



# Cadet Officer School 2018 Student Handbook



## Table of Contents

|  |    |
|--|----|
| SUMMARY OF CHANGES .....                               | 4  |
| CADETS' INTRODUCTION .....                             | 5  |
| INTRODUCTION .....                                     | 5  |
| NEW CHALLENGES.....                                    | 5  |
| COS CURRICULUM INTRODUCTION .....                      | 6  |
| BLOCKS OF INSTRUCTION .....                            | 6  |
| METHOD OF INSTRUCTION .....                            | 6  |
| READINGS.....  | 6  |
| AWARD PROGRAMS.....                                    | 7  |
| COLONEL RAY BEAN HONOR FLIGHT AWARD.....               | 7  |
| KEY PRINCIPLES FOR ALL CADETS.....                     | 8  |
| EVALUATIONS.....                                       | 8  |
| GRADUATION REQUIREMENTS .....                          | 9  |
| STUDENT ROLES .....                                    | 9  |
| ROLE OF THE COS INSTRUCTORS .....                      | 9  |
| TYPICAL DAILY SCHEDULE .....                           | 10 |
| KEY INFORMATION & WEATHER ALERTING.....                | 10 |
| COS STUDENT REPORTING INSTRUCTIONS.....                | 10 |
| COS CURRICULUM.....                                    | 11 |
| BLOCK 0 - ADMINISTRATION.....                          | 11 |
| AD-01 CO-DIRECTORS' WELCOME / STAFF INTRODUCTIONS..... | 11 |
| AD-02 OPENING SEMINAR / FLIGHT MEETING .....           | 11 |
| AD-03 ACADEMIC OVERVIEW .....                          | 12 |
| AD-04 INDIVIDUAL FEEDBACK .....                        | 12 |
| AD-05 RESEARCH, PREPARATION & STUDY .....              | 12 |
| AD-06 GROUP PHOTO.....                                 | 12 |
| AD-07 RELIGIOUS SERVICE .....                          | 12 |
| AD-08 FLIGHT TIME & DAILY SAFETY BRIEFING .....        | 13 |
| AD-09 IN-PROCESSING & TRAVEL .....                     | 13 |
| AD-10 GRADUATION .....                                 | 13 |
| AD-11 OUT-PROCESSING & TRAVEL.....                     | 13 |
| AD-12 INSTRUCTOR ELECTIVE.....                         | 13 |

|  |  |    |
|--|--|----|
| AD-13                                    | NHQ MIXER .....  | 13 |
| AD-14                                    | ACADEMIC EXERCISE .....                                | 14 |
| BLOCK 1 - LEADERSHIP .....               |  | 15 |
| LS-01                                    | SENIOR OFFICER PERSPECTIVE (3x PRESENTATIONS) .....    | 16 |
| LS-02                                    | PERSONAL LEADERSHIP PHILOSOPHY & JOURNAL WRITING ..... | 17 |
| LS-03                                    | INTRODUCTION TO LEADERSHIP .....                       | 19 |
| LS-04                                    | HISTORY & INNOVATION THROUGH LEADERSHIP .....          | 20 |
| LS-05                                    | LEADERSHIP & FOLLOWERSHIP .....                        | 21 |
| LS-06                                    | EMOTIONAL INTELLIGENCE .....                           | 22 |
| LS-07                                    | TEAM LEADERSHIP PROBLEMS .....                         | 23 |
| LS-08                                    | PROJECT X / LEADERSHIP REACTION COURSE .....           | 24 |
| LS-09                                    | VOLLEYBALL .....                                       | 25 |
| BLOCK 2 - CHARACTER .....                |  | 26 |
| CH-01                                    | ETHICS AND LEADERSHIP .....                            | 26 |
| CH-02                                    | LEADERSHIP ANALYSIS .....                              | 27 |
| CH-03                                    | LEADERSHIP & RESPONSIBILITY .....                      | 28 |
| BLOCK 3 – AIR, SPACE, & CYBERSPACE ..... |  | 29 |
| AH-01                                    | EVOLUTION OF AIR POWER .....                           | 30 |
| AH-02                                    | EVOLUTION OF SPACE POWER .....                         | 31 |
| AH-03                                    | AIR POWER PIONEERS .....                               | 32 |
| AH-04                                    | CIVIL AIR PATROL HERITAGE .....                        | 34 |
| AH-05                                    | AIRPOWER IN ACTION .....                               | 34 |
| AH-06                                    | EMERGING TECHNOLOGIES .....                            | 35 |
| BLOCK 4 - COMMUNICATION SKILLS .....     |  | 36 |
| CS-01                                    | COS WRITING PROGRAM .....                              | 37 |
| CS-02                                    | SPEAKING EFFECTIVELY: COS SPEAKING PROGRAM .....       | 39 |
| BLOCK 5 - STRATEGIC THINKING .....       |  | 41 |
| ST-01                                    | CRITICAL THINKING & PROBLEM SOLVING .....              | 42 |
| ST-02                                    | STRATEGIC PLANNING & THE PROMETHEUS PROCESS .....      | 43 |
| ST-03                                    | CAP STRUCTURE & OPERATIONS .....                       | 44 |
| ST-04                                    | CADET PROGRAMS NEWS & INNOVATIONS .....                | 45 |
| ST-05                                    | SUMMARY FLIGHT .....                                   | 45 |
| APPENDIX .....                           |  | i  |

