

# CADET OFFICER SCHOOL

2018

Instructor Guide





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## SUMMARY OF CHANGES / UPDATES

This section identifies changes and updates made to the Instructor Guide after initial publication for the academic year. In addition to being listed below, updates are also highlighted in grey throughout the handbook. The latest version may be found on the CAP COS webpage.

### DATE | CHANGE

- 5/31/2018 - Fixed staff arrival/training dates typo on page 6

## INSTRUCTOR 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

### **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.

### **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.

# CADETS' INTRODUCTION

**NOTE: COS instructor guide follows the COS student guide, with additional staff notes and information.**

**Find the latest version of the student guide posted on the COS student page,**

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

**The COS Staff page is available at**

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

## INTRODUCTION

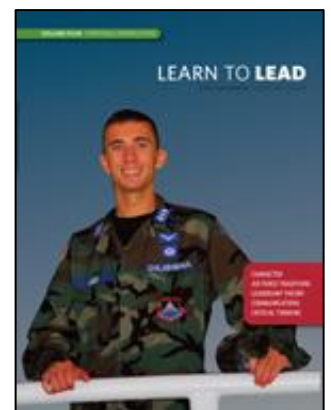
Welcome! Congratulations on your acceptance to the Civil Air Patrol's most prestigious cadet leadership training, Cadet Officer School (COS). This handbook provides an overview of what to expect at COS, and should be used to prepare yourself for your leadership development experience at Maxwell AFB this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

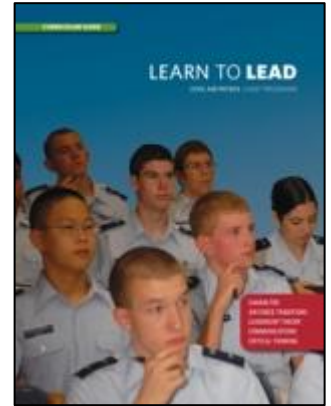
At this stage in cadet officer leadership development, COS students find themselves on the cusp of more demanding challenges, which will require a broader perspective and more sophisticated understanding of leadership. These cadet officers are often called upon to contribute to the CAP mission above 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)

## 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](mailto: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.**



# INTRODUCTION FOR COS INSTRUCTORS

Let us begin by THANKING YOU for your dedication, commitment and development of CAP cadet leaders and our nation of up and coming leaders. The success of COS is dependent upon the quality of our instructors and their dedication to the principals of *ancora imparo*. The work you do in preparation for COS and your engagement and involvement during the activity, are the elements that make COS one of the most challenging and prestigious National Cadet Special Activities. Thank you for your service.

## ABOUT THIS GUIDE

This guide is designed to aid Instructors in facilitating seminar discussion and cadet learning across the COS curriculum. It is primarily for use in helping with the flight sessions, but, where appropriate, there are hints, suggestions, and techniques for all aspects of the course. The guide should be considered just that: a guide; it is not the *only* way to get the teaching points across or to achieve the desired learning outcomes.

Teaching is a team effort at COS. For years, the COS seminar instructor pairing model has included a CAP senior member and an Air Force officer to act as a teaching team. This model has proven to be an excellent method for leading the flights. Drawing on the varied experiences including military, civilian and even volunteer careers, allows real life examples to demonstrate principals of leadership. (*NOTE: If Air Force officers are not available, CAP officers with complimentary backgrounds will be put in place as a teaching team.*) Instructors should capitalize on the team teaching approach by utilizing the following tips:

### Instructor Tips:

- ☐ Thoroughly review this guide
- ☐ Communicate with your teaching pair PRIOR to COS
- ☐ Discussing the Desired Learning Outcomes (DLOs) with their teammate
- ☐ Fully participating in the instructors' workshops / staff training days
- ☐ Seeking advice from seasoned COS instructors
- ☐ Developing a specific plan as to how they will work together to lead the flights, for example:
  - Scheduling lesson leads - one instructor might take the lead on a lesson, at other times, instructors may elect to co-teach a lesson together
  - Regardless, it is critical that instructors devise a way to divide the teaching duties so that each instructor can thoroughly prepare for flight discussions

## 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 helping 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 understanding.

### 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

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 lecture 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: Col Joe Winter**

**USAF Director: Maj Olen Freeman**

**Deputy Director: Lt Col Margarita Mesones**



## 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 has also 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.

# COS CURRICULUM

## BLOCK 0 - ADMINISTRATION

### AD-01 CO-DIRECTORS' WELCOME / STAFF INTRODUCTIONS

#### 1.0 Assembly

Cadets assemble in the lecture hall to hear the co-directors' deliver remarks in the style of a "commander's intent" and introductory presentation. Cadets are introduced to each member of the COS staff and will learn the roles staff members perform throughout the duration of the activity. Expectations will be reviewed along with a safety presentation and other important announcements.

### AD-02 OPENING SEMINAR / FLIGHT MEETING

#### 4.0 Flight Briefing & Exercises

**INTRODUCTION:** This session introduces cadets to COS, and begins the team environment at COS with meeting flight-mates. What are the course goals? What can cadets look forward to learning at COS? What are the keys to success at COS? Moreover, this seminar is the cadets' first opportunity to meet the other cadets in their seminar as well as their seminar instructors. Cadets will review the Myers–Briggs Type Indicator ([MBTI](#)) and review team dynamics such as [Cog's ladder](#) of group development, and the Bruce Tuckman's [forming, storming, norming, performing](#) model. Flights will create team goals and have a solid understanding of the expectations, challenges, assignments and environment for the rest of the course.

The aim of this lesson is to also "break the ice" in the seminar and to begin the oral communication skills. Cadets will introduce each other (Refer to lesson [#CS-02](#)). Although the objective of this lesson states that each cadet should learn *at least two* things about other cadets, two is the *minimum* number.

**READINGS:** Prior to arrival, cadets should have thoroughly reviewed the student guide

- [Tuckman's stages of group development](#), by Bruce Tuckman
- [The Myers-Briggs Type Indicator](#) in *Learn to Lead*, chapter 6 (PDF Pgs 10-14)
- [MBTI Note-Taker" & "MBTI Brief Self-Assessment](#) **[To be completed in seminar]**

**PRIOR ASSIGNMENT:** Cadets had to complete a [pre-arrival essay](#). You will be able to review your cadets' essays prior to this seminar. The COS Admin team will ensure you have access to your cadets' essays via DROPBOX.

**METHOD OF INSTRUCTION:** This lesson is presented in various forms: briefing, discussion, and speaking exercise.

**TASK OUTLINE:** This seminar is mostly informative rather than educational. The following task outline identifies the basic goals of this seminar and offers some basic talking points for the various tasks:

- 1) Introduce yourself and welcome the cadets to COS. Recommend that the AF instructor introduces the CAP instructor and visa-versa, to set a good example of the cadet's first assignment – their impromptu speech
- 2) Review the goals of the Cadet Officer School program. What do cadets hope to learn at COS? Why did they choose to attend? To achieve its overall goal, how is the COS curriculum organized?

As you discuss these items, refer to the "Cadets' Introduction" at the beginning of this guide and have the cadets refer to that same information in the first few pages of their syllabus.

- 3) Complete administrative tasks as briefed / requested by the administrative / support staff team
- 4) Review the course's format and explain the role of the following:

**Readings:** Emphasize those readings shown are mandatory. As stated earlier, Cadets are expected to complete the readings in advance of the corresponding lecture/flight.

**Lectures:** Some speakers are entertaining. They tell great stories and are a lot of fun to watch. Other speakers are not as engaging. Emphasize that at COS, it is a cardinal sin for cadets to "tuneout" a lecturer because their presentation style is not dynamic. Emphasize the importance of concentrating on the speaker's message, not their personal style.

At the conclusion of each lecture, the presenter will usually open the floor for questions. What kinds of questions are appropriate to ask? Try to ask probing, "big picture" questions. Try to ask questions that tie the speaker's subject to an earlier subject so you can see learn how COS subject matter is inter-connected.

Stress the importance of non-attribution with all of our speakers. Non-attribution is the academic principal of not tying comments or points of view to individuals, but rather to the act of academic engagement. The appropriate way for participants to recognize a previous speaker is to identify by using the language "According to a previous speaker," or, "A previous speaker said..."

**When asking questions in the auditorium, we expect our cadets to follow this procedure:**

1. Raise your hand and wait to be recognized
2. Stand
3. State your name and hometown/state. ie: "Sir, Cadet John Curry, Laconia, New Hampshire...."  
(**not**  
"Cadet John Curry, Flight 1")
4. Ask your question

5. Take your seat and listen to the response

**Flight Discussions:** Describe how you plan to use flight time. Emphasize that seminar are opportunities for group discussion, with the cadets themselves providing the majority of the content. The talking papers cadets write the night prior to each flight should serve as fodder for flight discussion questions, points of view, personal perspectives about the readings, etc.

**Team Leadership Problems (TLPs):** COS is academically rigorous, but the course also helps cadets develop practical leadership skills. Briefly describe how TLPs give cadets an opportunity to practice leadership and apply what they have learned.

**Speaking Exercises:** Refer the cadets to the Communications Skills section in their syllabus (that same information is included in the Communications Skills block found in this instructor guide). Review the speaking exercises, especially speech #3, the airpower pioneers activity (AH-03). Assign pioneers to the cadets.

**Writing Exercises:** Likewise, refer to the Communication Skills block for a summary of the writing exercises.

**Academic Exercise:** Near the end of the course, cadets will complete an academic exercise (written exam) to evaluate their knowledge of the readings. This exercise provides cadets with feedback about their learning while also helping the COS staff evaluate the effectiveness of the curriculum.

**Volleyball:** Volleyball is a way for cadets to burn off steam during the evenings. More importantly, it is a leadership exercise at COS. In addition to putting team work to practical work, the volleyball rules will be strictly enforced ensuring they are paying very close attention to detail.

**Journaling:** According to Daniel Goleman, one of the contemporary leadership theorists cadets will read about at COS, self-awareness is the first building block in leadership. How do you build self-awareness? One way is through journaling. Encourage cadets to reflect on what they are learning at COS and to record their thoughts in a journal.

- 5) Meet one another. Have each cadet interview a fellow cadet and then introduce them to the group. This activity is Speaking Exercise #1 and is also listed in the Communications Block. Pair up the cadets and allow 3-5 minutes each for them to interview each other. When the interview is complete, have one partner get up and introduce the other partner. Throughout the presentation the instructors should be taking notes to provide feedback. These comments should be general in nature.



6) Select airpower pioneers

7) Discuss practical tips for success at COS. The cadets' syllabus includes "Key Principles for All Cadets," which are also included in the front matter of this instructor guide. Briefly review these principles and discuss practical ways for the cadets to have a good course.

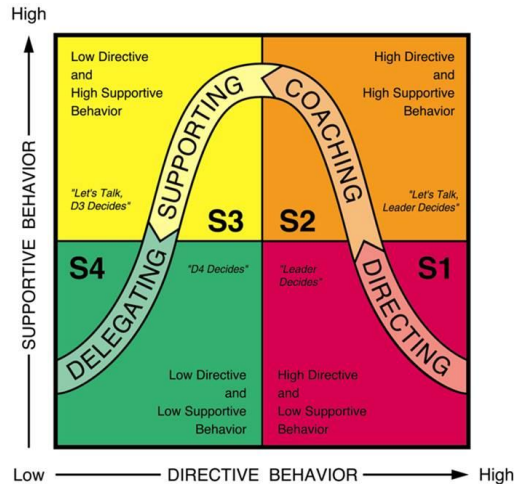
8) Assign flight roles. Examples of flight roles include the following: *(NOTE: You can rotate/re-assign roles during the course to give other cadets opportunities and further evaluation)*

- ☐ Flight Leader (responsible for accountability, schedule adherence, ensure all assignments are collected and turned into the flight staff, staying on topic, executing administrative tasks requested by the flight instructors, etc)
- ☐ Volleyball Lead/Team Captain (responsible for organizing practice, adherence to the volleyball rules, leading debriefs, etc)
- ☐ TLP/Project X Lead (optional position to help remind the flight on the problem solving process, lead debriefs after TLPs, etc)
- ☐ Heritage Officer (main point of contact for the flight heritage journal)
- ☐ Safety Officer (lead morning safety briefs/weather)
- ☐ Current Events (Ensure student participation for each morning to provide a brief current events/news update)
- ☐ \_\_\_\_\_ (additional positions at your discretion, i.e. snack-o officer, etc)

9) Review the COS schedule and answer general questions about the course. Emphasize that cadets will be treated as cadet officers. It is up to them to know the schedule, plan their readings and homework, and to arrive on time, ready to participate in all activities.

**Extra Topics (time permitting).**

- Explain team building (Forming / Storming / Norming / Performing) process, and their challenges they may face during the next two weeks. ([\*Tuckman's Stages of Group Development\*](#))
- Style of leadership / how it may (will) change during the course:



- Conduct MBTI self-assessment and discussion (Many instructors prefer to conduct MBTI prior to the assigned lesson / readings). If you run out of time, this will be conducted during an upcoming seminar early in the week)

Below are a few questions that you might use with your cadets if you have extra time after all other items are finished. The aim of these questions is to share that even impromptu speaking requires some thought and organization. The bullets under each question are provided as either answers or as avenues for further discussion.

- What were some of the characteristics of the presentations that made some of them easier to follow than others?
- Did the introduction made it easier to know where the presenter was going in his talk
- Where there were too many/too few gestures
- Level of eye contact

Was there a technique used by someone that you had not used or seen before which you might consider using? (Don't allow a simple yes or no.) Why?

Describe some distractors – those things that made it hard to follow a presentation:

- Lack of organization in the presentation
- Humor used at the wrong points
- Not looking at the audience
- Did not “answer the mail”

## **AD-03            ACADEMIC OVERVIEW**

### **1.0 Written Test**

Academic overview of the COS program explaining what COS instructors expect of the cadets and what the course aims to produce.

## **AD-04            INDIVIDUAL FEEDBACK**

### **3.5 Informal Meeting (in flight, scheduled by seminar instructors)**

During this activity, instructors will discuss the cadets' performance on an individual basis. This is an opportunity for the instructors to share observations and suggestions on how the cadet can continue to mature as a leader. Instructors will take a mentoring approach in providing feedback, providing positive feedback as well as areas for the cadets to improve in. Feedback will occur formally at the midpoint and at the end of the course, however cadets should continue to seek feedback and ask questions throughout the course.

You will need SIGNIFICANT time to prepare this exercise, take the time to share your feedback. Have a plan now and execute that plan. (Index Cards, Leadership Evaluation Sheet, CAPF50s, Peer-Strat and grading summary, etc.) Timing will dictate if this is a corporative event (both members of the teaching team) or done individually. If done individually, BOTH instructors' comments should be communicated with the cadets and a process to ensure compliance with Cadet Protection Policy must be considered. You may use optional forms such as this [Peer Evaluation critique](#) to gather additional perspectives when completing your feedbacks.

## **AD-05            RESEARCH, PREPARATION & STUDY**

*Several times throughout the course*

When the schedule calls for research, preparation, and study, cadets are on their own to complete their assignments and ready themselves for upcoming activities. Instructor(s) should emphasize that as cadet officers, the students will be expected to manage their time wisely.

## **AD-06            GROUP PHOTO**

0.5 Administrative Task, one flight at a time. Flights will be informed of their scheduled time to take a group photograph within the Squadron Officer College (SOC) facilities. UOD for Students and Staff are short sleeve/open collar blues. This is typically conducted on Day 1. Iron your uniforms after arriving at Maxwell!

## **AD-07            RELIGIOUS SERVICE**

### **1.0 Administrative Task (optional)**

Cadets and staff have the option of attending religious services, which are offered on Maxwell at the following times (inform a staff member if you require a different service):

- Catholic Reconciliation: 0830 hrs, Chapel 1
- Catholic Mass: 0900 hrs Chapel 1
- Protestant Community (Contemporary) Service: 0900 hrs, Chapel 2
- Protestant Traditional Service: 0800 hrs, Chapel 1
- Reform Jewish Congregation: Friday 1800 hrs, off-base

**NOTE:** Since this requires coordination, Instructors will be asked to determine which of their cadets plan to attend services by Friday morning, and report this information to the COS Staff. The admin office will provide the latest times.

## **AD-08 FLIGHT TIME & DAILY SAFETY BRIEFING**

### **0.25 Administrative Tasks (Daily)**

Each day begins with a 15-minute “home room”. This time is intended for accountability, reviewing the day’s schedule, administrative tasks, and announcements, checking one another’s uniform, etc. Last but not least, each flight is to conduct a daily safety briefing. Recommend that this task is rotated throughout the flight to build upon their public speaking techniques. Suggested topics include:

- Ensuring safety of your subordinates
- Hydration and nutrition
- Sleep
- Safety during special activities such as Project X and volleyball
- How cadet officers can affect safety in the home unit

## **AD-09 IN-PROCESSING & TRAVEL**

### **1.0 Administrative Task (*plus travel time*)**

COS staff will pick up cadets from the Airport. All efforts should be made to fly in and out of MGM (Montgomery Airport). Follow instructions on the COS welcome letter and website to book travel and turn in your flight itineraries to the support staff. After arrival to Maxwell AFB, finish in-processing and attend the Cadet Commandant’s welcome orientation.

