

The goal of your curriculum or O-plan is to give everyone a roadmap to your end objective(s) for the activity. Having the curriculum, ensures continuity from year to year, allows you to focus effort when scheduling, and allows you to build in back-up plans for weather or cancellations, and helps you balance the activity so that you not only have time to “do” but also have time to reflect on those experiences. It also helps when trying to setup field trips or recruit outside help to give a block of instruction. If you know your goals, then you can pick substitutes. For example, your activity goes on a field trip to the control tower each year, but this year you can’t get in there. You look at the objective for that field trip’s block of instruction and see that the intent is to visit an airfield support facility to expose cadets to aviation careers other than piloting. This objective broadens your scope significantly and helps you select another suitable location for the field trip which achieves the same objective.

*This sample below is part of the Cadet Officer School curriculum and includes some introductory material, the block of instruction goals—COS has 5 major blocks--, and then a few samples of lesson goals. You can be as detailed as you like, and even provide lesson plans to help guest lecturers or staff members. **At a minimum, you need to have objectives, prerequisites—does another block of instruction have to happen before another, preparation work for students and instructors, time allotted, preferred teaching method(s), an overview of what should be covered, and homework.** The sample lessons at the end of this document are for a visiting lecturer block, an activity, and an outdoor activity.*

Curriculum Sample

CADETS’ INTRODUCTION

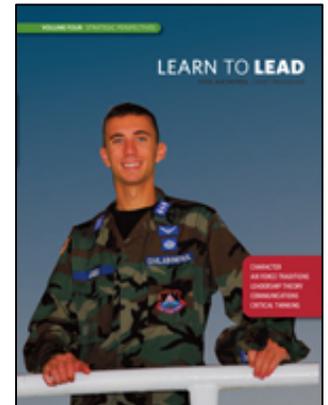
Welcome! Congratulations on your acceptance to the Civil Air Patrol’s most prestigious cadet leadership training, Cadet Officer School (COS). This handbook provides an overview of what to expect at COS, and should be used to prepare yourself for your leadership development experience at Maxwell AFB this summer.

The goal of COS is to contribute to the growth of cadet officers as mature leaders and responsible citizens. COS is an introduction to strategic perspectives in leadership, consistent with the Cadet Program’s leadership education goals for Phase IV of the Cadet Program. Moreover, behind this goal is the belief that leadership is a multi-disciplinary subject requiring academic study and continual self-assessment. Michelangelo’s statement, “*Ancora imparo*” or, “I am still learning” serves as the school motto and underlines our belief that leadership education is a lifelong process.

As the pinnacle of leadership education in Civil Air Patrol’s Cadet Program, COS is an academically rigorous study of leadership. Most cadets arrive at COS having developed good *direct* leadership skills, with 2 or 3 years’ experience leading small teams in the tactical arena – that is, the students have been focusing on enacting plans developed by their superiors, and their chief concern has been to achieve immediate results. This course builds on that foundation, providing valuable leadership insights (via lectures, reading assignments and projects) and seminar discussion.

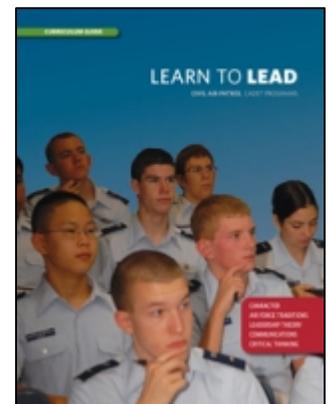
NEW CHALLENGES

At this stage in cadet officer leadership development, COS students find themselves on the cusp of more demanding challenges, which will require a broader perspective and more sophisticated understanding of leadership. These cadet officers are often called upon to contribute to the CAP mission above the squadron level. No longer can they afford to focus on their team's immediate needs; they must prepare themselves for *indirect* leadership - the process of leading other leaders. And because many COS students are about to enter college or the military, they come to COS in search of a leadership experience that will deepen their maturity and prepare them for success in adult life. Although confident in their abilities to motivate and coach junior cadets, COS students know they are just beginning to comprehend the art of leadership, and are eager to learn more.