VOLLEYBALL RULES..... i  
CADET OFFICER SCHOOL PACKING LIST ..... iv  
LEADERSHIP COMPETENCY EVALUATION FORM – LINK..... vi  
COS BRIEFING/SPEAKING EXERCISE CRITIQUE SHEET -.....viii  
COS CAPSTONE ESSAY RUBRIC..... ix

# SUMMARY OF CHANGES

This section identifies changes and updates made to the Student Handbook 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

- N/A – Initial 2018 Version

**Find an Issue with this Student Handbook / is something not clear, or have feedback / recommended changes or added information? Submit it via Google Forms!**

<https://goo.gl/forms/g9fNLyp9cFYrwwuj1>

# CADETS' INTRODUCTION

## INTRODUCTION

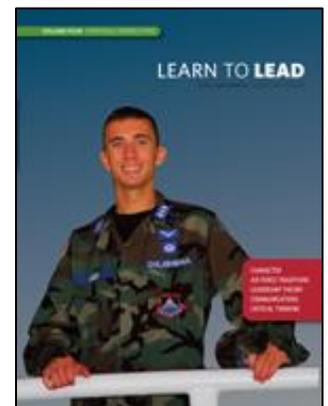
Welcome! Congratulations on your acceptance to the Civil Air Patrol's most prestigious cadet leadership training, Cadet Officer School (COS). This handbook provides an overview of what to expect at COS, and should be used to prepare yourself for your leadership development experience at Maxwell AFB this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

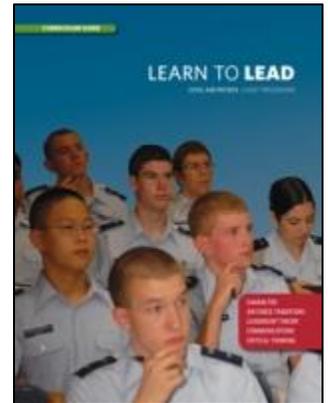
## NEW CHALLENGES

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 course objectives: (1) Leadership, (2) Character, (3) Communication, (4) Air Power Heritage, (5) Strategic Thinking.

## METHOD OF INSTRUCTION

The COS curriculum is presented through a variety of methods, including: lectures, guided seminar discussions and practical exercises (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 reviewed *prior* to each seminar.

## READINGS

This syllabus lists readings for the various lessons and activities. 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 should accomplish the readings prior to arrival at COS.** This enables cadets to maximize their experience and time during COS. **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

In order to receive COS graduation credit, ALL requirements below must be successfully achieved. Flight instructors will provide feedback to you 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) on time
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
  - Exhibit Professionalism as a CAP Cadet Officer

NOTE: Failing to meet key requirements of the COS curriculum requirements or having other disciplinary issues may result in you being dismissed from the program, at your own expense.

## 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 INSTRUCTORS

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 could resemble the following example below. 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 (Prep Time/Lunch)  
1300 – 1700 (Lectures, Seminars, and/or TLPs)  
1700 – 1830 (Dinner/Preparation)  
1830 – 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 and 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.

## 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, but are often in the vicinity of the “lodging office” on the [map](#). **Check-in is conducted in the lobby of lodging building #1409.**

# 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:

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

## **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.

## **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

## **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, announcements, checking one another’s uniform, etc. Last but not least, each flight is to conduct a daily safety briefing.