## **AD-10 GRADUATION**

### **1.0 Administrative Task**

## **AD-11 OUT-PROCESSING & TRAVEL**

### **1.5 Administrative Task (*pre-departure briefing, out-processing, plus travel time*)**



## **AD-12      INSTRUCTOR ELECTIVE**

### **4.0 Seminar**

One of the strengths of COS is that instructors come from different walks of life. This seminar is an opportunity to take advantage of that diversity by offering informal talks on any topic for which the instructors possess special knowledge that could be helpful to the cadets' leadership development. For example, airline pilots can discuss how leadership plays a role in their work; a business professional can review their experience with strategic planning; etc. As a last resort, this session would also be a good time for the flight to revisit subject matter that they wanted to discuss further but could not due to time constraints. Please use the preparatory time BEFORE the school and during the staff training session to coordinate this and develop a robust discussion that will support the objectives of COS.

## **AD-13      NHQ MIXER**

### **2.0 Social & Headquarters Introduction**

Standing alongside the heroes of military aviation are the volunteer members of the Civil Air Patrol who flew daring missions not high above the open ocean during WWII. This trip to CAP NHQ is an opportunity for cadets to better understand CAP's history and to appreciate its rich heritage AND how it is tied to current events. During this activity, cadets will informally meet with NHQ staff in an effort to "demystify" CAP National Headquarters and increase the cadets' familiarity with the staff and functions.

## **AD-14      ACADEMIC EXERCISE**

### **1.0 Final Examination**

Cadets will encounter a diverse mix of perspectives on leadership, but do they understand what their lecturers and readings were trying to teach? During this exercise, cadets will complete a written test that will measure their comprehension of the presented material.

# 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-02 PERSONAL LEADERSHIP PHILOSOPHY & JOURNAL WRITING

### 1.0 Informal Lecture

**INTRODUCTION:** General Spaatz kept one. So did Lewis and Clark. Presidents often build libraries to house them after they leave office. Every famous leader probably used a journal at one time or another to capture their thoughts and fully examine, recall, and learn from their experiences. During this lecture, cadets will consider the value of journaling in developing their personal leadership philosophy. Cadets will also complete a minimum of one journal entry per day to reflect on their time and thoughts during COS.

#### DESIRED LEARNING OUTCOMES:

1. Describe the importance of developing a personal leadership philosophy
2. Defend the value of using journaling in leadership development
3. Identify the rules and expectations for journaling at COS

#### READING:

- a. "Journaling" from the [Cadet Staff Handbook](#), CAPP 52-15 (Section 2.9, pages 25-27)
- b. [How to Develop a Leadership Philosophy?](#) by Jon Mertz
- c. [Developing a Philosophy of Leadership](#)
- d. [What's Your PLP???](#) by Lt Col Phil Zedonek, CAP

#### JOURNAL WRITING TOPICS

The goal of journaling at COS is to process what you've learned; to reflect on and examine your thoughts on leadership. Below are some suggested topics that dovetail with each day's events. Use these topics as a starting point, but feel free to explore other aspects of leadership in your writing.

#### Entry   Suggested Topics

- 1      What do I hope to gain through my experience at COS? Further, how has the general's perspective on leadership influenced my goals for COS?
- 2      How are my public speaking skills? What are my strengths and weaknesses?
- 3      No doubt, Col Warden's presentation was challenging. What does it mean to think at the strategic level? In what ways might I apply Col Warden's teaching points to my own life?
- 4      It's 20 years into the future. On my way home from Mars, I stop for a rocket burger and refuel my jetpack with dilithium crystals. Something makes me think about my old cadet days. What is the #1 benefit I received from my time as a cadet?
- 5      We're about half-way through COS. What have I learned so far? Consider my first COS journal entry. Am I fulfilling the goals I described in that entry? Have my goals changed or evolved? Describe one lesson I've learned at COS that you think will stay with me for a long time.

- 6 Some movies and novels illustrate how we can study leadership by looking carefully at movies. What are some movies I've seen that have had something to say about leadership, working with people, making ethical choices, or achieving personal goals? Has any particular movie, TV show, or book made an impression on me as a young leader?
- 7 What aspects of airpower history interest me the most and why?
- 8 What ethical principles guide my life? Is it possible for a person to live by a strict code of conduct while tolerating a friend who does not live by those same principles? Are cadets more honest and ethical than ordinary youth? Does CAP attract or does it create responsible citizens?
- 9 In my own words, what is leadership? How do I see myself approaching leadership challenges now that I'm (nearly) a graduate of COS? How would I summarize my personal leadership philosophy?

## LS-03 INTRODUCTION TO LEADERSHIP

### 1.5 Informal Lecture

#### 1.0 Flight

**INTRODUCTION:** This lesson provides cadets with a broad survey of the field of leadership. The emphasis is on leadership's place in the behavioral sciences and the psychological aspects of motivation. Cadets will also approach the study of leadership in light of Air Force doctrine (officially sanctioned beliefs).

#### DESIRED LEARNING OUTCOMES:

1. State the Air Force definition of leadership
2. Defend the doctrine that leaders are made, not born
3. Explain why leaders need to appeal to goals they and their followers hold in common
4. Discuss the Air Force model for leadership development
5. Discuss what is meant by the tactical, operational, and strategic arenas of leadership
6. Describe the goals and uses of the Myers-Briggs Type Indicator
7. Describe the basic communication process model
8. Describe how needs and behavior can affect the communication process
9. Discuss how motivation plays a part in the leadership communications process
10. Identify how the FRLM model can help to make you a better leader

#### READINGS:

- a. [Leadership, US Air Force Doctrine - Volume II](#) (Read the introduction for Chapter 1, The Airman, The Airman's Perspective, The Total Force, The Air Force Core Values (pages 1-19) and Chapter 2 – Leading Airmen (pages 27-45). **NOTE**, you may need to copy/paste the exact URL in a web browser to access/download: <https://doctrine.af.mil/download.jsp?filename=Volume-2-Leadership.pdf>)
- b. [The Full Range Leadership Model](#), by Matthew Stafford
- c. [Learn to Lead](#), chapter 3
- d. [Leadership Communication in the Winter of Oh-Eight / Oh-Nine](#), by Carl Oslen
- e. [Airman Handbook](#) (Section 9.19 – Institutional Competencies [pgs 231-233], & Sections 10A & 10B— Leadership [pgs. 241-249])

#### LESSON CONDUCT:

The purpose of this lesson is to introduce the cadets to the current definition of leadership being taught to AF Captains at the Squadron Officer School.

- ☐ Challenge students to extract common themes and key points shared by the lecturer
- ☐ If cadet discussion is lacking, probe the students by using these recommended discussion questions



- Share a leadership experience or challenge you have faced as a cadet (what about as a student?)
- Share opinions and rationale behind the statements “Are leaders born / are leaders developed / made?” Share the observation (if the cadets haven’t) that the Air Force places enormous focus on leadership training and development – Professional Military Education – which was a key part of their assigned readings.
- Describe examples of how cadets may have already employed aspects of the FRLM; does this model make more sense now after thinking about examples of each category?

## LS-04 HISTORY & INNOVATION THROUGH LEADERSHIP

### 1.5 Informal Lecture

**INTRODUCTION:** Successful leaders adapt and overcome a variety of obstacles. Additionally, sometimes unique situations call for unique capabilities to ensure mission success. This lesson is designed how history (and select conflicts) have transformed operations today. Through a special operations lens, cadets will learn how airpower leaders handled challenging situations, and how these actions (and cognitive lessons learned) have morphed airpower today and beyond.

#### **DESIRED LEARNING OUTCOMES:**

1. Provide examples of how historical situations and creative actions of leadership have impacted current-day operations
2. Discuss some of the lessons learned from the “EAGLE CLAW” mission. Why is it important to capture lessons learned?
3. Describe factors commonly impacting change and innovation in an organization, and how a leader can capitalize creativity and innovation to accomplish the mission

**LECTURER:** Dr. Kenneth Poole ([Biography](#))

#### **READING:**

- a. [Airman Handbook](#) (Section 10.10—Learning, 10.11—Dealing with Change, and Section 10H—Strategic Leadership [pgs. 250-251 & 264-265])
- b. [Operation THURSDAY: Birth of the Air Commandos](#), by Herbert Mason Jr, SSgt Randy Bergeron, and TSgt James Renfrow, read ppg 1-15, 41-45)
- c. [Desert One](#), Air Force Magazine, by Otto Kreisher
- d. [Adaptors and Innovators – Why New Initiatives Get Blocked](#), by M.J. Kirton
- e. [5 Ways Leaders Enable Innovation In Their Teams](#), Forbes, by Glenn Llopis

**Lecture only, no seminar.**

## LS-05 LEADERSHIP & FOLLOWERSHIP

### 1.5 Informal Lecture

### 1.0 Seminar

**INTRODUCTION:** In the Air Force, lieutenants lead senior NCOs who have more experience and are often ten or twenty years older than themselves. Modeled on a joint program of the former Air & Space Basic Course for newly commissioned lieutenants and the Senior NCO Academy, this session explores concepts such as mentoring, leading your boss, relying on the expertise of those around you, and exercising power in a mature, non-egotistical way. It is hoped that as Air Force lieutenants have learned to work with senior NCOs, this class will enlighten cadets on how to work with CAP senior members.

### DESIRED LEARNING OUTCOMES:

1. Defend the importance of professionalism and teamwork between leaders and highly experienced followers
2. Discuss how new leaders can receive mentoring from highly experienced subordinates
3. Describe the challenges of deciding when to lead and when to follow
4. Explain how the presenters' anecdotes illustrate how new leaders and experienced subordinates can support one another

### READING:

- a. [\*HeirPower! Eight Basic Habits of Exceptionally Powerful Lieutenants\*](#), by Bob Vasquez, CMSgt, USAF (Ret)
- b. [\*Ten Rules of Good Followership\*](#) by Col Phillip S. Meilinger, USAF (Ret)
- c. [\*Airman Handbook\*](#) (Sections 10A—Overview, 10B—Leadership and 10C—Followership [pgs. 241-254]) *NOTE: Sections 10A and 10B were also assigned for LS-03*

### FLIGHT/JOURNAL DISCUSSION (If Time Permits)

1. Why does Chief Vasquez title one of his chapters, "Shut Up and Pay Attention!?" Why would a chief say that to a lieutenant? What, if any parallels are there in CAP? How does a junior person (ie: a chief) get a senior person (ie: a lieutenant) to "shut up and pay attention?" [See Habit #2]
2. Chief Vasquez wrote, "To be good, you have to be competent." What does he mean? How does a leader become competent? [See Habit #6]
3. Chief Vasquez offered a paradox: to lead a team, you have to take care of yourself first. What are the four basic areas he recommend you focus on? Give an example of each. [See Habit #5]
4. In discussing trustworthiness, Chief Vasquez asks, Whom do we trust? How did he answer that question? Why are the attributes he list relevant to trustworthiness? Do you agree or disagree with him? [See Habit #7]
5. What are some challenges Cadet Officers face when trying to manage leadership vs followership? Are Cadet Airmen leaders, or only followers? Explain some examples of dynamic situations involving both leadership and followership.

## LS-06

## EMOTIONAL INTELLIGENCE

1.5 Informal Lecture

0.5 Seminar

**INTRODUCTION:** Emotional Intelligence has strong linkages to the methods and handling of leadership challenges and obstacles one may face. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

### DESIRED LEARNING OUTCOMES:

1. Comprehend the importance of self-awareness
2. Identify how emotional intelligence applies to leadership situations

### READING:

- a. [\*Unlock Your Emotional Genius: How emotionally intelligent are you, and why should you care?\*](#) by Susan Whitbourne, Ph.D.
- b. [\*What Emotional Intelligence Is and Is Not: Does it exist? What is its significance?\*](#) by John Mayer, Ph.D.
- c. [\*Emotional Intelligence in Leadership: Learning How to Be More Aware\*](#) by the Mind Tools Editorial Team

Cover the importance of describing how self-awareness and emotional intelligence can be used as a leadership tool and to use this awareness to self-improve. Ask if cadets agree with the belief of emotional intelligence – why or why not? Have they practiced any tips from the readings previously, or how can they incorporate lessons from the readings?

## LS-07 TEAM LEADERSHIP PROBLEMS

### 4.5 Practical Exercises – Simulations

**INTRODUCTION:** This lesson on Team Leadership Problems (TLP) is divided into three sessions. Each seminar will be given problems to solve in a team setting. This will be an opportunity to take a practical approach to leadership after completing several academic sessions.

#### **DESIRED LEARNING OUTCOMES:**

1. Identify and describe at least one example of effective leadership and followership.
2. Identify at least one area for leadership self-improvement.
3. Identify at least one area of personal leadership strength.
4. Describe at least two leadership principles that were illustrated by actions in Team Leadership Problem exercises.

**READINGS:** Review the *8-Step Problem-Solving Process*:

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

**LESSON CONDUCT:** The TLPs will be conducted in three sessions, each involving a different scenario. Specific instructions will be given to the teaching team at the workshop prior to the start of the course. Instructors should discuss lessons learned and connect these practical applications to the academic sessions. The cadets will learn from the TLPs only if the feedback phase is conducted in a serious, thoughtful manner. TLPs are fun, indeed, but for the activities to be meaningful, cadets must be able to answer the “So what?” question.

The instructor teams need to evaluate and observe their cadets performance during each of the TLPs on the COS issued critique. NOTE: Preparation for the TLP is the key to success of this block of instruction. You **must** completely understand the TLP rules of engagement and execution. A review of the TLP’s will be conducted during the staff training.

#### **FLIGHT / DEBRIEFING DISCUSSION *\*\*Have cadets critique their performance and learn effective debrief skills and derive lessons learned for future attempts***

1. In retrospect can you identify some ways that you might have done something different? What were they?
2. Could you see any of the points brought out by previous speakers emerge during the TLP? Describe them and how they played out during the exercise.
3. What lessons did you learn from participating in these exercises?
4. Was the TLP just a game without purpose? What is the answer to the “So what?” question? What lesson, if anything, can you take home with you concerning this activity?

## 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.

## BLOCK 2 - CHARACTER

**BLOCK INTRODUCTION:** Leadership and character are connected. Any leader who believes in the principle of “leadership by example” must examine how ethics affects the work of the leader and how leaders can motivate subordinates to uphold a high standard of personal honor. This block is especially important for COS students because as cadets they have set themselves apart from ordinary youth by professing a commitment to the Core Values.

**BLOCK OBJECTIVE:** At the end of this block of instruction, each cadet should be able and willing to defend the claim that leadership and character are connected, that only men and women of character can be bona fide leaders.

**METHOD OF INSTRUCTION:**

Informal Lectures (audience may ask questions)

Seminar – Guided Discussions

Movie – Leadership Analysis

## CH-01 ETHICS AND LEADERSHIP

### 1.5 Informal Lecture

#### 1.0 Flight

**INTRODUCTION:** The importance of, “do as I do,” not “do as I say,” is one of the key teaching points from this lesson. When leading in a volunteer organization, effective positional leadership is dependent on the perspective held by others of the individual. Therefore, one’s integrity and ethics are the foundation of those perceptions and are both key to successful leadership in such an organization. The emphasis for the entire lesson should be the importance of ethics and integrity to being a successful leader and how not having these attributes can bring down a leader.

**Lecturer:** TBD

#### **DESIRED LEARNING OUTCOMES:**

1. Analyze the relationships between integrity, honor, ethics, and successful leadership
2. Summarize the characteristics of legalism, absolutism, and relativism
3. Discuss how ethics impact decision making
4. Assess the implications of the concept of public trust for leading in a military organization

#### **READINGS:**

- a. [\*Learn to Lead\*](#), Civil Air Patrol, Chapter 9
- b. [\*Self-Assessment and Your Right to Lead A Leadership Primer\*](#), Colonel Gene Kamena
- c. [\*Airman Handbook\*](#) (Section 9F, 9.20 – 9.27 – The Profession of Arms: An Airman’s Perspective [pgs 234-239])

**LESSON CONDUCT:** The lecture introduces cadets to different approaches to ethics – situational, legalism, relativism, absolutism, etc. The flight will be an opportunity for the cadets and instructors to get into some sticky issues. Lastly, cadets should not be left with the idea that there is always a clear-cut answer to ethical dilemmas; sometimes there are no 100% right answers.

#### FLIGHT DISCUSSION

**1. PUBLIC TRUST.** Define the concept of “Public Trust.” How key is it for those in uniform to be able to function effectively? Why?

- Public trust is related to public support for the use of military to support national objectives.
- In some cases they have to work outside the public eye and need the trust to perform in that environment
- Funds that come from taxpayers or donations from others demand an organization that can maintain a degree of public trust

Does CAP fit into this category? Is CAP an organization that needs to worry about how it is meeting the public trust? Why or why not?

Are people in uniform held to a higher standard than those not in uniform?

☐ Is this appropriate?

- Why or why not?

### Take-Aways

- There is a degree of public trust associated with those in uniform.
- The public trust is needed to do our jobs effectively.
- A betrayal of that trust runs the risk of losing the credibility to be effective
- If the taxpayer is paying the bills, we need to have that credibility ☐ Integrity is one of the core values of both the Air Force and CAP

**2. CORE VALUES.** Why is it important to have such a concept as a core value? What does that mean to you as a leader?

- Integrity at the macro level is the foundation to the public trust issue
- At the micro level it goes to the creditability of the individual leader: can he/she be trusted?

What would an organization without integrity as a core value look like? Why could it not be effective?

- Within the organization, rank-and-file members would feel demoralized because they could never believe anything that anyone told them.