COS CURRICULUM INTRODUCTION

The COS curriculum has been carefully designed to meet the needs of cadet officers. In fact, the core design of COS is based upon the United States Air Force's Squadron Officer School (SOS), being tailored specifically for CAP cadets. At COS, cadets learn how to lead multiple teams, manage complex tasks, and set mid- to long-range goals for themselves and the cadet corps. By interacting with senior Air Force leaders and Air University academic staff, the cadets glimpse what it takes to lead at the strategic level. Through challenging lectures, seminars, readings, projects, and simulations, the cadets begin to see leadership as an academic discipline worthy of careful study. COS cadets solidify their character and come closer to emulating the professionalism of Air Force officers. Cadets will be broken up into flights, also known as seminars, to participate in leadership discussions, simulations and projects. At COS, cadets work to apply team dynamics, learn more about themselves and each other, and further grow their leadership breadth and depth of experience.



BLOCKS OF INSTRUCTION

The COS curriculum is organized around five main blocks of instruction and one administrative block to help cadets fulfill the following five course objectives: (1) Leadership, (2) Character, (3) Communication, (4) Air Power Heritage, and (5) Strategic Thinking.

METHOD OF INSTRUCTION

The COS curriculum is presented through a variety of methods, including: informal lectures, guided seminar discussions, and practical exercises such as team leadership problems and case studies. The

teaching methodology will vary with subject matter, but seminar discussions will be the primary method of instruction. For seminars to be productive, substantive participation by all seminar members is a must. For this reason, it is imperative that assigned readings must be completed *prior* to each seminar.

READINGS

This syllabus lists readings for the various lessons and activities. Cadets are encouraged to plan ahead. Each reading has been carefully selected to augment the lecture, discussion, or simulation thus making the overall learning experience more meaningful. Previous iterations of COS have demonstrated that disciplined, well-organized cadets can complete the required readings, although the sheer volume of readings may appear daunting at first glance. **Cadets must complete all readings prior to class. Readings are hyperlinked within this student guide under each lesson.**



AWARD PROGRAMS

There are four individual awards per flight: ***Top Performer (Distinguished Graduate), Best Speech/Top Speaker, Best Paper/Top Writer*** and ***Academic Ace***. These awards are announced at graduation. Further, there is an ***Overall COS-wide Academic Ace*** Award for the cadet who scores the highest on the final written examination, and an ***Overall COS Top Paper*** for the student with the best capstone essay. Finally, an ***Honor Flight*** award will be presented at graduation, based on a flight's overall performance in: ***academics, volleyball, team leadership problems*** and ***Project-X***.

COLONEL RAY BEAN HONOR FLIGHT AWARD

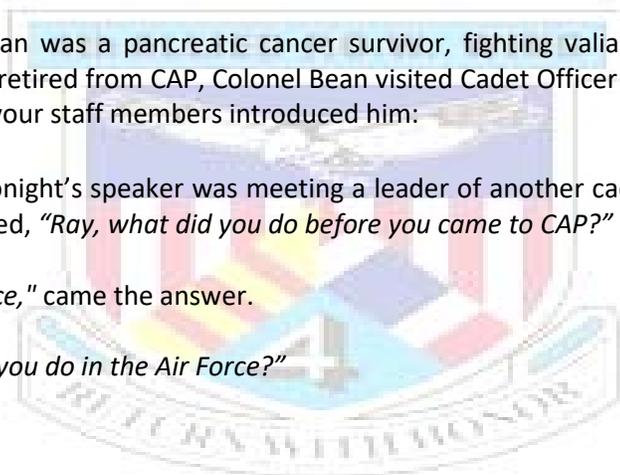
This award is named after Air Force Colonel Ray Bean. He was an F-4 fighter pilot and navigator, Vietnam Prisoner of War, National Headquarters Director of Cadet Programs and a friend to many of us. He was a true friend of COS and was also the main force behind developing our current curriculum. Honor Flight is awarded to the flight that outperforms the others in Project X, volleyball, Team Leadership Problems and academics.