## **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 are the Instructors. The Air Force and Civil Air Patrol teaching teams come from different walks of life and have unique experiences to share. 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.

## **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 present day operations. 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 (3x PRESENTATIONS)

### 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 (General/Flag Officers, including CAP/CC)

#### **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.**

## 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 this 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])

## 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

## 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*

## 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

## 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)

## 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 \(USAF Problem-Solving Process – OODA\)](#)

## **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

## 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])

## CH-02 LEADERSHIP ANALYSIS

### 3.0 Seminar Film Analysis & Discussion

Students will review a selected film during seminar and conduct a leadership analysis—discussing key leadership themes, ethical decisions, and additional leadership-related 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:

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

## 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

## 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.

## 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)

## AH-03 AIR POWER PIONEERS

2.5 Research/Communication 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, flights will assign each cadet 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](#)

## 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

## 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.

### **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 a check (“satisfactory”) or higher rating on each summary essay and a B (“proficient”) or higher on the capstone essay to graduate. Cadets not achieving these scores will have an attempt to incorporate peer / instructor feedback and re-submit.

## 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> | 1-2 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 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](#)

## 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.

**NOTE:** You will have the option of purchasing a personalized/autographed book from Col Warden at COS!

**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.

## 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

# 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 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:



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

Utilized as a guide for formal evaluation feedback during 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<br><i>(DID NOT ABDICATE COMMAND, see II. above)</i>  |        | 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><br>Recognized the correct problem<br>Clearly stated the problem<br>Gathered data  |        |                              |          |          | <b>ORIENT</b><br>Defined required performance levels<br>Used brainstorming guidelines  |      |                             |   |
| <b>ACT</b><br>Set plan into action<br>Monitored implementation of the plan<br>Corrected deviations from the plan<br>Develop contingency plan(s) when needed<br>Standardize best practices as appropriate |        |                              |          |          | <b>DECIDE</b><br>Tested solutions against established criteria<br>Considered the feasibility or effectiveness of the solutions<br>Determined necessary tasks, standards, responsibilities, and milestones. |      |                             |   |

|  |                              |                             |   |         |
|--|------------------------------|-----------------------------|---|---------|
| <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  |                              |                             | Outstanding   | > 65    |
| <b>LEADERSHIP COMPETENCY SCORE</b>   |                              |                             | High-Satisfactory   | 54 - 64 |
| A. Leadership Competencies   |                              |                             | Satisfactory  | 38 - 53 |
| B. Decision Analysis   |                              |                             | Marginal  | 26 - 37 |
| C. Mission Completion  |                              |                             | Unsatisfactory  | < 26    |
| <b>OVERALL SCORE</b>   |                              |                             |   |         |
| <b>I have read and understand the comments regarding my performance. I do/do not wish to make a written statement.</b> |                              |                             | INSTRUCTOR SIGNATURE  |         |
| STUDENT INITIALS   | DATE                         |                             |   |         |
| INSTRUCTOR/STUDENT COMMENTS:   |                              |                             |   |         |

## 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                                   |   |                          |       |         |  |  |
| CONTENT  |   |   |  |  |   | 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"/> |       |         |  |  |
| DELIVERY   |   |   |  |  |   |                          |       |         |  |  |
| <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)            |  |  | <b>FINAL SCORE</b>  | 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 (Proficient)  | A (Exemplary)   | Grade |
| <b>CONTENT (70%)</b>       |   |   |   |   |   |       |
| 10%                        | <b>CLAIM:<br/>Behaviors observed</b>  | 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:<br/>• Key terms &amp; descriptions used<br/>• Examples provided</b>  | <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:<br/>• Reasoning &amp; Logic<br/>• Analysis</b>  | <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>  |       |
| <b>COMMUNICATION (30%)</b> |   |   |   |   |   |       |
| 15%                        | <b>ORGANIZATION<br/>• Introduction &amp; Thesis<br/>• Overall flow<br/>• Paragraph structure and balance<br/>• Transitions<br/>• Conclusion</b> | <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<br/>• Grammar<br/>• Spelling &amp; Punctuation<br/>• Sentence structure<br/>• Word usage<br/>• Hand-written</b>                    | <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: Margins, Text spacing, Font, Length, Style</b>   | 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   |       |
| <b>Comments:</b>           |   |   |   |   |   |       |