- Other organizations (ie: potential partners, customers, etc.) would be reluctant to work with the organization because they wouldn't trust the leaders and would not want to get its "stink" on them. Suppose we were to title this lesson, "Ethics: The Key to Positional Leadership." What would that mean to you? Are ethics the key to positional leadership?
- If you have no rank or title or regulation to give you the leadership position, you have to earn the leadership
- Integrity is key to earning that position of leadership
- If you are set in a position by regulation, then integrity is key to keeping the position. The news is filled with stories of leaders who lose their positions due to their having poor integrity.

**3. ETHICS IN ACTION.** Perhaps you have some examples where leaders you have known have lost their leadership position because of a compromise in integrity. Would you share that with the flight and discuss some of the lessons you may have learned from it?

**4. ETHICS IN THE REAL WORLD.** Are there times when you stand on principle no matter what, or can you pick and choose your battles?

- There is a concern that at a young age integrity may become the end in itself, without regard to the consequences. Think about how grade school kids are rule-bound to a fault, for example.

- Sometimes there are choices that have to be made between two rights or two wrongs. Constitutional law is filled with such examples where an individual's personal liberty comes into conflict with society's collective rights.

## CH-02 LEADERSHIP ANALYSIS

### 3.0 Seminar Film Analysis & Discussion

Students will review a selected film and conduct a leadership analysis—discussing key leadership themes, ethical decisions, and learning points.

#### DESIRED LEARNING OUTCOMES:

1. Explain how the Core Values apply to characters in the film.
2. Discuss leadership challenges faced by the characters in the film.
3. Describe and critique the leadership styles used by characters in the film.

#### READINGS:

[Airman Handbook](#) (Section 9.30 – Core Values [pg 240])

**MASTER AND COMMANDER MOVIE PLAYBACK:** The movie will be reviewed in five parts (pause at the below times to ensure the class as a whole is tracking major concepts, and to discuss changes in leadership (situational leadership examples / adaptations) as the situation changes.

- **STOP 1: 37:07** -- After Midshipman Hollom tries to sing w/ the sailors
- **STOP 2: 1:12** – Scene w/ the Doctor laying in his hammock
- **STOP 3: 1:25:44** -- After the funeral
- **STOP 4: 1:42:22** – After Captain and Dr. speak about camouflage
- **STOP 5: 2:08:43** -- End Credits

#### LESSON OUTLINE

**ATTENTION:** Many aspects of the film, Master and Commander, the challenges faced by the main character(s) directly relate to leadership concepts and discussions we have had so far during COS.

**MOTIVATION:** As future leaders, it is important that you learn to select a leadership style appropriate to the situation. This movie will help you understand this concept.

#### OVERVIEW

1. Watch the movie Master and Commander
2. Analyze the movie from several different viewpoints, keying especially on leadership style and the material covered in the situational leadership discussions.

#### REFERENCE SHEET

Link to Master & Commander Character Handout

#### Discussion Questions:

Instructors will draft questions based upon the instructor notes/summary section provided below. *Here are example discussion questions:*



What is Captain Aubrey's leadership style? What characteristics does he emulate?

Does any other character display a differing leadership style?

Discuss examples of Captain Aubrey taking care of his subordinates.

What is Aubrey's philosophy regarding earning respect?

What methods does Aubrey use to engage and motivate his troops?

How does a leader go about balancing strengths/weaknesses of a team? Does Aubrey do this? If so, how?

Does any other character step up to be a leader? If so who and how?

#### INSTRUCTOR NOTES/SUMMARY (He = Aubrey)

- He earns his respect as a leader. It is not given by position or rank... he has earned it
- He clearly cares for his people and the mission
- He solicits input from his confidant – the Doctor, and he accepts input from his subordinates
- He challenges his leaders
- He is persistent in accomplishing the mission, and personally trains his subordinates
- He is a principled and disciplined leader

#### POSSIBLE DISCUSSION POINTS:

##### Part 1:

Discuss Midshipman Hollom's inability to act – An officer needs to make a decision. If that person fails to act, then it is incumbent upon someone to step up and make a decision – just like Midshipman Calamy did when he called "beat to quarters."

Take note of Aubrey's interaction with Hollom and Calamy – was he disappointed in Hollom's indecisiveness? Even if you're wrong, be confident in being wrong. Remember, "I don't know is never a good answer." In this situation, Hollom could have used the facts around him – the watch heard what sounded like a bell, they're in dense fog, he scans the horizon and sees what appears to be a ship. Does "beating to quarters" cause any issues if you're wrong? Probably not, but if you fail to act when you should have the consequences could be worse.

Discuss the Captain's intuition -- sometimes leaders don't have the opportunity to have all the facts or all the information to make a decision, sometimes they react on their "gut feeling" -- sometimes it works.

Discuss the Battle –

Officers lead from the front. Officers and leaders stand tall – if you fall or your confidence is shaken think of the effect it will have on your troops. Take note of Capt Aubrey – he is all over the ship and he is leading from the front. He’s visible, he’s present, and he is aware.

#### Repairing the Ship –

The Ward Room – Captain Aubrey discusses the battle. He wants to refit the ship at sea. What is the reaction of his men? They were soundly beaten, and they were ready to give up and go into port to repair their ship before returning home. Captain Aubrey had his orders, he wanted to follow through with them. Was he driven by duty or ego?

Take note of Mr. Allen’s demeanor and thoughts: We’re out classed, they have more guns, we can’t win – Remember, “we go to war with what we got, not what we want.” As a leader, you have to address and listen to the concerns of your subordinates, but you cannot forsake the mission.

Address when Nagle and Warley bring a mock up of the Acheron to Captain Aubrey. Did Aubrey look interested at first when the crew came in? He commented “what’s all this about?” But he still took the time to listen to his men, and he realized they had information of great value. Lesson – no matter what your rank, title, or position may be never discount the potential talents or offering of your subordinates.

Respect and Fraternization -- Discuss the reaction of the Captain and Crew when Hollom tried to join in with the crew while they were singing. Your subordinates may welcome your camaraderie and some will not, the lesson is to know your people. Leadership is a balancing act – you have to be the enforcer and conductor sometimes, and sometimes you have to be the mentor and father/mother figure. However, none of this can happen if you don’t have the respect of your troops.

#### Part 2:

Captain Aubrey has the respect and confidence of his crew and his presence motivates. Note, as he takes his crew and his ship through hellacious conditions, the crew believes in him. When one dissents, the others chime in and sing his praises. He is a motivator; therefore, his troops quash morale and dissent at the lowest level.

Batten down the hatches: When Warley goes up to tie up the sail he is in desperate need of help? Mr. Allen sends Hollom. What happens? Hollom fails to act, he hesitates, and he shows fear even though one of his crew is crying out for help. Think of what his stature amongst his men and superiors would have been if he had acted instead of cowered. If he had helped could Warley have been saved.

The Galapagos: The Captain makes a promise to the Doctor. Is this advisable? Do you think the relationship between the Captain and Doctor is healthy and sustainable? This scene really hits on duty, and the need to recognize that your needs should never outweigh the needs of the mission. Service before Self... Also, never make a promise that you cannot keep.

Training Scene: Aubrey oversees it. He works with the crew. He knows that the only way to beat this ship is to be faster and better at loading their guns and firing accurately. Lots of so-called-leaders choose to lead from their desk – they're faceless unknown entities to their subordinates. Aubrey leads his men, and he is rewarded with their full support.

#### Part 3:

Morale starts to tank on the ship. They blame everything on bad luck. How do you stop morale from tanking? When the sailors start to disrespect Hollom openly. What could have been done? Could Hollom have addressed his troops for blaming their misfortune on him? Why does he choose to walk away rather than address it?

When Nagle bumps into Hollom what does Hollom do? How did the counseling and feedback session between Hollom and the Captain go, would you have done anything differently?

What are your thoughts on the discussion between the Captain and the Doctor? Who do you agree with? Did Aubrey overreact? Should he have flogged Nagle.

Hollom's suicide – In light of the numerous suicides amongst our active duty, retired, and veterans, as well with members of CAP, it is important to address the missed signs leading up to Hollom's suicide. What mistakes and errors did the crew make? Were there signs that were leading up to the suicide? What could have been done to stop this? Did anyone take notice of Hollom's problems?

#### Part 4:

The doctor gets shot in an accident. Did Captain Aubrey show favoritism? Did he act in the best interest of his crew and mission by giving up chase? Would he have done this if another crewmember had been shot? Did he circumvent or disobey his standing orders in doing so?

The Doctor finally gets to visit and collect samples from the Galapagos. He crests a hill that looks over a bay and realizes the Acheron is anchored. Even though he was collecting samples and doing what he wanted, he needed to inform the Captain -- Service before Self.

Doctor and Captain discuss camouflage – possibly hit on the point that leaders should be innovative and creative in their problem solving efforts. It's ok to think outside of the box to accomplish the mission.

#### Part 5:

The Final Battle:

Points to hit on:

The captain leads the charge -- he is present.

The officers lead from the front, they don't let their men fight while they cower or find cover.

Blakney's actions to defend the ship: even though he didn't get the job he wanted, he fulfilled his duty.

In any job or in any military assignment, you may not get the assignment you were hoping for, but at the end of the day you need to bloom where you are planted.

The captain's speech to his crew prior to the battle describes how each of his subordinates' actions impact the bigger picture – when your follower's understand their contribution to the mission, they are more engaged and likely increase their commitment to the mission.

The Battle is won:

The two ships part ways. Assignments have been made and the crew has been divided to support both ships.

In spite of the agreement made w/ the doctor, the Captain has to once again abandon the trip to the Galapagos to ensure the safety of the other ship -- another example of Service before self.

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## **ALTERNATE LESSON PLAN / MOVIE: ENDERS GAME**

**ATTENTION:** Many aspects of the film, *Enders Game*, the challenges faced by Ender directly relate to leadership concepts and discussions we have had so far during COS.

**MOTIVATION:** As future leaders, it is important that you learn to select a leadership style appropriate to the situation. The movie will help you understand this concept.

### **OVERVIEW**

1. Watch the movie *Enders Game*
2. Analyze the movie from several different viewpoints, keying especially on leadership style and the material covered in the situational leadership discussion.

### **REFERENCE SHEET**

[Link to Ender's Game Character Handout](#)

### **DISCUSSION QUESTIONS**

Instructors will draft questions based upon the instructor notes/summary section provided below. Here are example discussion questions:

**What is Ender's leadership style? What characteristics does he emulate?**

**Discuss examples of Ender taking care of his subordinates.**

**What is Ender's philosophy regarding earning respect?**

**What methods does Ender utilize to engage his superiors?**

**How does a leader go about balancing strengths/weaknesses of a team? How does Ender do this?**

**INSTRUCTOR NOTES/SUMMARY (He = Ender):**

- He earns his respect as a leader. It is not given by position or rank...
- He clearly cares for his teammates (and, as it turns out, the "enemy.")
- He solicits input from, and uses the best ideas of his subordinates.
- He challenges his leaders, does not merely accept orders and keep quiet and safe.
- He is persistent, innovative, and deliberately trains his subordinates.
- He is a principled leader.
- He uses great challenges to make great changes in his organization.

**1) The respect of a leader has to be earned, not given by default.** *"I have a problem respecting someone just because they outrank me,"* Ender says to his Colonel when asked about the troubles he's having. Ender knows that a leader shouldn't be shown respect simply because he has the rank – he has to prove his worth, or his competency (or lacked of) is challenged, because too much is at stake for blind obeisance. Which leads to the next point...

**2) He challenges his leader by asking questions.** The leader's orders are not to be followed blindly just because he says so. New leadership is no longer a one way instruction and expects everyone to obey. Ender challenged his superiors' orders repeatedly by asking provoking questions, upsetting a few of them inevitably. Insecure leaders dislike being asked questions. Unlike the rest, Ender dares to speak up and raise what is on everyone else's mind but choose to remain silent and play safe.

**3) He involves as many thinking brains as he possibly can.** The old military leadership style is the leader who does all the thinking and his soldiers do all the fighting. Ender makes it clear to his soldiers, that if they have any good ideas, he wants to hear them. He doesn't want to be the only brain doing all the thinking. Unlike the other tough military leaders, he invites his followers to participate in strategy planning together with him, to their surprise!

**4) He cares for others.** Ender display as much heart (if not more) as his brilliant mind. He elevates his fellow soldiers to be his equal, and gaining the advantage of their loyalty and their best strengths as the result. He understands that others have needs too, and he takes them into consideration in his strategies.

**5) He takes full responsibility for his actions and outcome.** I can't elaborate too much on this without giving away the main spoiler of the movie. As a young commander who is instructed by the senior authority to kill the enemies, Ender need not bear the consequences of his actions but he did. Upon realization that he was tricked by the powers above him, he takes full responsibility to make amends and take the corrective actions. What a hero!

## 6) Practice, Practice, Practice

*“Drill drill drill, that was all Ender would be able to do with them for a while.”*

As a way of both challenging him and accelerating his learning process, Ender Wiggin was placed in one of the Battle School’s Armies far earlier than was typical. His commander, Bonzo Madrid, who insisted on disciplined precision during battle, decided immediately that Ender was useless and didn’t allow him to participate in its Army’s practice.

Undeterred, Ender sought out his own private practices. He learned to shoot from his fellow army-mate Petra Arkanian. He also started training with other groups of friends that he made in Battle School. Over the years of his education, Ender personally practiced virtually more than anybody else in Battle School. In those practices, he and his friends constantly challenged each other – coming up with new ideas, tactics, and techniques. And his practice paid off, too – for the bulk of his time at Battle School, he consistently led in most measures that the students were judged by.

When Ender became a Commander at Battle School himself, he applied the concept of extra practice to his entire Army, which practiced more often than any other Army in the school. And again, this practice paid off – despite unfair advantages against Ender, he and his Army never failed to win a battle.

In today’s busy world, we often don’t get a lot of thought to practice and training. A lot of people are just thrown into their jobs with some perfunctionary instruction from an equally busy co-worker. “Ongoing training” often consists of watching a poorly produced video. Practice and ongoing training aren’t high priorities for most organizations – but they’re essential because they allow for consequence-free mistakes and provide opportunity for constructive feedback. If you want you and your people to excel, good training and challenging practices are essential.

## 7) Know and Empower Your Own People

*“They also knew that Ender trusted them to do as they judged best when he gave them no orders. If their style of fighting were not right for the situation they were placed in, Ender would not have chosen them for that assignment.”*

On his first day as a Commander in the Battle School, Ender had his army practice. And after that practice, while his army went off to relax and eat, he did something quite different. In the book, Card writes that “Ender did not go to classes that afternoon. He lay on his bunk and wrote down his impressions of each of the boys in his army, the things he noticed right about them, the things that needed more work.”

Ender made it a priority to know everything about the people under his command. Their strengths, their weaknesses, what they were good at and what they weren’t. In practice, he drove them hard, but one-on-one, he was friendlier and helped each member of his Army achieve their highest potential. He went even further than that, too. He *empowered* the people in his command. He divided his army into five “toons” – which themselves could be divided in half. That meant that at any given time, he could either have the whole army working as one cohesive unit, or he could have 10 units working at once. And when he gave orders, he didn’t micromanage. He gave five toon leaders an objective, and counted on them to fulfill it in the best way possible.

One lesson that Ender learned early on in Battle School was this: “soldiers can sometimes make decisions that are smarter than the orders they’ve been given.” He applied that lesson to his own Army,



counting on his subordinates to use their own initiative and ideas to achieve the objectives they've been given, rather than mapping out every intricate portion of a grand strategy.

In leadership roles in our own organizations, we can often micro-manage to death – a tendency that can drive gifted and creative employees right out of a company. Subordinates need to be empowered to do things on their own initiative to achieve goals instead of being hamstrung.

But on that same note, that empowerment doesn't work in an environment where every person is seen as an interchangeable cog. You have to know the people on your team backwards and forwards. You need to know what they're good at so you can put them in a position where their talent and initiative will lead to success rather than failure. You need to know how you can challenge them in a way that makes them better employees without putting so much pressure on them that they break. That means knowing, trusting, and understanding the people who work for you.

"If an employee is fired, nine times out of ten it's a failure of management." A good leader knows the strengths and weaknesses of the people who works for them, and does their best not to put them in a position where they're doomed to failure. Too often, the biggest mistakes leaders make is simply not knowing enough about the people working for them. That's something Ender Wiggin understood.

## **BOTTOM LINE**

The bottom line is that Ender Wiggin is no chessmaster. He plays to win, and he does that by always orienting towards his goals, keeping his skills sharp, empowering his subordinates, and creating a culture where innovation, creativity, and adaptation are the rules of the day. By trusting his team to achieve their goals, he earned their trust in return. By making sure his team keeps their skills sharp, he ensured that they could adapt. And by being willing to let go of some of his power, he ensured that his teams thrived and won the day.

## **CONCLUSION: PERSONAL APPLICATION**

What can you do to apply the leadership lessons contained within *Enders Game* in your home squadron? Answers may vary. Some common themes we should hope that cadets express include:

- Serve the needs of the team before the needs of the self.
- To build leaders, you have to give people a chance and allow them to make mistakes, as well as motivate them (teambuilding)
- If you can figure out what motivates someone, you can inspire them to excel in unimaginable ways.
- The conventional wisdom is that a mission-focused leader will forget basic people needs (hygiene factors), but this film suggests that only through a mission-focus will the team succeed, and only through mission success will the team's needs truly be fulfilled. Therefore, to boost cadet morale, focus on building a good squadron.

