolve problems;
 - (B) apply strategies to cultivate flexibility in response to unanticipated circumstances;
 - (C) strategically redirect or reallocate resources when confronted with unanticipated exigencies;
 - (D) apply structured approaches to problem-solving such as design thinking and the 4S method;
 - (E) identify and evaluate the impact of cognitive biases including the expertise trap, reasoning by analogy, and functional fixedness on effective problem solving; and
 - (F) compare and contrast cognitive processes relevant to problem solving including system one and system two thinking.
- (16) The student applies the skills needed to plan and organize effectively as it relates to diplomacy and the affairs of multinational firms. The student is expected to:

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- (A) prioritize and order tasks effectively and efficiently;
 - (B) devise a strategic plan to use limited resources effectively and efficiently;
 - (C) create and employ a systematic approach to achieving objectives;
 - (D) define and interpret conscious attention as a unit of planning and organizing;
 - (E) relate mindfulness to the ability to strategically allocate one's conscious attention;
 - (F) apply planning tools including red teaming, decision mapping, stakeholder maps and scenario planning to achieve a long-term objective;
 - (G) distinguish between internal and external stakeholders;
 - (H) evaluate and apply different stages in the planning process such as the divergence and consensus stage; and
 - (I) analyze how group planning and organizing impact decision-making and problem-solving.
- (17) The student examines the complexities of a multilateral negotiation. The student is expected to:
- (A) identify elements of a multilateral negotiation, including stakeholders and their negotiating positions, challenges and obstacles to reaching a resolution, potential resolutions and the short-term and long-term consequences of such resolutions;
 - (B) analyze a historical, real-life multilateral diplomatic negotiation and evaluate missed opportunities to reaching a resolution;
 - (C) analyze and predict potential outcomes of a current, real-life multilateral diplomatic negotiation;
 - (D) identify and evaluate potential zero-sum and nonzero-sum resolutions in simulated and real-life multilateral negotiations;
 - (E) apply the Thirteen Dimensions in a simulated multilateral diplomatic negotiation such as a Model UN simulation, a Department of State-developed diplomacy simulation, or other such role-playing exercises; and
 - (F) design a simulated multilateral diplomatic negotiation.

Recommended Resources and Materials:

Harari, Y. (2018). 21 Lessons for the 21st Century. Spiegel & Grau.

Know mad Society. Retrieved from: <https://www2.educationfutures.com/knowmad/what/>

Brooks, A.W. (2015). Emotion and the Art of Negotiation. [Harvard Business Review](#)

Meyer, E. (2015). Getting to Sí, Ja, Oui, Hai, and Da. [Harvard Business Review](#)

O'Hara, C. (2016). [How to Bounce Back After a Failed Negotiation](#). Harvard Business Review Digital Articles

Fisher, Ury, and Patton (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books

Statecraft Simulations. Retrieved from: <https://www.statecraftsims.com/>

Johnson, S. (2018). *Farsighted: How We Make the Decisions That Matter the Most*. Riverhead Books.

Kahneman, D. (2011). *Thinking Fast and Slow*. Farrar, Straus and Giroux.
Garrette, B., Corey P., Olivier S. (2018) *Cracked it: How to Solve Big Problems and Sell Solutions Like Top Strategy Consultants*. Palgrave MacMillan.

An Online Exploration of Diplomatic History and Foreign Affairs. (2006-20019). Retrieved from: <http://www.usdiplomacy.org/>

U.S. Department of State, Careers Representing America. (2019). Retrieved from: <https://careers.state.gov/work/foreign-service/officer/career-track-quiz/>

Language Testing International. (2019). Retrieved from: <https://www.languagetesting.com/reading-proficiency-test/>

The Foreign Service Journal. (2019). Retrieved from: <http://www.afsa.org/foreign-service-journal>

International Education and Resource Network USA. (2019). Retrieved from: <http://us.learn.org/projects#global-projects>

Recommended Course Activities:

- Students will participate in different performance tasks. Performance tasks include simulations, debate, action research, and project-based learning using the S.A.G.E framework. Students will learn how to collaborate with peers from different cultural backgrounds and use the skills to design a project with a global impact.
- Collaborate and compete, through local embassies and consulates, with students and schools abroad via various simulation and communications software, including but not limited to Model United Nations and other diplomacy simulations.
- Guest speakers and lunch-and-learns with current and former diplomats, multinational executives, conferences, participating in simulations with students in other countries, and short (weekly, biweekly) externships will be part of the opportunities for students to learn and demonstrate the EKS.
- Complete the U.S. Department of State's Foreign Service Career Questionnaire;
- Write personal narratives in 1200 characters or less that address the six precepts in the personal narrative stage of the Foreign Service Officer selection process. The six precepts include: leadership, interpersonal skills, communication skills, management skills, intellectual skills, and substantive knowledge.
- Create a USA Jobs and Department of State user account.

Suggested methods for evaluating student outcomes:

- Project-based learning, spring-semester capstone project, rubric assessments, short-term externships, Department of State internship acquisition, and acceptance to a secondary, fully-funded study-abroad opportunity, the practice Foreign Service Officer Test, and other similar exams tied to specific careers.

Teacher qualifications:

- Grades 6-12 or Grades 9-12--Government.
- Grades 6-12 or Grades 9-12--Social Studies.
- High School--Government-Political Science.
- High School--Social Science, Composite.
- Secondary Government (Grades 6-12).
- Secondary Political Science (Grades 6-12).
- Secondary Social Science, Composite (Grades 6-12).
- Secondary Social Studies, Composite (Grades 6-12).
- Social Studies: Grades 7-12.
- Social Studies: Grades 8-12.

Additional information:

Please visit this website - <https://www.state.gov/r/pa/map/221094.htm> - to see how the State Department creates jobs for Texans and how Texans can, in turn, help to create even more economic opportunity and growth for Texas if they develop the skills needed to work for or with the U.S. State Department or multinational private firms. Here are a few highlights:

- The Department of State, in partnership with agencies across the federal government, creates jobs for American workers by opening markets and eliminating trade barriers overseas and by attracting foreign direct investment to the United States. Goods exports of \$264.1 billion (2017) support approximately 910,304 Texan jobs (2016). Foreign direct investment into Texas supports an additional 585,900 jobs (2015).
- In 2017, one partnership was created between a Texas-based small business center and a small business center in Honduras under the Small Business Network of the Americas Small Grants Program, the partnering country was Honduras.
- In July 2017, Toyota Motor North America, Inc. inaugurated a new \$1 billion LEED-certified corporate headquarters in on a 100-acre campus in Plano, with 1,000 new jobs anticipated by the end of 2017.
- In April 2017, Japan's Kubota Tractor Corporation, unveiled its new North American headquarters in Grapevine. The headquarters has accommodations for almost 600 employees.
- U.S. Department of State partnered with Argonne National Laboratory and provided \$56,580 for the Laboratory to host two courses to promote the peaceful uses of nuclear technology in medicine.

Texas hosted 13,979 foreign physicians, teachers, camp counselors, au pairs and others as part of work and study-based Exchange Visitor Program in 2016.