For 18 months Colonel Bean was a pancreatic cancer survivor, fighting valiantly and good naturedly against the odds. After he retired from CAP, Colonel Bean visited Cadet Officer School to speak with the cadets. Here's how one of your staff members introduced him:

A few years ago, tonight's speaker was meeting a leader of another cadet organization. The gentleman asked, "Ray, what did you do before you came to CAP?"

"I'm retired Air Force," came the answer.

"Oh. And what did you do in the Air Force?"



"I flew fighters, mostly."

One reason I love Ray Bean so much, is that he's humble and down-to-earth.

Ray didn't boast about being a retired full colonel; or having commanded Reese AFB; or serving on the faculty of the Air War College; or being awarded the Distinguished Flying Cross, Bronze Star for Valor, and two Purple Hearts.

And it's jarring when you're just chatting and he casually begins a story with the shocking line, "One time, when I was in prison..."

Col Bean spent nine months as a guest of the government of North Vietnam in the infamous Hanoi Hilton. This is the prison where John McCain, Bud Day, Robbie Risner, and other heroes of the 4th Allied POW Wing were brutally tortured.

Colonel Bean will tell you that by the time he arrived at the Hilton, conditions were much improved and that his experience was nothing like what the more famous prisoners endured. But if you ask me, nine months in hell is nine months too many.

Colonel Bean, taught us that leadership is an academic subject that deserves careful study; that you won't get anywhere if you can't see the big picture; that people respond to leaders because they respect the leader's personal character.

Finally, you'll want to know that after retiring from the Air Force, Colonel Bean was CAP's Director of Cadet Programs for roughly seven years, and it was under his visionary leadership that Cadet Officer School was transformed from a tired old tour of Maxwell to the impressive, academically rigorous program you all enjoy today.

KEY PRINCIPLES FOR ALL CADETS

COS students are afforded a college campus-style environment, and are provided as such barring any disciplinary issues that may force the staff to reduce these privileges. Cadets must be prepared for all lessons and activities. Successful time management is a required trait for success at COS. This includes arriving to class on time, being in proper uniform, meet all grooming standards, completing assigned homework, and participating actively in class discussions / activities. Tardiness is unacceptable. As a CAP cadet officer, the staff expects you to meet all of the above items without having to address you first.

As cadet officers, COS students are expected to display the **highest degree of professionalism** at all times, without exception. Each student is expected to look out for their fellow classmates, maintain discipline, and support one another. At the Activity Director's discretion, cadets who violate any school rules (lights out, off-limits areas, fraternization, safety, academic non-participation, etc.) or exhibit a lack of professionalism **will be sent home at their own/parents expense.**

EVALUATIONS

COS instructors will provide cadets feedback throughout the activity, and if requested, may provide a *CAP Form 50, Leadership Feedback* prior to the conclusion of COS. Cadets are encouraged to seek feedback from their peers and flight instructors throughout the activity. Formal feedback sessions will occur at the mid-point and at the end of the course. COS instructors will also evaluate the performance of each cadet in the following areas:

- Seminar / discussion participation
- Assigned written exercises
- Speeches / presentations
- Overall leadership performance, to include leadership, followership and team dynamics
- A final written examination covering all aspects of the COS curriculum

GRADUATION REQUIREMENTS

The below list contains the graduation requirements for COS. In order to receive COS credit, ALL requirements below must be successfully achieved. Flight instructors will provide feedback when requested. The Activity Director is the final authority on all matters relating to these graduation requirements.