## CH-03 LEADERSHIP & RESPONSIBILITY

1.0 Informal Lecture

0.75 Seminar

**INTRODUCTION:** Leaders are charged with tremendous responsibility—taking care of people and accomplishing assigned missions. This lesson will review some of these responsibilities, and apply them to real-world examples. Additionally, cadets will review and discuss case study analysis of the Fairchild AFB Incident. On the 24 June 1994 a B-52 crashed at Fairchild AFB, Washington, killing all aboard. Leadership decisions were made three years prior to the incident that many believe influenced the crash. Many organizations have used this incident as a case study to explore leadership errors that may have occurred. The key discussion point for this lesson is where in the event chain leading to the accident could the decisions have been altered to prevent it from occurring. Why? What at first seems to be clear on the surface is a complicated set of circumstances whose assessment can give us insight into the complexities of leadership at a high level.

**Lecturer: Col Steve Davidson, USAF**

### DESIRED LEARNING OUTCOMES:

1. Describe responsibilities inherent in leaders
2. What are some techniques you can use to be effective leading teams on these topics
3. Identify two places in the B-52 case study event chain where the accident might have been prevented
4. Assess courses of action that were available to the leadership that were either taken or not taken

### READING:

- a. [Learn to Lead, chapter 11 – The Leader as Commander](#), pages 96-106
- b. [C-17 crash report exposes cracks in USAF safety culture](#), by Stephen Trimble
- c. [Darker Shades of Blue: A Case Study of Failed Leadership](#), by Major Tony Kern, USAF

### FLIGHT DISCUSSION

**Discuss and reflect on the lecturer's presentation; Cadets and/or instructors can also relate personal stories that further reinforce the presentation/objectives.**

### What is command authority?

*Command is the authority to direct subordinates to perform duties toward the attainment of organizational objectives.*

The notion of command presumes a military environment, where the command is established by and limited by law. If you believe that a commander is an all-powerful dictator, authorized to order the troops around as he pleases, you'd be wrong. In the western democracies at least, the age of tyrannical

commanders has been dead for centuries. Therefore, command requires real leadership skill. Leaders must be able to motivate, and inspire, to get the mission done. Leadership vs Management.

### **How does a commander prepare for the new responsibilities associated with the position?**

- The need to learn is much more urgent:
  - o What is the organization's mission?
  - o Who are the personnel within the organization / key staff? What are their backgrounds? How is the unit organized? What are the current challenges facing the organization?

### **Discuss the following statement: "The prestige, privilege, and the burden of command"**

Why does command potentially contain these three elements?

### **Discuss the following statement: "Rank does not confer privilege or give power. It imposes responsibility"**

## **FAIRCHILD AFB CASE STUDY**

**METHOD OF INSTRUCTION:** This lesson begins with a dramatic video shown in the auditorium at the end of the previous class period. It is followed by a flight led by both members of the teaching team. Section 4, "Conclusions and Implications," should be withheld from the cadets until the last 10-15 minutes of the flight. This prevents the cadets from arriving at the conclusions before you have had the discussion.

### **FLIGHT DISCUSSION**

This is a lesson in accountability and how subtle "pressing of the discipline envelope" can be and what trouble it can cause. The reading will recount the scenario of the B-52 crash at Fairchild AFB, Washington, several years ago. It is crucial to the success of the flight that everyone has done the reading. The entire incident and what led up to it have become leadership case study material at several of the institutions at Air University. With no lecture to set this up, both members of the teaching team should get together during the early workshops and plan time to craft a strategy on how they want to handle this flight. Here is one technique for handling the case studies; you may elect to use another.

Using the dry erase board, after everyone has had a chance to read the case study, ask the following questions:

Who are the players? List them on the board and discuss the role of each and their impact or influence on the scenario

What stake does each player have in the situation?

What are the issues?

Again, list these on the board and discuss them.

What lessons can we take from this case study? List and discuss

**NOTE:** You must emphasize to the cadets that the reading for this lesson is somewhat long, but critical to the success of the lesson. Therefore, they should consider beginning the reading early in the week. Put this on your list of items to discuss at the first flight.

**SUMMARY:** Remember to finish with the “So what?” question. Make the cadets wrestle with lessons that they might take away from this discussion. Here is a situation where in some cases regulations didn’t cover the transgressions, but someone needed to speak up. Sometimes one has to stand up for what is right regardless of the inconvenience it might cause.

## BLOCK 3 – AIR, SPACE, & CYBERSPACE

**BLOCK INTRODUCTION:** The overarching teaching point to be carried during this block is that although the Air Force is a relatively young service, some serious thinking about air power has been conducted in its short history. Some of that thinking has been flawed; some of it has been on target. We want our cadets to leave the course with a sense of that heritage. Heritage includes not only the history of air power but also the culture, values, and theories that have come from the history and their influence on today's air power. This is particularly important for CAP because of its aviation background and historical connection with the Air Force.

**BLOCK OBJECTIVE:** At the end of this block, each cadet should be able to describe the role air power plays in supporting national security objectives and how that role has evolved.

**METHOD OF INSTRUCTION:**

Informal Lectures (audience may ask questions)

Seminar – 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.

## AH-01 EVOLUTION OF AIR POWER

**Part 1:** 1903 through 1945

1.5 Informal Lecture

**Part 2:** 1945 through the Present

1.5 Informal Lecture

**LESSON INTRODUCTION:** The current thinking in all services about the use of air power is affected by that service's experience with air power in the past. Understanding the key principles of air power and its limitations is directly related to the lessons learned by the Air Force in the past. Additionally, the cadets should have read Meilinger's book prior to the first session, so they can consider the validity of his "propositions" as they hear the lecture and go through this and other seminars.

### DESIRED LEARNING OUTCOMES:

1. Describe at least three the key events or personalities in air power history and their impact on the role of air power and the U.S. Air Force
2. Critique and/or defend at least 5 of Meilinger's 10 Propositions Regarding Air Power based on the discussions of the evolution of air power

### READINGS:

- a. [\*Aerospace: The Journey of Flight\*](#) by Civil Air Patrol, pp 67-155. (To be reviewed prior to arrival at COS)
- b. [\*10 Propositions Regarding Air Power\*](#), by Col. Phillip Meilinger. Read for Part 1 of the lesson.

**LESSON CONDUCT:** This lesson is divided into two parts. Part 1 includes a lecture taking the cadets from the Wright brothers through WWII. Part 2 includes a lecture taking the cadets from the end of WWII to today.

### FLIGHT DISCUSSION

#### Airpower Basics

1. What are the unique qualities of the air as a medium of warfare that have influenced thinkers about air power? (List on the board and discuss why and what these concepts mean.)
  - Range • Speed
  - Perspective: What does this mean? Able to see beyond the next bush to exploitation of space
  - Flexibility: able to be in one part of the battle area in the morning and another in the afternoon
2. Why do the airpower theorists argue that the airplane is the most versatile platform for combat? Why is airpower more versatile than surface forces?

- Versatility means being able to focus on objectives at all levels of warfare simultaneously or near simultaneously
  - Airpower can hit the strategic level, operational level, and tactical levels
  - Airpower can reach deep without going through ground forces. It can jump over the moat, the drawbridge, the castle wall and strike the bad king where he stands.
3. In his “10 Propositions Regarding Air Power,” Meillinger argues that airpower is inherently offensive. Why? Do you agree?
- You can attack from any direction because there are no roads or rivers in air and space
  - It is virtually impossible to stop an air attack completely; at least some planes are bound to get through
    - A surprise air strike on a key node can lead to a decisive and early victory. Think of Pearl Harbor and how President Bush launched air sorties against Iraq earlier than expected in 2002 because we thought we knew where Saddam Hussein was. In war, the defense generally has a 3:1 superiority just by the nature of being able to dig-in, build barricades, etc.; but an air defender needs more forces than the attacker

### **History of Airpower Doctrine through 1945**

1. Consider Billy Mitchell as a case study. What was Mitchell’s main argument? How did the Army and Navy respond to his thinking?
  - Mitchell believed the airplane had rendered the battleship obsolete.
  - He advocated for an independent air force because he knew that if aviation remained under the army or the navy, it would be relegated to a supporting role, its budget would be under-funded, and it would ultimately be commanded by surface personnel who lacked the aviator’s unique perspective.
2. Doctrine is defined as “officially sanctioned belief.” What were some of the doctrines or beliefs that Haywood Hansell and the Air Corps Tactical School leaders had about airpower at the dawn of WWII?
  - Air power could bring a nation to quit fighting
  - Bombing meant going beyond the front line of the troops: a solution to the nightmarish trench warfare of World War I
  - Key industrial nodes of a country can be destroyed by air and force a nation to capitulate
  - The bomber will always get through; tight formations and heavy armament could protect; hence the “Flying Fortress”
  - At the time there are no fighters, which could stay with the bombers
  - Precision Bombing in daylight (as opposed to British who were area bombers at night)
3. What were some lessons learned about airpower at the end of WWII?
  - Technology of fighters meant that they could keep up with bombers

- Precision was harder to achieve, thus it took large numbers of bombers to achieve results and the concept of mass becomes operative
- Radar arrives on the scene
- Bomber was more vulnerable than first thought: huge loss rates in September and October 1943 caused a review of the theory
- Need for escort fighters to go all the way
- Destruction of the German Air Force by attrition rather than capitulation via destruction of key industrial nodes
- Flexibility of air power requires centralization of command for air forces.
- Air superiority recognized as a prerequisite for successful prosecution of ground operation

### **History of Airpower Doctrine 1945 – Today**

1. What was the impact of the close relationship between nuclear capability and the Air Force?  
In the early days of the Cold War, the only way to deliver nukes was via manned strategic bombers
  - Nuclear deterrence was synonymous with national security.
2. How did a change in the thinking about the role of air power come about in Gulf War I?
  - John Warden’s approach altered the idea that air power depended on the ground effort to develop its strategy
  - Technology caught up with the dreams of doctrine. With F-117’s and B-2’s, we could strike virtually any target anywhere, undetected. Think of what a single F-117 could have done if we knew where Hitler would have been on 1 September 1939.
  - Politics. At the end of the 20th century, civilian society would no longer stand for “total” conventional war in the classical sense of that term. U.S. military leaders knew that airpower had to deliver on its promise of effects-based operations that minimize collateral damage.
3. Meillinger’s 7th proposition about airpower relates to this discussion about technology. His proposition states that “precision air weapons have redefined the meaning of ‘mass’”. What does this mean? (First, get them to define “mass.”)
  - Mass is the principle that in order to break through a certain point, you have to concentrate a lot of firepower at a single point. To take over Australia in the game “Risk,” you have to put a lot of armies on Siam.
  - In WWII, the 7th proposition did not prove to be true, due to the limited technology. Hundreds of bombers were required to hit a single target.
  - Now because precision laser-guided bombs can deliver iron to within meters of its desired target – think of those pictures of bombs going through air shafts in Gulf War I – a single squadron or even a single aircraft can decimate a high-priority target.



4. Does airpower have a role in the prosecution of national security objectives in operations other than war?
  - The Berlin Airlift is a prime example of airpower being used in a humanitarian way to achieve national security objectives
  - The Coast Guard uses airpower to fight drug smugglers
5. What would you think are the prerequisites for the coercive use of air power to be effective? (There are probably many answers you can get here. The key is not the specific answer, but how well they defend or support it.)
  - A leader who doesn't care about his people
  - For example, in Kosovo, some thought it was the leadership, some thought it was the armed forces, and some thought other things
  - The traditional uses of air power might not be the answer: maybe it's airlift and humanitarian support?
6. Now that you've looked back at where we have been, what do you see for the future of air power?  
Unmanned vehicles
  - Role of space
  - Requirement to think outside the box for using air power
  - Range, flexibility, speed, mass and maneuver simultaneously, etc are still valid because the medium of warfare hasn't changed basically

## AH-02 EVOLUTION OF SPACE POWER

### 1.5 Informal Lecture

#### 1.0 Flight Seminar - Combined Air / Space Power discussions

**INTRODUCTION:** A look at the evolution of the Air Force would not be complete without some look at the Air Force's role in space. How does space fit into theories about air power? Some national security and military leaders equate the need to dominate space today to the 19th and early 20th century thinking about the need to dominate the high ground with ground forces. Speed, range, and perspective make the control of space an important concept for us today, just as controlling high terrain did in early days of warfare.

#### DESIRED LEARNING OUTCOMES:

1. Describe key events in the evolution of the US space program.
2. Identify some key USAF contributors to the growth of the space program in the USAF.

#### READINGS:

- a. [\*Aerospace: The Journey of Flight\*](#), Civil Air Patrol, pp 551-603. (Review prior to arriving at COS.)
- b. [\*Space History: The Evolution of Space Power\*](#), AU-18, Air University Press
- c. [\*The Guardians of Space: Organizing America's Space Assets for the Twenty-First Century\*](#), by Lt Col Cynthia McKinley, Aerospace Power Journal
- d. [\*Toward a Theory of Spacepower\*](#) Institute for National Strategic Studies, National Defense University, Read pp 4-14 and 179-188)

#### FLIGHT DISCUSSION

1. What impact did the Cold War have on the space race?  
Intercontinental ballistic missiles could deliver multiple warheads faster than manned strategic bombers and could not be shot down. They would create a devastating deterrent.
2. What is unique about space power compared with traditional airpower?  
Satellites can remain in orbit almost indefinitely; at super-high altitudes, satellites can fly over other nations for the purpose of surveillance; only the most technologically-advanced nations have the expertise and resources to project power in space; the advantages of airpower – speed, range, precision, etc. – are magnified in space as spacecraft can travel faster and longer and in greater safety.
3. What did the Reagan Administration hope to achieve through the Strategic Defense Initiative? SDI would be a defensive measure rendering Soviet missiles obsolete; instead of a policy of mutually assured destruction, defense against a missile attack would become the deterrent
4. What were the initial goals of the Shuttle program?

The Shuttle was unique in that it was reusable; designers envisioned the Shuttle launching twice per month, giving the US a cheap way to put satellites in orbit; through sheer repetition of Shuttle missions, the US would increase its competency in spacepower, making spaceflight safer and more efficient

5. According to the lecturer, where is our space program heading now that the Shuttle is retiring? (Pay attention to the lecturer for the answer to this question)

## AH-03 AIR POWER PIONEERS

### 2.5 Research/Communications Assignment (see also CS-02)

#### INTRODUCTION:

This assignment combines research into the history of airpower, an analysis of a historical figure's leadership style, and public speaking skills. This exercise is also listed in the communication skills block, lesson #CS-02 (speech #1).

#### DESIRED LEARNING OUTCOMES:

1. Summarize the accomplishments of an airpower pioneer
2. Discuss what character attributes made this person a leader
3. Deliver an oral presentation using good public speaking skills

**READINGS:** This is an independent research project; readings will vary but introductory materials will be provided. Early in the course, each cadet will choose an aviation pioneer from the list below.

#### PRESENTATION REQUIREMENTS:

This presentation should explore two main areas of study: airpower and leadership. 7 to 9 minutes.

First, the presentation must explain how the pioneer contributed to the advancement of airpower. This explanation should include a reference to at least one of Meilinger's ten propositions, explaining how the pioneer advanced that principle. What were the pioneer's goals and how did he achieve them?

Second, the presentation will describe and assess the pioneer's personal leadership style. This portion of the presentation requires some imagination; it will be necessary to "read between the lines" when researching the pioneer's biography. How did the pioneer operate as a leader? What were his values and overall leadership philosophies? How are those values and philosophies visible when one examines his life's work? It may be helpful to analyze the pioneer's leadership style in light of one of the leadership models we've studied.

The presentation is **not** to be a simple series of statements of fact, such as, "General Spaatz did X, then Y, and Z, and now he's famous." Cadets need to **assess** the pioneer's contributions and leadership style – this presentation is about making **conclusions**.

### **MENU OF AIRPOWER PIONEERS:**

Each cadet will be assigned one of the pioneers listed below to research (*Note: Use the Internet and/or [Fairchild Library](#) for additional research*)

[Billy Mitchell](#)

[Giulio Douhet](#)

[Elwood Pete Quesada](#)

[Hap Arnold](#)

[Carl Spaatz](#)

[Bernard Schriever](#)

[Ira Eaker](#)

[Charles Yeager](#)

[Claire Chennault](#)

[George Kenny](#)

[Benny Foulois](#)

[Hoyt Vandenburg](#)

[Jeanne Holm](#)

[John Boyd](#)

[Amelia Earhart](#)

[Curtis LeMay](#)

[Benjamin Davis Jr.](#)

[Eileen Collins](#)

[Jacqueline Cochran](#)

[Bessie Coleman](#)

[Mary Feik](#)

### **INSTRUCTOR NOTES:**

Each student is aiming for an 8-10 minute presentation. With 3.5 hours to complete all presentations for the flight, you will need to cut-off cadets who run long (recommend 12 minutes max). With ten cadets in a flight, the math works out such that you have 20 minutes total available per cadet, counting prep times, breaks, and the like. Be sure to allow time between presentations for transitions between speakers, feedback for the students, and discussion on the topics.

Feedback for the presenter is a key ingredient to this lesson; however, you might consider doing this while the next speaker is getting ready to save some time. If both team members are present, then one might consider debriefing a cadet while the other is getting the next cadet ready to speak. 360-degree Feedback is also important, have both instructors as well as a peer evaluate them.