1. Participate *actively* in at least 80% of the course's activities, to include being attentive during lectures and contributing meaningfully and regularly to seminar discussions, as judged by the instructors
2. Turn in / complete ALL assignments (including pre-arrival assignments prior to COS)
3. Achieve satisfactory ratings on tasked assignments:
 - 75 (out of 100) or higher on speeches ([grade sheet](#))
 - Satisfactory or higher on summary essays
 - B or better on CAPSTONE Essay ([rubric](#))
4. Successful completion of the final examination / academic exercise
 - Minimum standard: 70% (goal is 80% and higher)
5. Demonstrate a high degree of professionalism and commitment to the core values throughout the course, as judged by the instructors
 - Meet the spirit and intent of COS; team-player, grasp the curriculum and apply lessons learned
 - Professionalism as a CAP Cadet Officer

STUDENT ROLES

Cadets are expected to participate in lectures, ask questions, and have readings complete prior to class in order to engage in academic discussion as well as share experiences that relate. Additional seminar roles may be assigned in class for the duration of the course, or rotate during the course. These roles may include: class leader, volleyball captain, problem solving/team leadership problem (TLP) lead, safety

officer, heritage officer, current events officer, etc., as determined by your flight instructors. Additionally, each cadet will have an opportunity to lead a TLP or Project-X event.

ROLE OF THE COS INSTRUCTOR(S)

The primary responsibility of COS instructors is to present the course's academic content to the students, facilitate an understanding of the material, evaluate/provide feedback to the cadets and maintain the classroom's academic environment. Cadets who have questions about the school's subject matter and/or assignments should see their flight instructors. Feel free to contact your instructors after hours with any academic-related questions. Other urgent issues requiring attention while at COS may be addressed to the support staff, via phone at (409) 422-7267.

TYPICAL DAILY SCHEDULE

A typical daily schedule while in garrison could resemble the following. Daily schedules will be passed out ahead of time. Read and follow the posted schedules and be alert of any administrative announcements! Students will have use of the Maxwell AFB Dining Facility for meals.

0630 – 0745 (Prep/Breakfast)

0800 – 0815 Flight Time (Flight Rooms)

0815 – 0830 (Husband Auditorium/Announcements/Roll Call/Flight Cheers)

0830 – 1130 (Lectures, Seminars, and/or TLPs)

1130 – 1300 (Lunch/Study)

1300 – 1700 (Lectures, Seminars, and/or TLPs)

1700 – 1830 (Dinner/Preparation)

1900 – 1945 (Volleyball)

1945 – 2200 (Study/Preparation)

2200 (Lights Out)

MAPS & ORIENTATION:

- [Maxwell AFB Map](#) | [Maxwell AFB Map w/ COS Comments](#)
 - Note location of the Squadron Officer College (SOC) – Instructor training occurs here, location of Husband auditorium and flight/seminar rooms
 - Volleyball fields are behind the OTS complex (Note: Do not cut through the OTS complex, use the road that runs between the OTS complex and the flight line to get behind the OTS area)
 - Lodging Office for lost roomkeys, etc. Air Force personnel should check in with your government travel card, CAP senior members do not need to provide a card (centrally billed)
 - Actual lodgings assigned will be TBD
 - Dining Facility

- The Bowling Alley will be the no-host social dinner on the travel day, Friday, 22 June at 1900. Carpool from lodging at 1845.

KEY INFORMATION & WEATHER ALERTING

The COS Staff utilizes a mass text message service to send out updates to the school. These may include schedule changes, key reminders, inclement weather plans, etc. Instructions to register to receive these text messages will be provided on Day 1. REMEMBER: Every student may not have a phone! Come up with an effective flight (team) communication plan to ensure ALL flight members receive important updates / schedule changes. <http://ncsas.com/cos/>

COS STUDENT REPORTING INSTRUCTIONS

Follow all travel, reporting, and packing instructions listed on the COS Student Page:

<https://www.gocivilairpatrol.com/programs/cadets/activities/national-cadet-special-activities/cos/>.