It is also important to allow some time to discuss the pioneer as a class. While this activity is primarily a research and speaking exercise, it also functions as a way of introducing the whole flight to the various pioneers. Therefore, it's important that the flight receive a good synopsis of that pioneer's contributions to airpower. If a cadet totally bombs the presentation, the instructors will need to tactfully provide the synopsis of the pioneer that the cadet failed to offer.

You should fill the entire 3 hours. If you are finishing early, then you should have some hip-pocket questions to stimulate the discussion. The best of which might be: "What leadership lessons can you take away from studying your pioneer that you might use?" "What role did the pioneer's personality play in his or her effectiveness?"

## AH-04 CIVIL AIR PATROL HERITAGE

### 1.0 Lecture

**INTRODUCTION:** Civil Air Patrol (CAP) is the civilian auxiliary of the United States Air Force (USAF). It was created by [Administrative Order 9](#) in December 1941, with Maj. Gen. [John F. Curry](#) as the first CAP national commander. The organization was originally formed to provide civilian air support to aid the war effort of World War II through border and coastal patrols, military training assistance, courier services and other activities. CAP has a robust heritage—this lesson provides an opportunity for cadets to better understand the rich heritage of CAP.

#### **DESIRED LEARNING OUTCOMES:**

1. Appreciate noted moments in CAP's history, especially the WWII and current (2010-present) era.

#### **READINGS:**

- a. [Flying Minute Men](#), chapters 1, 2, and 8

**No seminar.**

## AH-05

## AIRPOWER IN ACTION

### 1.5 Lecture

**INTRODUCTION:** This lesson provides cadets an immersion into the scope of Air Force operations. Cadets will experience a lecture from a Senior Air Force officer whom will share operational mission examples, leadership in action and leadership advice.

#### **DESIRED LEARNING OUTCOMES:**

1. Comprehend how acts of leadership and leadership styles relate to Air Force operations

#### **READINGS:**

- a. [Air Force Mission overview](#) (review website)

## AH-06 EMERGING TECHNOLOGIES

### 1.5 Lecture

**INTRODUCTION:** This lesson explores emerging technologies and the impact they have on the external environment we face as leaders.

#### **DESIRED LEARNING OUTCOMES:**

1. Identify the impact technology, and future technology, brings to the leadership environment
2. Describe how emerging technology and creative thinking is related

#### **READINGS (Videos):**

- a. [\*TED Talk: Pointing to the future of UI\*](#)
- b. [\*TED Talk: Technology's long tail\*](#)



## BLOCK 4 - COMMUNICATION SKILLS

**BLOCK INTRODUCTION:** COS cannot present an entire English course, but we can enlarge the cadets' perspective on the role communication plays in the leadership environment. This block provides such a perspective. Further, because one way to learn to write and speak well is to write and speak often, cadets will complete several talking papers and speech assignments during COS.

**BLOCK OBJECTIVE:** At the end of this block, each cadet should be able to communicate more effectively and at a more complex level of leadership both verbally and in writing.

**METHODS OF INSTRUCTION:**

Informal Lectures (audience may ask questions)

Seminar - Guided Discussions

Practical Exercises – Simulations

Practical Exercises – Case Studies

**ESSAY ASSIGNMENTS:** See [CS-01](#) for details.

**SPEAKING ASSIGNMENTS:** See [CS-02](#) for details.

## CS-01 COS WRITING PROGRAM

### .5 Lecture

**INTRODUCTION:** As leaders rise to higher levels of responsibility, the need for writing skills increases. Leaders must be effective communicators, both written, and verbal. This presentation will cover the COS writing program, where three essays will be due (in addition to the day 1 – introduction essay discussed below).

#### CS-01 Table: Summary of Writing Assignments

1. Introduction Essay (**Due Before COS –[Pre-Arrival Assignment](#) Link also on COS Student Page**)
2. LS-05 Leadership & Followership (**due at the start of LS-05 seminar**)
3. LS-06 Emotional Intelligence (**due at the start of LS-06 seminar**)
4. CH-01 Leadership & Ethics (**due 1 July after lunch, prior to CH-02**)
5. Capstone Essay
  - a. Peer review #1 feedback accomplished on **29 June**
  - b. Peer review #2 feedback accomplished on **30 June**
  - c. Final Turn-in – **2 July**

#### Pre-Arrival Essay (Essay #1)

Prior to arriving at COS, Cadets will draft an introductory essay that serves as the first formal communication to the COS instructor cadre. The assignment will be posted on the COS student page, with specific instructions on how to submit. Take time to self-reflect on your personal goals, achievements and objectives...for both the short and long term. REMEMBER, the essay is due prior to the start of COS!!!

- [EXAMPLE PRE-ARRIVAL ESSAY](#)

#### Reading Summary Essays (Essay #2, #3 & #4)

Cadets will format and draft summary essays, identifying and discussing the main points and takeaways of assigned readings due prior to the start of specific assigned lessons. The goal is to provide a concise summary of key findings, and how these readings apply to the lesson objectives.

Assigned Lessons: LS-03, Introduction to Leadership & CH-01, Leadership & Ethics.

#### Reading Summary Essay Format:

- 2 full pages (min 1.5 pages)
- 1" margins
- Double-spaced
- Arial, 12 pt font
- Ensure your flight #, rank and name are on the top-right corner
- Examples from prior COS students are available below (NOTE: these two examples are not topics for this year's curriculum)
  - [EXAMPLE SUMMARY ESSAY 1](#)
  - [EXAMPLE SUMMARY ESSAY 2](#)

### **Capstone Essay (Essay #5)**

For the final “capstone” essay, you have just been appointed as the Encampment Cadet Commander and will be leading a team of cadet officers and NCOs who do not know you very well. You wish to apply your leadership principles gained at COS, and draft a memorandum to introduce yourself, your leadership philosophy, set the training climate, and establish training objectives/goals for encampment.

This is an opportunity for you to apply what you have learned at COS and to think strategically. The content of your memorandum should include some content relating to the lectures, seminars, and readings from COS’s leadership block. **Goal: A product you may be able to utilize if you find yourself as the Encampment Cadet Commander in the future!** You will be required to peer review two fellow cadets’ papers, and provide feedback.

### **Capstone Essay Format:**

- 3 full pages (2.5 min/4 max)
- 1” margins (memorandum format is not required/”standard essay format” is acceptable)
- Double-spaced
- Arial, 12 pt font
- Ensure your flight #, rank and name are on the top-right corner

*HINT: Utilize your notes/preparation from your personal leadership philosophy speech and apply your leadership philosophy to your new position as Cadet Encampment Commander.*

### **DESIRED LEARNING OUTCOMES:**

1. Develop an ability to summarize readings and identify main points succinctly in writing
2. Demonstrate an ability to think critically about COS readings and the subject matter
3. Show some degree of improvement in your ability to write succinctly and clearly; defend the idea that to write well, write often
4. Understand the COS writing program requirements and the grading criteria

### **READING:**

- a. [Excerpts from Tongue and Quill](#) (Read Chapter 2, pages 8-14; use entire guide as a reference aid)
- b. [Organizing Your Argument](#), Purdue University Online Writing Lab

**Evaluation.** Cadets must receive “satisfactory” ratings on each essay to graduate.

## CS-02 SPEAKING EFFECTIVELY: COS SPEAKING PROGRAM

.5 Lecture

**INTRODUCTION:** As leaders rise to higher levels of responsibility, the need for public speaking skills increases. This presentation will discuss that fundamental point, with an emphasis on making extemporaneous speeches and delivering briefings. Moreover, the lecture will introduce cadets to common practices Air Force officers use when making a presentation to a senior officer or addressing a group of subordinates in a semi-formal setting. The lecture will emphasize the role public speaking plays in the senior leader and staff environments.

### DESIRED LEARNING OUTCOMES:

1. Describe two techniques for speaking effectively
2. Discuss best practices for good delivery
3. Discuss how to organize an oral presentation
4. Understand the COS speaking program requirements and the grading criteria

### READINGS:

- a. [\*Speaking Effectively: A Guide for Air Force Speakers\*](#) by Dr. John A. Kline
- b. [\*Listening Effectively\*](#) by Dr. John A. Kline, Chapters 1-3, & 5

### CS-02 TABLE: SUMMARY OF SPEAKING EXERCISES

<u>No.</u>	<u>Task or Topic</u>	<u>Duration</u>	<u>Seminar</u>
<b>0.</b>	<b>Introducing a Fellow Cadet</b>	2 min	AD-02
Not formally graded—Icebreaker: Interview a fellow cadet, organize your thoughts, and deliver an impromptu speech by introducing them to the other cadets in your seminar. After the introduction, share what you hope to achieve during your time at COS.			
<b>1.</b>	<b>Prepared Presentation: Airpower Pioneer</b>	7-9 min	AH-03 / CS-02 #1
This assignment is discussed in depth within the AH-03 section.			
<b>2.</b>	<b>Prepared Speech: Personal Leadership Philosophy</b>	6-8 min	CS-02 #2
NOTE: Refer to readings from LS-02, PERSONAL LEADERSHIP PHILOSOPHY (PLP) & JOURNAL WRITING:			

PLP: A leadership philosophy is the way we see ourselves as leaders. This philosophy guides our actions, our behaviors, and our thoughts. Our philosophies are influenced by external and internal forces. We can change who we are as leaders by simply changing our philosophy of leadership. Leadership philosophies can change as you grow to understand yourself within the context of leading. Creating or finding your leadership philosophy means that you must explore and reflect upon your personal values, assumptions, and beliefs about leadership.

Cadets will deliver a 6-8 minute speech where they outline their personal leadership philosophy. There is no specific outline, however the below list is provided solely for ideas to help in developing your speech:

- Identify someone you admire as a leader or mentor
  - Identify traits, characteristics, examples of leadership in action, etc
- Define your theory, attitude, principles, and behavior
  - Identify your leadership style, factors that come into play when determining your leadership philosophy, etc

<u>No.</u>	<u>Task or Topic</u>	<u>Duration</u>	<u>Seminar</u>
<b>3.</b>	<b>Impromptu Leadership Speech</b>	5 min	CS-02-#3

Each flight seminar will nominate one cadet to represent their flight at the COS speech competition. Impromptu leadership topics will be provided at the event and a panel of judges will score each flight. The nominated cadet will will compete against the top speakers from the other flights.

## BLOCK 5 - STRATEGIC THINKING

**BLOCK INTRODUCTION:** This block aims to help cadets take a broad approach to problem solving, rather than viewing issues parochially from the narrow perspective of a cadet operating at a hometown squadron. Cadets will receive a general introduction to critical thinking as it applies to the strategic leadership environment. They will explore advanced models of strategic leadership intended to help them organize their thinking. Further, they will consider perspectives on the need for creativity and innovation. Finally, to be a well-rounded and well-informed leader, cadets need to feel comfortable with the details of how their organization functions at the national level. Therefore in this block cadets will also look at the structure of CAP and the reasoning behind some of the policies of the organization. Although teenage cadets may not often have the opportunity to lead at the strategic level, this block is an important part of COS because it introduces them to some themes in strategic thinking. Behind this block is a hope that cadets will appreciate the complexities of leading in the strategic arena and realize the need for having a way of organizing their thinking when confronted with a multi-faceted, long-term challenge.

**BLOCK OBJECTIVE:** At the end of this block of instruction, each cadet should have a foundation for developing a model of their own for dealing with complex challenges.

### **METHOD OF INSTRUCTION:**

Informal Lectures

Seminar – Guided Discussions

Practical Exercises – Simulations

Practical Exercises – Case Studies

## ST-01 CRITICAL THINKING & PROBLEM SOLVING

1.5 Informal Lecture

1.0 Seminar - Guided Discussions

**INTRODUCTION:** Teach people – especially leaders—to make good decisions and you equip them to own their futures and become contributing members of society. This lesson considers the art of critical thinking. First, cadets form a working definition of that term. Second, cadets will consider six core critical thinking skills: analysis, interpretations, self-regulation, inference, explanation, and evaluation. This lesson will also touch on fundamentals of logic and argument.

**COS 2017 TRIAL:** Kirton Adaption-Innovation Inventor (KAI): one of the world’s foremost measures for problem-solving, teamwork and creativity. It has been in use for over 40 years, and is supported by a wide range of academic research from around the world. Email instructions to complete the 10-15 minute inventory will be emailed out prior to COS – please follow the instructions in the email.

### DESIRED LEARNING OUTCOMES:

1. Form a working definition of “critical thinking”
2. Describe the six core skills in critical thinking
3. Comprehend the Problem Solving process

### READINGS:

- a. [Critical Thinking - What it is and Why it counts](#) by Peter A. Facione
- b. “Critical Thinking” in [Learn to Lead](#), chapter 5 (Pg 39-40) [PDF pgs 2-3]
- c. Introduction to the OODA Loop and the 8-Step Problem-Solving Process: [PowerPoint PDF](#)
- d. USAF Problem-Solving Process – OODA: [Worksheet](#)

### FLIGHT DISCUSSION

1. What is critical thinking? How does our speaker define it? How does critical thinking differ from criticism?
2. What are Facione’s six core skills in critical thinking? Take each one at a time and have the cadets define that skill and give an example of it.
3. In developing a “disposition toward critical thinking,” Facione talks about having a “critical spirit.” What does he mean by this? What does he not mean?
4. What is a liberal education and why does Facione recommend it for those who want to become critical thinkers?

5. Have the cadets outline Facione’s “IDEALS” method.
6. Describe the Air Force approach to problem solving – how can this process be used to facilitate communication and maximize chances of solving success?



## ST-02 STRATEGIC PLANNING & THE PROMETHEUS PROCESS

### 3.0 Informal Lecture

#### 1.0 Flight - Guided Discussion

**INTRODUCTION:** This lecturer will provide the cadets with another approach to dealing with tough challenges in an orderly fashion. It is hoped that during the lecture and seminar discussion that the cadets will critique, question, and assess his model (the Concentric Rings approach) with the aim of beginning to put a personal construct together for use later in life.

**LECTURER:** [John A. Warden, III \(Col, USAF Retired\)](#)

#### DESIRED LEARNING OUTCOMES:

1. Discuss the value of strategic planning to an organization.
2. Diagram Warden's concentric rings model
3. Discuss the importance of beginning a project by creating a "future picture"
4. Describe the concept of "parallel attack"
5. Describe Warden's "inside-out" and "outside-in" approaches
6. Assess how Warden's model can be applied outside the realm of national security issues

**HANDOUT:** Link TBD / *Prometheus Process*

#### READINGS:

- a. [STRATEGIC THEORY FOR THE 21st CENTURY: THE LITTLE BOOK ON BIG STRATEGY](#), by Harry R. Yarger, read pp 1-30.
- b. [Strategic Thinking & Planning](#), by John A. Warden III.
- c. [Strategy: Defining It, Understanding It, and Making It](#), by William P. Snyder.

#### FLIGHT DISCUSSION

1. Have the cadets name the five rings to you as you write them on the board. Then, ask them to give some examples to explain each ring.
  - a. Consider making two columns: one for military applications and one for a non-military scenario.
  - b. Have the cadets defend their examples.
2. What is meant by "inside-out," "outside-in," and "parallel vs. serial approach?" Again define it in relation to military strategy, and if possible a non-military application as well.
  - Inside-out: This refers to beginning at the most inner circle and working out to the outer circle of objectives
  - Outside-in: Means just the opposite

- The significance of these terms has to do with the way strategy was initially approached. In early wars it was felt that you had to start with the fielded forces and work inward because one had to defeat an army to control a country. With the advent of air power, more options were available. However, some people continued to cling to the old approach of starting with the outer ring and working to the inner most circle. The teaching point here is that one should consider all rings and only after a good analysis of the centers of gravity decide which one to use.

3. What is “parallel attack”? What is “serial attack”? Give an example of “parallel attack” and describe why Warden prefers it to serial attack.

- Parallel vs. serial: suggests that you can deal with more than one ring at a time. A serial approach would take one ring and work to the next, usually outside-in. A parallel approach would take on several rings at once.
- A classic example of the parallel approach is the first day of the Gulf War, when some targets were in the center ring and some were on the outer ring, and still others in between.

4. What is meant by the term “Center of Gravity” in the context use by Col. Warden?

- The key thing that, if dealt with, can change the equation
- The one thing of all the items that will achieve your objective

5. What do you consider to be the limitations of the concentric ring model? Is it based on unlimited resources?

☐ It doesn’t consider responses from actions taken. While you’re trying to attack the centers of gravity and the inside rings, the bad guys are doing their own thing and changing the environment.

6. What do you consider to be the best attributes of this model?

- It’s designed to attack the root cause of the problem (kill the bad king by jumping over his several layers of defense).
- By attacking the root cause of the problem, there’s potential to win quickly (vs. fighting through every line of defense).
- It shows that you have several options to attack a problem – you can attack any one of the rings or any combination thereof.
- Perhaps most importantly Warden’s system is a well thought out method. It gave him a way to organize his thinking about how to fight the air campaign. When problems arise, he had a meaningful way to approach them. Had he not has his concentric rings model in his back pocket, who knows how we would’ve tried to win the air campaign.

7. Take a challenge that you are facing and try to apply it on the board.

- What constitutes the outer, middle, and center rings?
- What are some centers of gravity?
- How might someone apply parallel attack to the problem?

## ST-03 CAP STRUCTURE & OPERATIONS

### 1.0 Informal Lecture and Discussion

**INTRODUCTION:** To function as leaders in the higher echelons of CAP, cadets need to understand how CAP sets policy, manages finances, relates to its parent service, and governs itself. This presentation introduces cadets to those topics and gives them an opportunity to pose questions to NHQ staff about national-level CAP operations.

#### DESIRED LEARNING OUTCOMES:

1. Identify the responsibilities of each of the national level organizations (NHQ, CAP-USAF, volunteer leadership)
2. Identify the sources of funding for Civil Air Patrol
3. Discuss how managing a public, quasi-government organization differs from managing a private, for profit enterprise

#### READING:

- a. [\*Public and Private Management: Are the Fundamentally Alike in All Unimportant Respects\*](#), by Graham T. Allison
- b. [\*Organization of Civil Air Patrol\*](#), CAP Regulations 20-1, November 2015

## ST-04 CADET PROGRAMS NEWS & INNOVATIONS

### 1.5 Informal Lecture and Discussion

**INTRODUCTION:** Building on the lessons of ST-05, NHQ staff will brief the cadets on national-level cadet program initiatives during this session. Cadets will be invited to apply their critical thinking and strategic leadership skills to these innovations as they assist the NHQ staff in evaluating the merits of the proposals.

#### DESIRED LEARNING OUTCOMES:

1. Describe potential initiatives currently in the works at NHQ Cadet Programs
2. Apply critical thinking and strategic leadership skills by evaluating the merits of the proposals

#### READINGS:

- a. [\*60-102 Cadet Programs Fact Sheet\*](#)
- b. [\*CSAF Perspective on Spaatz: Speech\*](#) by Gen Norton Schwartz
- c. [\*Cadet Programs Proving Grounds\*](#)

## ST-05 SUMMARY FLIGHT

### 2.5 Seminar - Guided Discussion

**INTRODUCTION:** This is the last seminar at COS and is very important because it offers a chance to bring closure to the course of study and its over-arching theme of the “leadership journey.” This is where both instructor and cadet look back at COS and see if they achieved the learning objectives. Has there been growth in the cadets? How has that growth manifested itself? What, if any, “forever knowledge” have the cadets acquired during this course? What old paradigms and misunderstanding of leadership did the course shatter for the cadets?

#### **DESIRED LEARNING OUTCOMES:**

1. Assess whether you achieved your personal goals and fulfilled the objectives of the course as listed in the syllabus
2. Describe ways that COS’ lessons can be applied at the squadron level and in your own personal life
3. Understand that being a leader is a continually learning process that should focus more on the journey than the destination

**READING:** Review the curriculum as presented in the COS Student Guide and graduation requirements

**METHOD OF INSTRUCTION:** This will be a flight discussion. This could be one of your hardest ones to lead if you aren’t prepared. The teaching teams need to meet beforehand and think through how they want to handle it. It should not develop into a critique session. An overhead question like: “Well, what did you think of COS?” is not what we are looking for. It should be more specific than that and not focused on the course but on the cadet.

#### FLIGHT DISCUSSION

1. Cadets need to know that leadership is more than a “seat of the pants” endeavor. Have them explain this statement and what it means to them
2. Successful leaders can consider issues beyond just their parochial interest: strategically versus tactically. Have them consider this and assess whether they have begun their journey in that direction. Have them give their idea of strategic thinking versus tactical thinking.
3. We needed to provide them with some tools that will help them be better contributors to CAP. Ask them if they got some tools. Have them give some examples and how they might be applied. • Can they write an objective piece for their bosses?
  - Can they clearly describe their leadership style to those who may be their followers?
  - Can they assess the role of air power as a contributor in achieving national security objectives?
  - Can they think critically about complex issues? Do they have meaningful tools for thinking innovatively?

4. Have them list some attributes of air power that allow it to do things other mediums of warfare cannot do. Discuss them after putting some on the board.
5. What are some common mistakes cadet officers make as leaders? What does this school teach that could help cadet officers avoid those mistakes?

## COS INSTRUCTORS READING

### PETER SENGE & THE LEARNING ORGANIZATION

Mark K. Smith from The Encyclopedia for Informal Education

According to Peter Senge (1990: 3) learning organizations are:

“where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to ‘discover how to tap people’s commitment and capacity to learn at all levels’ (ibid.: 4).

While all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement. Furthermore, people may lack the tools and guiding ideas to make sense of the situations they face. Organizations that are continually expanding their capacity to create their future require a fundamental shift of mind among their members.

When you ask people about what it is like being part of a great team, what is most striking is the meaningfulness of the experience. People talk about being part of something larger than themselves, of being connected, of being generative. It becomes quite clear that, for many, their experiences as part of truly great teams stand out as singular periods of life lived to the fullest. Some spend the rest of their lives looking for ways to recapture that spirit. (Senge 1990: 13)

For Peter Senge, real learning gets to the heart of what it is to be human. We become able to re-create ourselves. This applies to both individuals and organizations. Thus, for a ‘learning organization it is not enough to survive.’ “Survival learning” or what is more often termed “adaptive learning” is important – indeed it is necessary. But for a learning organization, “adaptive

learning” must be joined by “generative learning”, learning that enhances our capacity to create’ (Senge 1990:14).

The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or ‘component technologies’. The five that Peter Senge identifies are said to be converging to innovate learning organizations. They are:

- Systems thinking
- Personal mastery
- Mental models
- Building shared vision
- Team learning

He adds to this recognition that people are agents, able to act upon the structures and systems of which they are a part. All the disciplines are, in this way, ‘concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future’ (Senge 1990: 69). It is to the disciplines that we will now turn.

#### **Systems thinking – the cornerstone of the learning organization**

A great virtue of Peter Senge’s work is the way in which he puts systems theory to work. The Fifth Discipline provides a good introduction to the basics and uses of such theory – and the way in which it can be brought together with other theoretical devices in order to make sense of organizational questions and issues. Systemic thinking is the conceptual cornerstone (‘The Fifth Discipline’) of his approach. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice (ibid.: 12). Systems theory’s ability to comprehend and address the whole, and to examine the interrelationship between the parts

provides, for Peter Senge, both the incentive and the means to integrate the disciplines.

Here is not the place to go into a detailed exploration of Senge's presentation of systems theory (I have included some links to primers below). However, it is necessary to highlight one or two elements of his argument. First, while the basic tools of systems theory are fairly straightforward they can build into sophisticated models. Peter Senge argues that one of the key problems with much that is written about, and done in the name of management, is that rather simplistic frameworks are applied to what are complex systems. We tend to focus on the parts rather than seeing the whole, and to fail to see organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action.

'We learn best from our experience, but we never directly experience the consequences of many of our most important decisions', Peter Senge (1990: 23) argues with regard to organizations. We tend to think that cause and effect will be relatively near to one another. Thus when faced with a problem, it is the 'solutions' that are close by that we focus upon. Classically we look to actions that produce improvements in a relatively short time span. However, when viewed in systems terms short-term improvements often involve very significant long-term costs. For example, cutting back on research and design can bring very quick cost savings, but can severely damage the long-term viability of an organization. Part of the problem is the nature of the feedback we receive. Some of the feedback will be reinforcing (or amplifying) – with small changes building on themselves. 'Whatever movement occurs is amplified, producing more movement in the same direction. A small action snowballs, with more and more and still more of the same, resembling compound interest' (Senge 1990: 81). Thus, we may cut our advertising budgets, see the benefits in terms of cost savings, and in turn further trim spending in this area. In the short run there may be little impact on people's demands for our goods and services, but longer term the decline in visibility may have severe penalties. An appreciation of systems will lead to recognition of the use of, and problems with, such reinforcing feedback, and also an understanding of the

place of balancing (or stabilizing) feedback. (See, also Kurt Lewin on feedback). A further key aspect of systems is the extent to which they inevitably involve delays – 'interruptions in the flow of influence which make the consequences of an action occur gradually' (ibid.: 90). Peter Senge (1990: 92) concludes:

The systems viewpoint is generally oriented toward the long-term view. That's why delays and feedback loops are so important. In the short term, you can often ignore them; they're inconsequential. They only come back to haunt you in the long term.

Peter Senge advocates the use of 'systems maps' – diagrams that show the key elements of systems and how they connect. However, people often have a problem 'seeing' systems, and it takes work to acquire the basic building blocks of systems theory, and to apply them to your organization. On the other hand, failure to understand system dynamics can lead us into 'cycles of blaming and self-defense: the enemy is always out there, and problems are always caused by someone else (Bolam and Deal 1997: 27; see, also, Senge 1990: 231).

## The core disciplines

Alongside systems thinking, there stand four other 'component technologies' or disciplines. A 'discipline' is viewed by Peter Senge as a series of principles and practices that we study, master and integrate into our lives. The five disciplines can be approached at one of three levels:

- Practices: what you do.
- Principles: guiding ideas and insights.
- Essences: the state of being those with high levels of mastery in the discipline (Senge 1990: 373).

Each discipline provides a vital dimension. Each is necessary to the others if organizations are to 'learn'.

**Personal mastery.** 'Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs' (Senge 1990: 139). Personal mastery is the discipline of 'continually

clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively' (ibid.: 7). It goes beyond competence and skills, although it involves them. It goes beyond spiritual opening, although it involves spiritual growth (ibid.: 141). Mastery is seen as a special kind of proficiency. It is not about dominance, but rather about calling. Vision is vocation rather than simply just a good idea.

People with a high level of personal mastery live in a continual learning mode. They never 'arrive'. Sometimes, language, such as the term 'personal mastery' creates a misleading sense of definiteness, of black and white. But personal mastery is not something you possess. It is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, their growth areas. And they are deeply self-confident. Paradoxical? Only for those who do not see the 'journey is the reward'. (Senge 1990: 142)

In writing such as this we can see the appeal of Peter Senge's vision. It has deep echoes in the concerns of writers such as M. Scott Peck (1990) and Erich Fromm (1979). The discipline entails developing personal vision; holding creative tension (managing the gap between our vision and reality); recognizing structural tensions and constraints, and our own power (or lack of it) with regard to them; a commitment to truth; and using the sub-conscious (ibid.: 147-167).

**Mental models.** These are 'deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action' (Senge 1990: 8). As such they resemble what Donald A Schön talked about as a professional's 'repertoire'. We are often not that aware of the impact of such assumptions etc. on our behaviour – and, thus, a fundamental part of our task (as Schön would put it) is to develop the ability to reflect-in- and – on-action. Peter Senge is also influenced here by Schön's collaborator on a number of projects, Chris Argyris.

The discipline of mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on 'learningful' conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. (Senge 1990: 9).

If organizations are to develop a capacity to work with mental models then it will be necessary for people to learn new skills and develop new orientations, and for their to be institutional changes that foster such change. 'Entrenched mental models... thwart changes that could come from systems thinking' (ibid.: 203). Moving the organization in the right direction entails working to transcend the sorts of internal politics and game playing that dominate traditional organizations. In other words it means fostering openness (Senge 1990: 273-286). It also involves seeking to distribute business responsibly far more widely while retaining coordination and control. Learning organizations are localized organizations (ibid.: 287-301).

**Building shared vision.** Peter Senge starts from the position that if any one idea about leadership has inspired organizations for thousands of years, 'it's the capacity to hold a share picture of the future we seek to create' (1990: 9). Such a vision has the power to be uplifting– and to encourage experimentation and innovation. Crucially, it is argued, it can also foster a sense of the long-term, something that is fundamental to the 'fifth discipline'.

When there is a genuine vision (as opposed to the all-too-familiar 'vision statement'), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize an organization. What has been lacking is a discipline for translating vision into shared vision - not a 'cookbook' but a set of principles and guiding practices.

The practice of shared vision involves the skills of unearthing shared 'pictures of the future' that foster genuine commitment and enrolment rather than



compliance. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt. (Senge 1990: 9)

Visions spread because of a reinforcing process. Increased clarity, enthusiasm and commitment rub off on others in the organization. 'As people talk, the vision grows clearer. As it gets clearer, enthusiasm for its benefits grow' (ibid.: 227). There are 'limits to growth' in this respect, but developing the sorts of mental models outlined above can significantly improve matters. Where organizations can transcend linear and grasp system thinking, there is the possibility of bringing vision to fruition.

**Team learning.** Such learning is viewed as 'the process of aligning and developing the capacities of a team to create the results its members truly desire' (Senge 1990: 236). It builds on personal mastery and shared vision – but these are not enough. People need to be able to act together. When teams learn together, Peter Senge suggests, not only can there be good results for the organization, members will grow more rapidly than could have occurred otherwise.

The discipline of team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together'. To the Greeks *dia-logos* meant a freeflowing if meaning through a group, allowing the group to discover insights not attainable individually. [It] also involves learning how to recognize the patterns of interaction in teams that undermine learning. (Senge 1990: 10)

The notion of dialogue that flows through The Fifth Discipline is very heavily dependent on the work of the physicist, David Bohm (where a group 'becomes open to the flow of a larger intelligence', and thought is approached largely as collective phenomenon). When dialogue is joined with systems thinking, Senge argues, there is the possibility of creating a language more suited for dealing with complexity, and of focusing on deep-seated structural issues and forces rather than being diverted by questions of personality and leadership style. Indeed, such is the emphasis on

dialogue in his work that it could almost be put alongside systems thinking as a central feature of his approach.

## Leading the learning organization

Peter Senge argues that learning organizations require a new view of leadership. He sees the traditional view of leaders (as special people who set the direction, make key decisions and energize the troops as deriving from a deeply individualistic and non-systemic worldview (1990: 340). At its centre the traditional view of leadership, 'is based on assumptions of people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only by a few great leaders' (op. cit.). Against this traditional view he sets a 'new' view of leadership that centers on 'subtler and more important tasks'.

In a learning organization, leaders are designers, stewards and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is they are responsible for learning....

Learning organizations will remain a 'good idea'... until people take a stand for building such organizations. Taking this stand is the first leadership act, the start of inspiring (literally 'to breathe life into') the vision of the learning organization. (Senge 1990: 340)

Many of the qualities that Peter Senge discusses with regard to leading the learning organization can be found in the shared leadership model (discussed elsewhere on these pages). For example, what Senge approaches as inspiration, can be approached as animation. Here we will look at the three aspects of leadership that he identifies – and link his discussion with some other writers on leadership.

**Leader as designer.** The functions of design are rarely visible, Peter Senge argues, yet no one has a more sweeping influence than the designer (1990: 341). The organization's policies, strategies and 'systems' are key area of design, but leadership goes beyond this.

Integrating the five component technologies is fundamental. However, the first task entails designing the governing ideas – the purpose, vision and core values by which people should live. Building a shared vision is crucial early on as it ‘fosters a long-term orientation and an imperative for learning’ (ibid.: 344). Other disciplines also need to be attended to, but just how they are to be approached is dependent upon the situation faced. In essence, ‘the leaders’ task is designing the learning processes whereby people throughout the organization can deal productively with the critical issues they face, and develop their mastery in the learning disciplines’ (ibid.: 345).

**Leader as steward.** While the notion of leader as steward is, perhaps, most commonly associated with writers such as Peter Block (1993), Peter Senge has some interesting insights on this strand. His starting point was the ‘purpose stories’ that the managers he interviewed told about their organization. He came to realize that the managers were doing more than telling stories, they were relating the story: ‘the overarching explanation of why they do what they do, how their organization needs to evolve, and how that evolution is part of something larger’ (Senge 1990: 346). Such purpose stories provide a single set of integrating ideas that give meaning to all aspects of the leader’s work – and not unexpectedly ‘the leader develops a unique relationship to his or her own personal vision. He or she becomes a steward of the vision’ (op. cit.). One of the important things to grasp here is that stewardship involves a commitment to, and responsibility for the vision, but it does not mean that the leader owns it. It is not their possession. Leaders are stewards of the vision, their task is to manage it for the benefit of others (hence the subtitle of Block’s book – ‘Choosing service over self-interest’). Leaders learn to see their vision as part of something larger. Purpose stories evolve as they are being told, ‘in fact, they are as a result of being told’ (Senge 1990: 351). Leaders have to learn to listen to other people’s vision and to change their own where necessary. Telling the story in this way allows others to be involved and to help develop a vision that is both individual and shared.

**Leader as teacher.** Peter Senge starts here with Max de Pree’s (1990) injunction that the first responsibility of a

leader is to define reality. While leaders may draw inspiration and spiritual reserves from their sense of stewardship, ‘much of the leverage leaders can actually exert lies in helping people achieve more accurate, more insightful and more empowering views of reality’ (Senge 1990: 353). Building on an existing ‘hierarchy of explanation’ leaders, Peter Senge argues, can influence people’s view of reality at four levels: events, patterns of behaviour, systemic structures and the ‘purpose story’. By and large most managers and leaders tend to focus on the first two of these levels (and under their influence organizations do likewise). Leaders in learning organizations attend to all four, ‘but focus predominantly on purpose and systemic structure. Moreover they “teach” people throughout the organization to do likewise’ (Senge 1993: 353). This allows them to see ‘the big picture’ and to appreciate the structural forces that condition behaviour. By attending to purpose, leaders can cultivate an understanding of what the organization (and its members) are seeking to become. One of the issues here is that leaders often have strengths in one or two of the areas but are unable, for example, to develop systemic understanding. A key to success is being able to conceptualize insights so that they become public knowledge, ‘open to challenge and further improvement’ (ibid.: 356).

“Leader as teacher” is not about “teaching” people how to achieve their vision. It is about fostering learning, for everyone. Such leaders help people throughout the organization develop systemic understandings. Accepting this responsibility is the antidote to one of the most common downfalls of otherwise gifted teachers – losing their commitment to the truth. (Senge 1990: 356)

Leaders have to create and manage creative tension – especially around the gap between vision and reality. Mastery of such tension allows for a fundamental shift. It enables the leader to see the truth in changing situations.