Check this page frequently for updates, as well as updates of this student guide. Contact the CAP COS staff with any questions at cadetofficerschool@gmail.com. For immediate issues, call the CAP COS duty phone @ (409) 422-7267. Cadets will be lodged at the University Inn, Air Force Inns on Maxwell AFB. Cadets will not share rooms and typical room amenities include an iron, iron board, desk, wifi, etc. Cadets will receive their room key during COS check-in. Actual lodging buildings are TBD, however are in the vicinity of the "lodging office" on the [map](#). **Check-in is conducted in the lobby of lodging building #1409.**

COURSE DESIGN & SEQUENCE

As described earlier in the Cadet Introduction, COS is organized around five main blocks of instruction. In a perfect world, the course schedule would proceed through each block of instruction in sequential, logical order. Although we have worked very hard to schedule the lectures and flights in a logical manner, ***often times availability of senior officer and other guest lecturers' scheduling prohibits COS to properly sequence lessons in chronological order.*** Therefore, instructors must make a special effort to help students see the lessons in context, to help the students understand how a lesson from a couple days earlier relates to the lesson at hand and how nearly all elements of the course are interrelated. The importance of placing the lessons in context cannot be over-estimated. This context includes not only aspects covered in lectures and readings at COS, but also as it relates to the real world, whether in the military or in civilian life. A significant responsibility and role for COS Instructors includes helpings crystalize the ideas, concepts and theories developed at COS into examples and real-life situations that enhance the students understanding and application of what they are learning. Ultimately, at COS, we are working to facilitate the cadets as they synthesize their knowledge and think on a higher level.

Specifically, at the start of each flight the instructor should take a moment to point out how the lesson of the day relates to previous and upcoming lessons. For example, if introducing flight AH-02 Evolution of Space Power, the instructor might say:

“Earlier we explored the evolution of airpower, focusing solely on aviation. This lesson continues in that same spirit but focuses on America’s efforts in space. Moreover, as we discuss our history in space, keep in mind what we learned in the ST-03 Strategic Thinking lessons as America’s successes and failures in space is a reflection of our overall national aerospace strategy.”

An introduction like the above example ties together multiple lessons and spotlights the common thread running between them.

To assist in helping cadets see the course as a whole, the Course Director will use the introductory lecture (AD-03) to explain the course design to the students and emphasize that they have a responsibility for trying to draw connections between the various lessons and explore the depth of their

Instructor Tips:

- Hang posters up after each lesson, summarizing main points and key takeaways
- Each morning, take time to conduct review sessions of previous lessons
- Utilize posters to relate to prior lessons and interweave concepts

understanding.

To facilitate your teaching experience:

- Review each lesson and understand the reading material
- Game-plan your instruction / start each day with a plan, and spend time preparing
- Seek out the tools and tips from this guide, ask questions
- Engage and fully participate in staff training before the course
- Daily evening staff meeting and seek feedback from other Instructors

CADET EVALUATIONS & FEEDBACK

For those areas that are formally graded (speeches, papers, etc) the following four levels will be utilized:

- Outstanding
- Excellent
- Satisfactory
- Marginal

NOTE: The COS CAPSTONE ESSAY RUBRIC will be used for the final essay. This document is available in the appendix, along with the BRIEFING/SPEAKIG critique sheet.

It is envisioned that the Marginal rating would be used only when it is obvious that a cadet has not given the graded item any real effort and “blown off the assignment.” If the instructor can determine that the cadet did make a serious effort to think critically about the subject matter, then the cadet would earn a Satisfactory. The Excellent and Outstanding ratings are for cadets who clearly demonstrate a willingness to tackle the subject matter head-on, challenge themselves and effectively convey this understanding in a superior fashion.

Cadets will be evaluated on their papers and oral presentations, the cumulative Communication Skills grades. In addition, we will ask for a grade from the teaching team on flight participation. Flight participation should be based on quality of input not just quantity. A cadet that takes a lot of “air time” may not make as significant a contribution as the cadet who talks occasionally but has insightful comments. Grading of written and oral work should be based on content primarily, with grammar being a secondary consideration. Evaluation sheets are provided for each of the speeches and talking papers. Instructors will also observe the cadets’ overall performance throughout the course and provide each with individualized feedback during flight AD-05, at minimum. This is a critical component of the learning process for the Cadets and, as such, requires thoughtful and constructive input from the instructor team. The feedback and perspective that COS Instructors provide students is one of the most important methods for the cadets to adjust their approach and address issues in their leadership development. All of this feedback does not need to be held to the end, but Instructors are reminded to remain in compliance with Cadet Protection Policies when providing feedback.

To assist you in providing cadets with meaningful feedback, it’s recommended that you create 3x5 index cards for each cadet. On one side have the cadet write the basic info listed below. Use the other side for taking notes about the cadet’s performance during the week.

- Cadet’s name & grade
- Room number
- Cell phone, if applicable
- Hometown
- Duty assignment & Unit Name
- Their goals for COS

Another option that previous instructors have used is the opportunity to photograph each cadet and make a “facebook” to annotate notes throughout the week of instruction.

TIPS FOR TEACHING EXCELLENCE

Preparation is key in order for us to be successful. We ask that our cadets fully commit themselves to the academic experience of this course; we expect that the Instructors do the same.

- Read this guide and the Student Guide to ensure you understand the expectations
- Read the required readings outlined for the cadets. It will be very obvious to the cadets which instructors are prepared
- Read the lesson plans and associated learning objectives
- Be an active listener during the scheduled lectures; prepare questions relating to the lecture to ask during your flight. Reinforce the “nuggets” of information that our speakers present and provide clarifying points, especially around military and industry jargon during the flight time. In many cases it will be critical to identify which Learning Objectives were covered during lectured and which must be addressed during seminar.

- The intent of the course is to demonstrate how all aspects of the course are related to the leadership developed by tying previous lectures and discussions as well as personal experiences of the teaching team all together. **Your objective is to help lead and guide the discussion by sharing this information, but do not dominate the discussion.** Student discussion and interchange is critical.
- Articulate the “STAR” model: ***Something To Always Remember***
- During the course, refer back to this guide, the student guide, notes during the teaching enhancement workshop, daily meetings and continually seek feedback about your own performance
- Adopt a flight discussion model which should include an introduction, discussion and review session. Keeping in mind the “STAR”

STAFF ORGANIZATION

The historical success of COS is a result of the strong partnership and collaboration between the CAP and Air Force staff. From the Directors to the instructors, we make no distinction between the two and work hand-in-hand. As a result, our cadets receive the best training possible.

Key Personnel:

CAP Director:

USAF Director: Maj Olen Freeman

Deputy Director: Lt Col Margarita Mesones

STAFF REPORTING INSTRUCTIONS

Inbound Travel Day: Friday, June 22nd

- If possible, land by 1700 CST (to provide ample time to attend social)
- Send travel itinerary/travel arrangements to cadetofficerschool@gmail.com
- Arrive and depart from/to Montgomery Regional Airport (MGM)
- For CAP members, reimbursement details please see COS staff website page under "Reimbursement of Travel", for Air Force, you will pay for lodging and file a travel voucher
- Meet NLT 1845 for group transit to the bowling alley; no-host dinner/social/bowling begins at 1900

Pre-Arrival Tasks

- Complete readings prior to COS
- Communicate with teaching team partner to focus on specific seminar lessons
- Prepare ad hoc instructor electives / be ready to teach in case of schedule changes / lesson cancellations “Semper Gumby”
- Pack uniforms; staff may have the option to wear ABUs/Flight Suits during the week

Staff Training: Saturday & Sunday, June 23-24

- Report to Husband Auditorium Saturday, 23 June @ 0730. Wear khaki pants/khaki shorts with COS staff polo. Continental breakfast will be provided. Working lunch will also be provided.

Outbound Travel Day: Friday, 6 July

- If possible, attempt to leave later in the day to help assist with student out processing and tear down
- Provide feedback/debrief to Chief of Curriculum so we can capture feedback while it is fresh to incorporate next year.

CAP CADET PROTECTION POLICY

Cadet Officer School is committed to doing everything reasonably possible to combat the potential for child abuse within our organization and activity, and to discourage our cadets from illegal use of alcohol and other drugs. COS Instructors and staff are expected to avoid even the appearance of impropriety involving cadets and report suspected abuse immediately. For COS and CAP's purpose, abuse is defined in three categories: Sexual abuse, physical abuse and hazing.