## Issues and problems

When making judgements about Peter Senge's work, and the ideas he promotes, we need to place his contribution in context. His is not meant to be a definitive addition to the 'academic' literature of organizational learning. Peter Senge writes for practicing and aspiring managers and leaders. The concern is to identify how interventions can be made to turn organizations into 'learning organizations'. Much of his, and similar theorists' efforts, have been 'devoted to identifying templates, which real organizations could attempt to emulate' (Easterby-Smith and Araujo 1999: 2). In this field some of the significant contributions have been based around studies of organizational practice, others have 'relied more on theoretical principles, such as systems dynamics or psychological learning theory, from which implications for design and implementation have been derived' (op. cit.). Peter Senge, while making use of individual case studies, tends to the latter orientation.

The most appropriate question in respect of this contribution would seem to be whether it fosters praxis – informed, committed action on the part of those it is aimed at? This is an especially pertinent question as Peter Senge looks to promote a more holistic vision of organizations and the lives of people within them. Here we focus on three aspects. We start with the organization.

**Organizational imperatives.** Here the case against Peter Senge is fairly simple. We can find very few organizations that come close to the combination of characteristics that he identifies with the learning organization. Within a capitalist system his vision of companies and organizations turning wholehearted to the cultivation of the learning of their members can only come into fruition in a limited number of instances. While those in charge of organizations will usually look in some way to the long-term growth and sustainability of their enterprise, they may not focus on developing the human resources that the organization houses. The focus may well be on enhancing brand recognition and status (Klein 2001); developing intellectual capital and knowledge (Leadbeater 2000); delivering product innovation; and ensuring that production and distribution costs are kept down. As Will Hutton (1995: 8) has argued, British companies' priorities are

overwhelmingly financial. What is more, 'the targets for profit are too high and time horizons too short' (1995: xi). Such conditions are hardly conducive to building the sort of organization that Peter Senge proposes. Here the case against Senge is that within capitalist organizations, where the bottom line is profit, a fundamental concern with the learning and development of employees and associates is simply too idealistic.

Yet there are some currents running in Peter Senge's favour. The need to focus on knowledge generation within an increasingly globalized economy does bring us back in some important respects to the people who have to create intellectual capital.

Productivity and competitiveness are, by and large, a function of knowledge generation and information processing: firms and territories are organized in networks of production, management and distribution; the core economic activities are global – that is they have the capacity to work as a unit in real time, or chosen time, on a planetary scale. (Castells 2001: 52)

A failure to attend to the learning of groups and individuals in the organization spells disaster in this context. As Leadbeater (2000: 70) has argued, companies need to invest not just in new machinery to make production more efficient, but in the flow of know-how that will sustain their business. Organizations need to be good at knowledge generation, appropriation and exploitation. This process is not that easy:

Knowledge that is visible tends to be explicit, teachable, independent, detachable, it also easy for competitors to imitate. Knowledge that is intangible, tacit, less teachable, less observable, is more complex but more difficult to detach from the person who created it or the context in which it is embedded. Knowledge carried by an individual only realizes its commercial potential when it is replicated by an organization and becomes organizational knowledge. (ibid.: 71)

Here we have a very significant pressure for the fostering of 'learning organizations'. The sort of knowhow that Leadbeater is talking about here cannot be simply transmitted. It has to be engaged with, talking about and embedded in organizational structures and strategies. It has to become people's own.

**A question of sophistication and disposition.** One of the biggest problems with Peter Senge's approach is nothing to do with the theory, it's rightness, nor the way it is presented. The issue here is that the people to whom it is addressed do not have the disposition or theoretical tools to follow it through. One clue lies in his choice of 'disciplines' to describe the core of his approach. As we saw a discipline is a series of principles and practices that we study, master and integrate into our lives. In other words, the approach entails significant effort on the part of the practitioner. It also entails developing quite complicated mental models, and being able to apply and adapt these to different situations – often on the hoof. Classically, the approach involves a shift from product to process (and back again). The question then becomes whether many people in organizations can handle this. All this has a direct parallel within formal education. One of the reasons that product approaches to curriculum (as exemplified in the concern for SATs tests, examination performance and school attendance) have assumed such a dominance is that alternative process approaches are much more difficult to do well. They may be superior – but many teachers lack the sophistication to carry them forward. There are also psychological and social barriers. As Lawrence Stenhouse put it some years ago: 'The close examination of one's professional performance is personally threatening; and the social climate in which teachers work generally offers little support to those who might be disposed to face that threat' (1975: 159). We can make the same case for people in most organizations.

The process of exploring one's performance, personality and fundamental aims in life (and this is what Senge is proposing) is a daunting task for most people. To do it we need considerable support, and the motivation to carry the task through some very uncomfortable

periods. It calls for the integration of different aspects of our lives and experiences. There is, here, a straightforward question concerning the vision – will people want to sign up to it? To make sense of the sorts of experiences generated and explored in a fully functioning 'learning organization' there needs to be 'spiritual growth' and the ability to locate these within some sort of framework of commitment. Thus, as employees, we are not simply asked to do our jobs and to get paid. We are also requested to join in something bigger. Many of us may just want to earn a living!

**Politics and vision.** Here we need to note two key problem areas. First, there is a question of how Peter Senge applies systems theory. While he introduces all sorts of broader appreciations and attends to values – his theory is not fully set in a political or moral framework. There is not a consideration of questions of social justice, democracy and exclusion. His approach largely operates at the level of organizational interests. This would not be such a significant problem if there was a more explicit vision of the sort of society that he would like to see attained, and attention to this with regard to management and leadership. As a contrast we might turn to Peter Drucker's (1977: 36) elegant discussion of the dimensions of management. He argued that there are three tasks – 'equally important but essentially different' – that face the management of every organization. These are:

- To think through and define the specific purpose and mission of the institution, whether business enterprise, hospital, or university.
- To make work productive and the worker achieving.
- To manage social impacts and social responsibilities. (op. cit.)

None of our institutions exists by itself and as an end in itself. Every one is an organ of society and exists for the sake of society. Business is not exception. 'Free enterprise' cannot be justified as being good for business. It can only be justified as being good for society. (Drucker 1977: 40)

If Peter Senge had attempted greater connection between the notion of the 'learning organization' and the 'learning society', and paid attention to the political and social impact of organizational activity then this area of criticism would be limited to the question of the particular vision of society and human flourishing involved.

Second, there is some question with regard to political processes concerning his emphasis on dialogue and shared vision. While Peter Senge clearly recognizes the political dimensions of organizational life, there is sneaking suspicion that he may want to transcend it. In some ways there is link here with the concerns and interests of communitarian thinkers like Amitai Etzioni (1995, 1997). As Richard Sennett (1998: 143) argues with regard to political communitarian-ism, it 'falsely emphasizes unity as the source of strength in a community and mistakenly fears that when conflicts arise in a community, social bonds are threatened'. Within it (and arguably aspects of Peter Senge's vision of the learning organization) there seems, at times, to be a dislike of politics and a tendency to see danger in plurality and difference. Here there is a tension between the concern for dialogue and the interest in building a shared vision. An alternative reading is that difference is good for democratic life (and organizational life) provided that we cultivate a sense of reciprocity, and ways of working that encourage deliberation. The search is not for the sort of common good that many communitarians seek (Guttman and Thompson 1996: 92) but rather for ways in which people may share in a common life. Moral disagreement will persist – the key is whether we can learn to respect and engage with each other's ideas, behaviours and beliefs.

## Conclusion

John van Maurik (2001: 201) has suggested that Peter Senge has been ahead of his time and that his arguments are insightful and revolutionary. He goes on to say that it is a matter of regret 'that more organizations have not taken his advice and have remained geared to the quick fix'. As we have seen there are very deep-seated reasons why this may have been

the case. Beyond this, though, there is the questions of whether Senge's vision of the learning organization and the disciplines it requires has contributed to more informed and committed action with regard to organizational life? Here we have little concrete evidence to go on. However, we can make some judgments about the possibilities of his theories and proposed practices. We could say that while there are some issues and problems with his conceptualization, at least it does carry within it some questions around what might make for human flourishing. The emphases on building a shared vision, team working, personal mastery and the development of more sophisticated mental models and the way he runs the notion of dialogue through these does have the potential of allowing workplaces to be more convivial and creative. The drawing together of the elements via the Fifth Discipline of systemic thinking, while not being to everyone's taste, also allows us to approach a more holistic understanding of organizational life (although Peter Senge does himself stop short of asking some important questions in this respect). These are still substantial achievements – and when linked to his popularizing of the notion of the 'learning organization' – it is understandable why Peter Senge has been recognized as a key thinker.

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## COS INSTRUCTORS RESOURCES

### TIPS FOR A SUCCESSFUL FLIGHT (IN NO PARTICULAR ORDER)

- ✓ Keep your room well stocked with snacks – appoint a “snacko” to help facilitate this.
- ✓ Timeliness – utilize all of the time that is provide for both personal and flight times. Appoint a time keeper!
- ✓ Grade Book – develop a system to track the academic requirements
- ✓ Weave the messages of the course and tie lessons together to enhance cadet comprehension and understanding of the materials

### FORMS/TRACKING DOCUMENTS

- MASTER GRADE BOOK
- 3X5 CADET INFORMATION CARDS
- SPEAKING CRITIQUE
- TP/BBP CRITIQUE
- SAMPLE PHOTO ROSTER
- AE PIONEER CARDS
- SAMPLE SLIDE SHOW FOR INITIAL FLIGHT MEETING

## AWARD PROGRAMS

There are three awards per flight:

- 1) Top Performer / Distinguished Graduate
- 2) Top Speaker
- 3) Top Writer
- 4) Academic ACE

These awards are announced at graduation. Further, there is an overall academic ace award for the cadet who scores the highest on the written test. In addition, an honor flight award will be presented at graduation. It is based on their overall performance in all areas: academics, sports, and leadership. At least one member of the teaching team will meet with the course directors at lunch on the day before graduation to determine the “top performer” for each flight.

Guidelines for Awards:

**Top Performer** – This award is given to the cadet who is the “stand-out” cadet who exceeded the expectations of the goals and requirements of the program as well as the instructor team. The teaching team will identify this person, and it is based off of the whole-person concept. Feel free to conduct a blind vote of the students to see who they believe it should be, and this can be one of your data points.



This award is truly upto the teaching team of how you would like to identify this cadet. The admin team will ask for your selection towards the end of COS.

**Best Speech / Top Speaker** – This award is determined by the teaching team (or by the flight) of who the best speaker for the flight is. This should be the cadet that participates in the speech competition at the end of COS. There will then be a school-wide winner based on the speech competition.

**Best Paper / Top Writer** – Flight instructors should pick the best capstone paper and submit the name to the admin team, with a copy of the top paper attached. A team of staff will then grade submissions to determine the best paper of the school

**Academic ACE** – This award is numerically based on the individual score of the written exam. If there is a tie, the tiebreaker will be an overall evaluation of the cadets' remaining academic performance (Speeches & Essays)



# APPENDIX

## VOLLEYBALL RULES

1. Every player must properly wear a full volleyball uniform, including colored flight pinnies/jerseys, athletic sneakers, socks and kneepads. All flight members must be present at the start of the volleyball period as annotated on the daily schedule. A team without all players present in the required uniform will be penalized one point for each minute that each of their players is away from the court.
2. Players may not wear hats, jewelry, including watches, rings, earrings, and necklaces (or any other optional items). Any religious wear (i.e. necklace) must be taped down for safety. Eyeglasses and sunglasses must be held in place by a safety strap. Kneepads must be worn. Each infraction identified by the referee will result in one point for the opposing team.
3. Cadets play all games of a three-game match, with the exception of the championship match, which is over when either team gets two wins. For daily matches, each win counts (honor flight is scored per each individual game win).
4. Every cadet must play in all three games except for injured team members, (as determined by the COS staff), or those otherwise excused by the referee. This is accomplished via rotation.
5. The number of players on the court for each team is **8**. A team with more than **8** players will rotate in (beginning with serving) to ensure all team members participate fully. A team with players avoiding participation forfeits the game being played.
  - a Court setup: Each flight will have 3 players in the front row, 3 players in the back row, and **2** player in the middle that can roam left or right (middle only).
  - b When service is won, players will rotate before service and the server continues to serve until there is a side out. The team that does not begin the game with service may rotate or not at their option, once they obtain service.
    - i Rotation: Rotate using a “backwards Z” construct, with the inbound member rotating in at the server position.
6. Prior to the on-time start of the first game, the captain from each team reports to the chair referee the number of cadets assigned to the flight, how many cadets are present to play, and how many won't be playing (and why). This is the format: **“Ma’am (or) Sir, Flight ## has ## cadets assigned, ## are present, and ## will play.”** If applicable (i.e. not all cadets playing), you will add (“...## is injured and will not play”, or insert the appropriate reason.) Failure to make this report correctly results in 5 points for the opposing team! All tardy, unexcused players incur the one point per minute penalty as described in rule #1.

7. Prior to the on-time start of the first game, the captain from each team reports to the court for a coin or key toss to determine which team gets first service and which team chooses the side defended in game one. The toss winner gets his/her choice for their team and the teams change sides after each round. The losing team from the previous round will serve the next round.
8. Each side out results in a point.
9. The server will hold the volleyball in his/her left hand and address the chair referee, “**(Serving team score) serving (receiving team score). Ready to serve, Sir (Ma’am).**” The receiving team captain will reply, “**Ready to receive, Sir (Ma’am).**” The chair referee will then signal to serve. The server then has five seconds to complete the serve making sure that he/she does not touch the court end line before striking the ball. The ball making any contact with the net during a serve will result in a side out. Excessive delays as determined by the chair referee in stating the serving score may also result in a side out.
  - The receiving team must state ready to receive or make any correction in less than five seconds from the serving team stating the score.
  - If the score is incorrect, the opposing team may challenge to the chair referee. The chair referee will then ask for the correct score. If the challenge is incorrect, the serving team will gain a point. If the challenge is correct, the serving team will side out.
  - If the receiving team states “**Ready to receive, Sir (Ma’am)**” without challenging an incorrect score statement and does not provide the correct score, the called-out score becomes the new official score.
  - The server must state “**Game Point**” following stating the score, if scoring from the serve would result in winning the match. Failure to state game point will result in a side out.
  - Prior to the referee’s motion for service, players on both teams must be standing at the position of attention; if the team members are not, a point will be awarded to the opposing team. Team members may break from attention **immediately after the referee signals to serve.**
  - Serving before the referee’s signal will result in a side out
10. The ball must be struck for proper play—“carries” are not allowed. A “carry” is a lift or a push of the ball.
11. Touching the net is not allowed except on the follow-through in hitting the ball. Touching the centerline under the net (hands or feet), without going over it, is allowed.
12. The ball has landed out of play when it has landed outside the sideline or end line. A ball landing on the line is in play.
13. When transferring the ball from one side to the net to the other the ball must be rolled under the net. Failure to do so results in a side out or, if not serving, results in a point being awarded to the serving team.

14. Each team is allotted two time outs per game. A time out must be called to appeal a referee call to the chair. Only the team captain may appeal a call. If a non-captain player makes eye contact with the referee to complain, question, or otherwise comment on a call the official made, a side out is awarded or a point is awarded to the opponent if the offending team is not serving. Calling a timeout when no time outs remain is also a side out or point awarded if the offending team is not serving. The team captain is only allowed to ask the referee for the score during a time out. Note: Medical time outs do not count to the 2 time out limit.
15. The chair referee decides all appeals and is the final authority on all calls. The chair referee may or may not consult with the line referee at his/her prerogative.
16. Diving to make a play is prohibited and may result in forfeiture of the match. Dropping to one or two knees to make a “dig” is allowed.
17. When in the front or back rows, “Roaming Rambo” is not allowed. A “Roaming Rambo” is a player who feels compelled to make every play on the ball, no matter where on the court the play happens. This person presents a serious collision hazard and can result in forfeiture of the match. The middle row must not purposely roam into the front or back rows.
18. A game is won by the first team to score 15 points with at least a two-point advantage, (e.g., 15-13, or 16-14); Rally Scoring.
19. All players must hydrate in-between games. Players not hydrating between games will result in losing the serve of the next game, and the opposing team will start with 2 points.
20. Unsportsmanlike conduct will not be tolerated and will result in a side out. The referee has the discretion to eject that player from further play. Examples include, but are not limited to:
  - Cursing
  - Rolling eyes and other negative non-verbals
  - A combined negative verbal/non-verbal action
21. **Players are reminded that subtle differences between referees exist so adjust and adapt.** Remember that all flights will experience these differences equally. Flexibility is the key to airpower. Have fun!

## CADET OFFICER SCHOOL **STUDENT** PACKING LIST

### Highly Recommended Item

- ☐ Laptop computer, or tablet (iPad or Android), if you already own one. **If you can't bring one, please let the staff know in advance at [cadetofficerschool@gmail.com](mailto:cadetofficerschool@gmail.com)** There are several assignments that require the use of a computer and the assigned readings will only be available digitally (hyperlinked within this student guide). *COS does not require that you purchase a computer for this activity, as there will be a few computers available for your shared use.* Printers are available for assignments.