Because of the unique training environment, collegiate setting and direct interaction between Instructors and the student body, we must be extraordinarily vigilant to avoid actions that could lead or be perceived as a violation of the Cadet Protection Policy. This topic will be reviewed in much greater detail during the Staff Training. All cadets over the age of 18 and all COS staff must be current in the revised CPPT course.

STAFF TRAINING

In the spirit of *ancora imparo*, it is critical that we sharpen our own skills and develop our expertise as instructors. As such, COS Instructors and Staff begin the program with staff training and orientation. In addition to reviewing the schedule of activities and specific learning objectives of each session, we will learn about new teaching techniques, review elements of Team Leadership Problems (TLPs) and learn about best practices from returning COS veterans. And, we will even get in a volleyball game to prepare to serve as referees and line judges for the cadet's daily volleyball game.

During this time, Instructors and Staff will have an opportunity to compare notes, clarify issues and concerns and work towards operating as a single, coherent team. Time also has been set aside for teaching partners to continue the coordination and planning they began before the start of COS and ensure they are ready to start the program fully prepared. It is highly recommended instructor pairs communicate prior to COS to introduce each other and begin developing their team game plan for execution at COS.

BLOCK 1 - LEADERSHIP

Leaders are people who do the right thing; managers are people who do things right.

– *Professor Warren G. Bennis*

Leadership is the art of getting someone else to do something you want done because he wants to do it.

– *Dwight D. Eisenhower*

BLOCK INTRODUCTION: According to the idea of transformational leadership, an effective leader is a person who does the following:

- Creates an inspiring vision of the future
- Motivates and inspires people to engage with that vision
- Manages delivery of the vision
- Coaches and builds a team, so that it is more effective at accomplishing the mission

Leadership at higher levels is not a “seat of the pants” exercise. It is a mental act that requires reflection, measured thought, and mature judgment. It is an area of immense academic study that cadet officers need to understand, despite having advanced considerably within CAP, having already held a variety of cadet leadership positions. In reality, cadets are just beginning to discover leadership principles. During this block, cadets will explore the leadership perspectives of senior officers and senior NCOs, the psychological foundations of leadership, and the practical application of leadership via team leadership problems and Maxwell AFB’s famous “Project X” Leadership Reaction Course. Cadets will have the chance to discuss these leadership principles in seminar, as well as apply their learnings while at COS to accomplish part of the COS writing and speech programs.

BLOCK OBJECTIVE: At the end of this block, each cadet should be able to describe and apply some key leadership concepts necessary to lead at a higher, more complex level.

METHODS OF INSTRUCTION:

Informal Lectures (audience may ask questions)

Seminar – Facilitated/Guided Discussions

Practical Exercises – Simulations

Practical Exercises – Case Studies

Teaching methodology in all blocks of instruction will vary with subject matter, but seminar discussions will be the primary method of instruction.

LS-01

SENIOR OFFICER PERSPECTIVE

4.5 Informal Lectures

INTRODUCTION: These sessions sets the stage for the entire leadership block, enabling cadets to listen to senior leaders as they offer their perspective on leadership, offering examples / challenges faced, and provide cadets the opportunity to ask questions. Although there is not enough time to go to great depths in leadership theories, this session will give an overview of some of the key concepts in leadership, as viewed by a general officer. The real aim of this lesson is to have cadets realize that leadership is a subject for academic study and practical application, and therefore that leadership is both art and science.

LECTURERS: TBD

DESIRED LEARNING OUTCOMES:

1. Describe a senior leader's approach towards leadership
2. Begin developing a personal leadership philosophy
3. Understand the role an organization plays in fostering / promoting a leadership methodology

READINGS:

- a. [Lorenz on Leadership](#), by Lt Gen Stephen R. Lorenz, USAF, from *Air & Space Power Journal*, Summer 2005.
- b. [What Makes a Leader?](#) by Daniel Goleman.
- c. Chapters 2, 3, 6 and 7 as a minimum from "The Starfish and the Spider" by Ori Brafman. **There are limited copies of this book available at COS. You may want to see if your local library has a copy or [purchase](#) your own copy.**

INSTRUCTOR NOTE: There will be multiple presentations by different general officers. It may be helpful for COS Instructors to purchase their own copy of *The Starfish and the Spider*. A copy can be purchased for \$4 -\$6 on a site such as Amazon.com.

LS-08 PROJECT X / LEADERSHIP REACTION COURSE

3.5 Practical Exercises – Simulations

0.5 Guided Discussion & Debriefing

INTRODUCTION: Project X is an outdoor exercise where some of the teaching points from earlier lessons can be witnessed in a practical environment. There will be some stress and pressure for the students to deal with in a leadership situation. The follow-on seminar is probably the most critical part of the lesson because it is where cadets consider what Project X teaches about leadership.

DESIRED LEARNING OUTCOMES:

1. Identify and describe at least three examples of effective leadership and followership.
2. Identify at least two areas for leadership self-improvement.
3. Identify at least two areas of personal leadership strengths.
4. Describe at least two leadership principles that were illustrated by actions in the Project X exercise.

READINGS: Same as LS-06 / Review the *8-Step Problem-Solving Process*:

- [PowerPoint PDF \(Introduction to the OODA Loop and the 8-Step Problem-Solving Process\)](#)
- [Worksheet \(USAF Problem-Solving Process – OODA\)](#)

LESSON CONDUCT: The staff of the Squadron Officer School will be assisting us with the oversight and execution of Project X. This will give instructors more time to observe and assess you students. COS Instructors will receive a pre-briefing from the Squadron Officer School in advance of Project X.

The instructor teams need to evaluate and observe their cadets performance during each of the TLPs.

FLIGHT DISCUSSION

1. Did you notice some people making measured leadership decisions and others making “seat of the pants” decisions? What did Project X teach you about decision making?
2. What principles were on display from Col Warden’s lecture? What does Project X teach you about strategic thinking?
3. What does Project X teach you about team dynamics and leadership’s psychological foundations?
4. What communication principles are needed to succeed in Project X? Did your flight always display these principles? What worked, what didn’t work?
5. What did Project X teach you about your leadership style? How can you improve your skills? What did you learn about how you deal with people?

LS-09 VOLLEYBALL

13.5 Practical Exercises, 1.5 hours per session for 9 sessions

“Upon the fields of friendly strife are sown the seeds that upon other fields and on other days will bear the fruits of victory.” -- GEN DOUGLAS MACARTHUR

Volleyball is part of the COS leadership curriculum because it is an activity that exemplifies MacArthur’s point about the virtues of competition. He had that quote engraved over the entrance to West Point’s gymnasium. Why there? MacArthur understood that training is the time to challenge one’s self, to get it right. Hours spent in sweat and toil in a training environment (even on a volleyball court) help you develop the skills and spirit needed to succeed in other, more important endeavors. Volleyball helps facilitate esprit de corps and further the teambuilding efforts of the flight. As students’ progress through the COS curriculum, incorporating lessons learned debriefing techniques and strategic thinking may also positively influence their daily volleyball performance.

DESIRED LEARNING OUTCOMES:

1. Demonstrate a commitment to attention to detail by following all rules to the letter
2. Collaborate as a team; display effective communication skills, encourage one another, and play to one another’s strengths
3. Develop a sense of team spirit that enables a team to perform at a level greater than the sum of its parts
4. Display the Core Values and an overall sense of good sportsmanship
5. Understand the need to plan, execute, review, and modify the plan as necessary to achieve unit goals

READINGS:

All cadets need to be intimately familiar with COS volleyball rules found in the [Appendix](#).

REFEREES: COS Instructors

COS instructors on a rotational basis. This is a mandatory event for all instructors at some point during the week. It is another time to observe and evaluate your students outside of the classroom. COS volleyball rules are the same as the U.S. Volleyball Association, subject to the Volleyball Overview contained in the Appendix.