### Required Documents Hand-carry the following documents:

- ☐ CAP ID Card (active membership)
- ☐ Complete and hand carry [CAPF 160](#) & [CAPF 161](#); outside the academic environment, cadets will participate in Volleyball, Project-X which consists of physical activity and water events (advise the staff prior to arrival if you may have difficulty participating in these activities)
- ☐ Dependent Military ID Card, if applicable
- ☐ Copy of this COS Student Handbook (*downloaded copy / electronic version is okay*)

### Required Items and Accessories

- ☐ (2x) complete sets of CAP short-sleeve blue uniform w/ epaulets (don't forget rank, etc)
- ☐ (1x) BDU pants/bottoms only (If you only have ABU bottoms that is ok) These are for wear at Project-X only, boots are not required.
- ☐ Flight cap (*Service or "wheel" hats are not authorized for this activity*)
- ☐ Uniform tie or tie tab and ribbons (for wear at graduation only)
- ☐ (5x) Pair black socks
- ☐ (5x) Undergarments
- ☐ (5x) V-Neck T-Shirts for use with Blue Service Uniform
- ☐ Pair black low quarter shoes
- ☐ Sleeping attire
- ☐ Pair Athletic/Tennis Shoes, second pair highly recommended
- ☐ (1x) pair of conservative jeans (to wear for service project and off-base activity w/ flight shirt [flight shirt will be provided])
- ☐ (5x) Pair Athletic Socks
- ☐ (2x) Athletic shorts, knee length, Blue or Black in color, NOT running shorts\*
- ☐ Set of knee pads\*
- ☐ Set of eyeglass straps, if glasses are worn\*
- ☐ Personal Funds – Take into account travel, travel delays, food and baggage expense. *NOTE: During COS, a nominal food allowance will be provided.*
- ☐ Civilian Clothes – Conservative in nature, casual wear. (*minimal amount needed, typically always in uniform or COS PT gear (flight t-shirt and athletic shorts)*)
- ☐ Hygiene Items – Shampoo, Deodorant, Toothbrush, Tooth Paste, Razor, Shaving Cream and other personal hygiene items
- ☐ Bug Repellent and Sunscreen

**\* Failure to bring required athletic wear and protective equipment will result in loss of Honor Flight points.**

**Additional Recommended Items and Accessories:**

Rain poncho/umbrella (solid black or solid blue only), robe/slippers, camera, sewing kit, sunglasses, shoe-shine kit, and extra socks/under shirts for uniform. Laundry facilities are available in the lodging area (no cost to use washer/dryer), laundry detergent pods will be provided

Sample images of defined non-appropriate and appropriate attire:



## CADET OFFICER SCHOOL **STAFF** PACKING LIST

### Highly Recommended Item

- ☐ Laptop computer, or tablet (iPad or Android), if you already own one. **If you can't bring one, please let the staff know in advance at [cadetofficerschool@gmail.com](mailto:cadetofficerschool@gmail.com)**

### Required Documents Hand-carry the following documents:

- ☐ CAP Membership Card / Military ID Card
- ☐ Complete and hand carry [CAPF 160](#) & [CAPF 161](#)
- ☐ Medical Insurance Card
- ☐ Copy of the COS Instructor Guide *(downloaded copy / electronic version is fine; hard copies will not be provided unless specifically requested)*

### Required Items and Accessories

- ☐ (2) complete sets of AF short-sleeve blue uniform; open collar blues will be the UOD for 80% of the activity; if you do not have the AF short-sleeve blue uniform, then wear your corporate equivalent
- ☐ Flight suit / ABUs optional (may be authorized for CAP and USAF personnel on certain days at the discretion of the activity directors, and there is a possibility they may not be authorized at all)
- ☐ (2) Khaki pants/shorts (for wear with staff shirt)
- ☐ (2) Black mesh shorts and appropriate athletic attire for judging volleyball
- ☐ (2) COS Staff shirts (RETURNING STAFF, new staff will be issued at COS)
- ☐ (2) COS staff polos (RETURNING STAFF, new staff will be issued at COS)
- ☐ Service Dress uniform for gradation banquet
- ☐ Uniform tie or tie tab and ribbons (for wear at graduation only)
- ☐ Civilian attire (for down time/off-base dinners, etc)
- ☐ Review STUDENT packing list for other misc items as reminders of what else you may like to bring

### Recommended Items and Accessories

Rain poncho/umbrella (solid black or solid blue only), robe/slippers, camera, sewing kit, sunglasses, shoe-shine kit. Laundry facilities are available in the lodging area (zero cost to use washer/dryer), laundry detergent will be provided

## LEADERSHIP COMPETENCY EVALUATION FORM – [LINK](#)

Utilized for formal evaluation feedback for TLPs and Project X

HOLM CENTER LEADERSHIP COMPETENCY EVALUATION													
STUDENT NAME		SQ/FLT		EVALUATOR NAME			LEADERSHIP EXERCISE		DATE				
<b>A. LEADERSHIP COMPETENCIES</b>							<b>INSTRUCTOR COMMENTS:</b>						
<b>MANDATORY REQUIREMENTS</b>													
I. CLEARLY RECOGNIZED THE MISSION/OBJECTIVE				YES <input type="checkbox"/>		NO <input type="checkbox"/>							
II. MAINTAINED COMMAND OF TEAM MEMBERS				YES <input type="checkbox"/>		NO <input type="checkbox"/>							
				<b>U</b>		<b>S</b>					<b>O</b>		
1. Developed trust and commitment through words and actions				1	2	3					4	5	
2. Delegated authority when appropriate (DID NOT ABDICATE COMMAND, see fl. above)				1	2	3					4	5	
3. Displayed accountability for areas of responsibility, operation of team, and personal actions				1	2	3					4	5	
4. Demonstrated flexibility by adapting to changes				1	2	3					4	5	
5. Displayed military bearing, self-discipline, self-control, and confidence under pressure				1	2	3					4	5	
6. Articulated ideas and intent in a clear, concise, and convincing manner				1	2	3	4	5					
7. Promoted free flow of communication and solicited feedback				1	2	3	4	5					
8. Motivated and inspired team to make sacrifices and take calculated risks to achieve objective				1	2	3	4	5					
9. Maintained focus and intensity				1	2	3	4	5					
10. Developed team by fostering cohesiveness, confidence, and cooperation				1	2	3	4	5					
Score													
<b>B. DECISION ANALYSIS</b>				<b>U</b>		<b>S</b>		<b>O</b>					
1. OBSERVE				1	2	3	4	5					
2. ORIENT				1	2	3	4	5					
3. DECIDE				1	2	3	4	5					
4. ACT				1	2	3	4	5					
Score													
<b>OBSERVE</b> Recognized the correct problem Clearly stated the problem Gathered data				<b>ORIENT</b> Defined required performance levels Used brainstorming guidelines									
<b>ACT</b> Set plan into action Monitored implementation of the plan Corrected deviations from the plan Develop contingency plan(s) when needed Standardize best practices as appropriate				<b>DECIDE</b> Tested solutions against established criteria Considered the feasibility or effectiveness of the solutions Determined necessary tasks, standards, responsibilities, and milestones.									

HOLMCENTER Form 2, 20090521

PREVIOUS EDITIONS ARE OBSOLETE

<b>C. MISSION COMPLETION</b>		YES <input type="checkbox"/>	NO <input type="checkbox"/>	<b>OVERALL GRADE</b> U <input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> H <input type="checkbox"/> O <input type="checkbox"/>	
Score					
Completion Time					
<b>LEADERSHIP COMPETENCY SCORE</b>					
A. Leadership Competencies				Outstanding	> 65
B. Decision Analysis				High-Satisfactory	54 - 64
C. Mission Completion				Satisfactory	38 - 53
				Marginal	26 - 37
				Unsatisfactory	< 26
<b>OVERALL SCORE</b>					
I have read and understand the comments regarding my performance. I do/do not wish to make a written statement.				INSTRUCTOR SIGNATURE	
STUDENT INITIALS		DATE			
INSTRUCTOR/STUDENT COMMENTS:					

HOLMCENTER Form 2, 20090521

PREVIOUS EDITIONS ARE OBSOLETE



## COS BRIEFING/SPEAKING EXERCISE CRITIQUE SHEET - [LINK](#)

COS BRIEFING/SPEAKING EXERCISE CRITIQUE SHEET								
NAME						DATE		
SUBJECT (Circle)		Impromptu Topic		Airpower Pioneer		What Kind of Leader Am I? / PLP		
INSTRUCTOR								
<b>CONTENT</b>							Points	
<b>Outline (5)</b>	Incomplete/Sloppy/Illegible/Misspelled Words (-2 each)	No/incomplete references (-2 to -1)	Not logically organized (-2)	Script/Poor transitions (-2)	Outstanding quality; Logical presentation		<input type="checkbox"/>	
<b>Opening (2)</b>	Not verbatim (-2)				Standard opening; Stated verbatim		<input type="checkbox"/>	
<b>Overview (5)</b>	Attention/Motivational Statement (-1 each)	Main points not in overview (-2 per MP)	Too much information in overview (-1)		Ideally focused; Clear direction; Concise; Main points covered		<input type="checkbox"/>	
<b>Body Organization (10)</b>	MPs not logically arranged (-2 to -4)	Ideas inappropriate/unrelated (-2 to -4)	MP not covered (-3 per MP)		Clearly explained; Fully developed; Logically arranged		<input type="checkbox"/>	
<b>Support (15)</b>	Does not develop MPs No reference cited (-2 to -4 each)	Purpose not realized (-5 to -10)	Incorrect/un-factual data (-3 per incident)		Developed main points well; Verified; Credible; Purpose realized		<input type="checkbox"/>	
<b>Transitions (5)</b>	Weak (mechanical) (-1 each)	Missing (-2 each)	Not connected to material (-1 each)	Awkwardly executed (-1 each)	Showed precise relationship between ideas; Smooth flow		<input type="checkbox"/>	
<b>Summary (10)</b>	Missing MP (-3 per MP)	Re-briefed /Introduced new info in summary (-2 to -5)	Laundry list of MPs only (-5)		Fully developed; MP followed by critical key points		<input type="checkbox"/>	
<b>Closure (2)</b>	Not verbatim (-2)				Standard Closure; Stated verbatim		<input type="checkbox"/>	
<b>DELIVERY</b>								
<b>Eye Contact (5)</b>	Reading from visual aids (-1 to -3)	Reading from notes (-1 to -3)	Left out audience (-1 to -3)		Interacted fully with audience; Direct and Impartial		<input type="checkbox"/>	
<b>Physical Movement (10)</b>	Un-purposeful movement (-2 to -4)	Distracting gestures (-2 to -4)	Parade rest/fig leaf (-2 to -4)	Gripping podium (-2 to -4)	Free and purposeful; Well-timed; Spontaneous		<input type="checkbox"/>	
<b>Vocal Variation (5)</b>	Monotone (-1 to -2)	Too loud/soft (-1 to -2)	Too slow/fast (-1 to -2)		Appropriately varied Held attention; fluent		<input type="checkbox"/>	
<b>Pronunciation Word Choice (5)</b>	Jargon/ Technical language (-2)	Verbal pauses (-1 to -3)	Mispronounced words (-1 to -3)		Highly articulate; Precise; Varied as needed		<input type="checkbox"/>	
<b>Sincerity Enthusiasm (6)</b>	Nervous (-1 to -2)	Uninterested (-1 to -2)	Loss of military bearing (-4)		Convincing; Confident; Very comfortable		<input type="checkbox"/>	
<b>Visual Aids (10)</b>	Sloppy/Illegible (-1 per visual aid)	Does not support briefing (-1 per visual aid)	Awkwardly used/ Obstructed (-1 per visual aid)	Insufficient visual aids (-2 per visual aid)	Clear; Comprehensive; Well integrated; Fully visible; Supported main points		<input type="checkbox"/>	
<b>Misc. (5)</b>	Failure to follow Instructions (-5)	Critique sheet not filled out properly (-2)	Humor (-2 per incident)				<input type="checkbox"/>	
<b>FEEDBACK (STRENGTHS/RECOMMENDATIONS FOR IMPROVEMENT)</b>						<b>100 TOTAL</b>		
Time Allotted	Time	Over / under time (Seconds/Penalty Points)				FINAL SCORE	Cadet Initials	
		1-10	11-20	21-30	31-40	41-50	51-60	61-More
		-2	-4	-6	-8	-10	-12	-15

## COS CAPSTONE ESSAY RUBRIC

Student:			COS Capstone Essay Rubric			Date:
Flight:			Instructor:			Overall Grade:
	Criteria	F (Unsatisfactory)	C (Minimal)	B (Satisfactory/Proficient)	A (Exemplary)	Grade
CONTENT (70%)						
10%	<b>CLAIM:</b> Behaviors observed	Claim missing; Fails to identify or incorrectly identifies behaviors	Claims weak or incomplete; Minimal identification of behaviors	Claims appropriate and clear; Correct identification of some behaviors	Claims insightful, well-developed; Flawless identification of behaviors	
25%	<b>EVIDENCE:</b> • Key terms & descriptions used • Examples provided	<ul style="list-style-type: none"> <li>Key terms &amp; descriptions not used</li> <li>No examples given; no realistic or specific examples presented</li> </ul>	<ul style="list-style-type: none"> <li>Key terms &amp; descriptions sparsely used</li> <li>Weak examples supported by sparse specific evidence; lacks realisms</li> </ul>	<ul style="list-style-type: none"> <li>Correct terms &amp; descriptions throughout with minor deviation</li> <li>Most examples clear, link directly to claim; realistic and specific</li> </ul>	<ul style="list-style-type: none"> <li>Correct terms &amp; descriptions throughout with no deviations</li> <li>Multiple pieces of well-developed, clear evidence presented; examples are realistic and specific</li> </ul>	
35%	<b>WARRANT:</b> • Reasoning & Logic • Analysis	<ul style="list-style-type: none"> <li>Reasoning not clearly presented / based solely on opinion; Obvious logic fallacies that contradict the details and examples</li> <li>No analysis of concepts; no clear understanding evident</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning presented, but few details / relies on opinion; Some logic fallacies that weaken the response / logic runs counter to examples provided</li> <li>Little analysis and some understanding evident</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning generally clear; few, if any, logic fallacies; Details and examples support the argument adequately and logically</li> <li>Solid analysis &amp; understanding evident</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning clearly presented; No logic fallacies details support the argument effectively and thoroughly</li> <li>Excellent analysis and understanding clearly evident throughout</li> </ul>	
COMMUNICATION (30%)						
15%	<b>ORGANIZATION</b> • Introduction & Thesis • Overall flow • Paragraph structure and balance • Transitions • Conclusion	<ul style="list-style-type: none"> <li>Introduction not clear; thesis statement missing or not in introduction; reader is confused</li> <li>Flow is disorganized</li> <li>Paragraphs poorly constructed / not balanced; sentences are not related within paragraphs</li> <li>Few, if any, transitions noted</li> <li>Conclusion missing / does not finish the thought / introduces new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Introduction is weak; thesis is weak; reader must infer essay overview</li> <li>Flow is rough / fragmented ideas</li> <li>Some paragraphs are well constructed / paragraphs not balanced to convey ideas</li> <li>Transitions are frequently weak / sporadic</li> <li>Conclusion summarizes the essay, but it does not complete the thought</li> </ul>	<ul style="list-style-type: none"> <li>Introduction clearly states the thesis and overview for the essay</li> <li>Paper generally flows well</li> <li>Generally well-constructed and balanced paragraphs; ideas generally clear</li> <li>Transitions used well throughout</li> <li>Conclusion provides sense of closure to the essay</li> </ul>	<ul style="list-style-type: none"> <li>Exceptionally clear introduction; strong thesis &amp; clear essay overview</li> <li>Flows very smoothly from start to finish</li> <li>Exceptionally well structured and balanced paragraphs; very clear ideas</li> <li>Transitions are seamless and smooth throughout</li> <li>Conclusion clearly and effectively brings closure to the essay</li> </ul>	
10%	<b>MECHANICS</b> • Grammar • Spelling & Punctuation • Sentence structure • Word usage • Hand-written	<ul style="list-style-type: none"> <li>Numerous grammatical errors greatly interfere with the ability to follow the essay</li> <li>Numerous spelling or punctuation errors</li> <li>Unclear sentence structure; impossible to follow</li> <li>Numerous inaccuracies in word usage which hurt the reader's ability to understand</li> <li>Hand written paper: Illegible</li> </ul>	<ul style="list-style-type: none"> <li>Frequent grammatical errors interfere with the ability to follow the essay</li> <li>Frequent spelling or punctuation errors</li> <li>Frequent sentence structure errors; lacks clarity, difficult to follow</li> <li>Frequent inaccuracies in word usage.</li> <li>Handwritten paper: Difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>Few if any grammatical errors that do not interfere with the ability to follow the essay</li> <li>Few if any spelling or punctuation errors</li> <li>Sentence structure is generally clear; reader able to follow; Occasional run-on, fragment sentences</li> <li>Occasional word usage errors</li> <li>Handwritten paper: Mostly legible</li> </ul>	<ul style="list-style-type: none"> <li>No grammatical errors</li> <li>No spelling or punctuation errors</li> <li>No run-on or fragmented sentences; Sentences are well constructed and flow well</li> <li>Correct word usage throughout</li> <li>Handwritten paper: Clearly legible</li> </ul>	
5%	<b>FORMAT:</b> Margins, Text spacing, Font, Length, Style	Significant and numerous format errors: Wrong font, margins, text spacing, response length, and/or essay style	Several format errors: Wrong font, margins, text spacing, response length, and/or essay style	Minor format errors: Font, margins, text spacing, response length, and/or essay style	No Format errors. Correct font, margins, text spacing, response length, and essay style	

Comments: