



# ***LEADERSHIP AND THE PROFESSION OF ARMS I***

**SYLLABUS  
AY 23**

**JOINT PROFESSIONAL MILITARY EDUCATION PHASE I INTERMEDIATE LEVEL  
COURSE**

**UNITED STATES AIR FORCE  
AIR COMMAND AND STAFF COLLEGE  
21<sup>st</sup> Century Leaders for 21<sup>st</sup> Century Challenges**

*Current as of 8 Aug 22*

**AIR COMMAND AND STAFF COLLEGE  
MAXWELL AFB, AL**

**FOREWORD**

This syllabus for the Leadership in the Profession of Arms Course Series for the Air Command and Staff College, August-September 2022, provides an overview of the course narrative, objectives, and questions, as well as a detailed description of each lesson to assist students in their reading and preparation for lectures and seminars. Included herein is information about course methods of evaluation, the course schedule, and the fulfillment of joint professional military education core goals.

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## **LEADERSHIP AND THE PROFESSION OF ARMS I COURSE OVERVIEW**

### **COURSE DESCRIPTION**

The ancients taught that each virtue exists on a spectrum between deficiency and excess. We believe that inspirational leadership balances between similar poles: between intrinsic traits and learned behaviors; between staying the course and adapting; between directing and empowering; between the mission and the people, and so on.

The art of leadership is cultivating the capability, the situational awareness, and the self-governance to bring yourself to the right point in a particular time and place, with particular people, to achieve multiple overlapping goals. We borrow from sword metallurgy to describe this cultivating process. A truly excellent sword blade requires different grades of carbonized iron. Low carbon gives the blade pliancy and flexibility. High carbon gives the blade a hard edge, firmness. A sword blade needs firmness and flexibility, not generally, but in the right places, to neither bend nor break under trial. Leaders need the same; they also need to be able to cultivate these qualities in their teams and organizations. Flexibility is a core tenet of airpower, a requirement of mission command, and an Airman foundational competency. Firmness reflects several foundational competencies: resilience, self-control, and perseverance.

As leaders in the profession of arms, you face many challenges and opportunities for growth. Many leadership failures occur when formerly high-achieving individuals show themselves unbending or yielding in the wrong places under a challenging situation. They may have lacked the capability—being able to go where they needed to go within themselves, the situational awareness—recognizing where the situation required them to go, or the self-governance—possessing the will and courage to show conviction, resilience, flexibility, and adaptability, to do the right thing at the right time. Leadership and the Profession of Arms provides an opportunity to further hone your leadership capability, situational awareness, and self-governance.

You do not come to this class without experience and development in leadership. There are limits to what we can teach you, and so many more things we wish we could include. Our intent is that the topics we have selected will complement one another in offering you the opportunity to develop as a leader, because—and this is true for any art—there is no limit to our growth.

The first phase of the course (LP 5510, August-September 2022) will emphasize personal development for leaders, from composing a leadership philosophy to studying ethical reasoning, emotional intelligence, decision-making, and influence, among other topics. The course proposes framing and reviewing our beliefs about leadership through a theoretical framework: leaders cultivate various traits and attributes that are or become intrinsic to them, as well as behaviors and skills they may employ electively based on the task, the team, or the situation. Is one approach to capabilities better than the other, particularly within the profession of arms? How should leaders – intent on growing as leaders – direct their efforts: toward intrinsic traits or situational behaviors? All must wrestle with how they will try to do that. The course is designed to accomplish two things related to that challenge. First, the course aims to cultivate self-governance, or the expanded capacity to make composed decisions about where to show firmness or flexibility as a leader. Second, the course introduces and explores pathways to extend leaders' capacities in various traits, behaviors, skills, and attributes relevant in many leadership

contexts, including in staff and command environments.

The second phase of the course (LP 5511, January-February 2023) will focus on organizational leadership. It will run concurrently with the start of the Contemporary and Emerging Warfare and Leadership in Command courses and is intended to complement both. Joint Doctrine distinguishes leadership from command, stating that command is authority lawfully exercised with its unique responsibilities, while “the art of command resides in the commander’s ability to use leadership to maximize performance.” With a view toward organizational leadership, the course explores culture, leading change, and three elements of resilient, agile organizations: the leader’s capability to develop and communicate vision and intent, the leader’s ability to employ creativity in leading innovation and adaptation, and the presence of mutual trust, open communication, and risk tolerance necessary to operate through mission command.

### **COURSE OBJECTIVES**

The emphasis of this course is upon habits of mind and habits of practice—supporting the cultivation of the underlying qualities, dispositions, and routines that contribute to great leadership. Our course objectives are:

1. Understand theories and practices of organizational leadership.
2. Understand personal development as a leader in the profession of arms.
3. Apply ethical principles to challenges of field grade military leadership.

### **COURSE METHODS OF EVALUATION**

#### **1. LP-600 (E): PERSONAL LEADER PHILOSOPHY (DRAFT)**

Students will compose (or revise) a Personal Leader Philosophy, a living document that explains what an individual believes about what leadership is, what leadership is for, and how he or she has led or intends to lead. This paper should be 2 pages in length. This is a draft document for feedback. It is a pass/fail document worth 5% of the course grade in LP 5510. It is due electronically not later than 1700 hours on 16 August.

#### **2. LP-601 (E): ETHICAL ADVICE**

Students will compose a position paper in response to one of the three available scenarios, answering its charge—which may require offering advice, dissent, or justification. Follow formatting advice in AFH 33-337 Tongue & Quill, Chapter 16, pages 221 and 228. Cite your references in endnotes. Your paper should be 2 pages in length. This paper is worth 40% of the course grade in LP 5510. It is due electronically no later than 1700 hours on 1 September 2022.

#### **3. LP-602 (E): PERSONAL LEADER DEVELOPMENT PACKAGE**

Students will revise their Personal Leader Philosophy, a living document that explains what an individual believes about what leadership is, what leadership is for, and how he or she has led or intends to lead. This paper should be 2 pages in length. Students will also complete a Personal Development Plan (template provided with prompts) laying out areas intended for growth. Students will present a short oral version of the philosophy on Day 10 of the course for feedback from classmates. The PLD Package is worth 30% of the course grade in LP 5510. The

written materials are due electronically no later than 1700 hours on 16 September 2022.

#### **4. LP-603 (P): CLASS EXERCISES AND PEER FEEDBACK**

Students are expected to attend lectures and seminars, individually read the assigned pages, participate in class exercises, and contribute to seminars. Your contribution is worth 25% of the final grade in LP 5510.

#### **COURSE ADMINISTRATION**

There are two types of readings in this course: 1) readings from books issued by ACSC; and 2) selected electronic files posted on Canvas indicated as “[EL]” (electronic). Students can access the syllabus, lecture videos, electronic readings, and other supplemental materials online through Canvas. ACSC provides students with copies of the following course books, which must be returned at the conclusion of the course:

1. Aurelius, Marcus. *The Emperor's Handbook*. Edited and translated by Scot Hicks, and David Hicks. New York: Scribner, 2002.
2. Kahneman, Daniel. *Thinking, Fast and Slow*. New York: Macmillan, 2013.
3. McChrystal, Stanley. *Leaders: Myth and Reality*. New York: Penguin, 2018.
4. Shanks-Kaurin, Pauline. *On Obedience: Contrasting Philosophies for the Military Citizenry and Community*. Naval Institute Press, 2020.

Please refer questions to Dr. Paul Johstono, Course Director (paul.johstono@au.af.edu) or Dr. Amber Batura, Deputy Course Director (amber.batura@au.af.edu).

## LEADERSHIP AND THE PROFESSION OF ARMS I SCHEDULE OF MEETINGS

### DAY 1 – LEADERSHIP THEORY AND PERSONAL DEVELOPMENT

**DATE:** 10 August 2022

#### LESSON OBJECTIVES

1. Comprehend elemental theories of leadership.
2. Comprehend the themes and assignments of the course.
3. Compare leadership ideas and values between original and current Air Force doctrine on leadership.

**LP-500 (L): Course Introduction.** Dr. Paul Johstono (Course Director).

**LP-501 (L): Leadership Past and Present.** Dr. Mel Deaile (ACSC, Col, r, USAF).

*CONTACT HOURS: 1-hour lecture.*

#### **LP-502 (S): Leadership Theory and Air Force Tradition**

1. Northouse, *Leadership Theory and Practice*, pp. 1-16, 19-29, 39-40, 73-81, 91-2, 95-100, 114-5. [EL]
2. *AFDP 1-1* (2021), pp. 8-9 “Chapter 2: Who We Are: Airmen.” [EL]
3. *USAF Doctrine 2.0 Leadership*, pp. 13-14 “Followership”, 16-22 “Core Values,” 31-33 “Leading Airmen,” 38-48 “Leadership Levels, Competencies, Components.” [EL]
4. *USAF Manual for Leadership* (1948), pp. 4-9 “What is Leadership?” and “The Mission,” pages 48-53 “Attributes of a Leader.” [EL]

*CONTACT HOURS: 120-minute seminar.*

### DAY 2 – ETHICS AND THE LEADER

**DATE:** 12 August 2022

#### LESSON OBJECTIVES

1. Comprehend ethics as the study of what is good and the practice of choosing good acts.
2. Comprehend traditions for reasoning about what is good.
3. Apply ethical reasoning to the profession of arms.
4. Compare Western and Chinese military ethics.

**LP-503 (L): Ethics and the Profession of Arms.** Lt Col Joseph Chapa, USAF, PhD.

*CONTACT HOURS: 1-hour lecture.*

#### **LP-504 (S): Ethics for the Leader**

1. Dr. George Lucas, *Military Ethics: What Everyone Needs to Know*, 1-10, 15-30, 100-118. [EL]
2. Ethics Reader: Plato’s The Ring of Gyges (5-8), Aristotelian Virtues (11-20), Kant’s Categorical Imperative (23-29), Bentham’s Principle of Utility (33-40), Rawls’ Theory of Justice as Fairness (42-51). [EL – page numbers are pdf pages]

3. Lt Col Tony Pfaff, USA, PhD, "Chinese and Western Ways of War and Their Ethics" *Parameters* 52.1 (2022) 73-86. [EL]  
*CONTACT HOURS: 120-minute seminar.*

### DAY 3 – PERSONALITY

**DATE:** 16 August 2022

#### LESSON OBJECTIVES

1. Assess your own preferences and values and how they relate to who you are as a leader.
2. Apply personality differences to experiences of leading, following, and building trust.

**LP-505 (L): Bringing Personality to Practice in Military Leadership.** Lt Col Jason Newcomer, USAF, PhD.  
*CONTACT HOURS: 1-hour lecture.*

#### LP-506 (S): Personality and Values

1. William Deresiewicz, "Solitude and Leadership," *The American Scholar* (Spring 2010) 1-10. [EL]
  2. Lt Col Jesper Stubbendorff (USAF) & Robert Overstreet, "A Commander's First Challenge: Building Trust," *Air & Space Power Journal*, 33.2 (2019), 15-25. [EL]
  3. Kimberly Breevart and Reinout DeVrieess, "Followers' HEXACO personality traits and preference for charismatic, relationship-oriented, and task-oriented leadership" *Journal of Business and Psychology* 36 (2021) 253-265. [EL]
- Recommended: Lt Col Jason Newcomer & Dan Connelly, "Personality and Leadership: The Potential Impact to Future Strategic Thinking," *Air and Space Power Journal* 34.2 (Summer 2020), 36-54. [EL]

*CONTACT HOURS: 120-minute seminar.*

#### DELIVERABLES

1. 16 Aug: Submit assignment one - **LP-600 (E): PERSONAL LEADER PHILOSOPHY (DRAFT)** - in accordance with instructions on Canvas.
2. Bring NERIS (<https://www.16personalities.com/>) results, your results of the *Dare to Lead* Personal Values exercise [EL], and results from HEXACO (<https://hexaco.org/hexaco-online/>) Five (Six) Factor Model assessment.

### DAY 4 – CHARACTER

**DATE:** 19 August 2022

#### LESSON OBJECTIVES

1. Comprehend the primary moral facets of character.
2. Assess your personal strengths, weaknesses, tendencies, preferences, and blind spots.
3. Apply character and integrity to leading well.



**LP-507 (L): Character and Leadership in Military Tradition.** Dr. Daniel Connelly (ACSC).  
*CONTACT HOURS: 1-hour lecture.*

**LP-508 (S): Character: Becoming versus Being**

1. Marcus Aurelius, *The Emperor's Handbook*, books VIII and IX, pp. 91-112.
2. Christian Miller, *The Character Gap*, pp. 25-48, 55-78, 82-100, 142-165.

Supplemental: Brig Gen Malham M. Wakin, "Ethics, Leadership, and Character" [EL]

*CONTACT HOURS: 120-minute seminar.*

**DAY 5 – ETHICAL CHALLENGES TO THE PROFESSION OF ARMS**

**DATE:** 23 August 2022

**LESSON OBJECTIVES**

1. Comprehend present and future challenges to ethical military leadership.
2. Apply ethical reasoning approaches to contemporary leadership scenarios, including emergent crises, great power rivalry, and civil-military relations.

**LP-509 (S): Ethical Challenges to the Profession of Arms**

Each student should bring an example of an ethical challenge in the profession of arms.

1. Pauline Shanks-Kaurin. *On Obedience*, pp. 50-95, 143-193.
2. Case Study on the *USS Theodore Roosevelt* and COVID-19 [EL]
3. Joseph Chapa, "The Oath of Office and the Insurrection," *The War Room*, 2022 [EL].

Recommended: Kenneth Keskel, "The Oath of Office: A Historical Guide to Moral Leadership" *ASPJ* 2002: 47-57. [EL]

Supplemental: Kori Schake and Michael Robinson, "Assessing Civil-Military Relations and the Jan 6th Capitol Insurrection" *Orbis* 2021: 532-544. [EL]

*CONTACT HOURS: 180-minute seminar.*

**DAY 6 – EMOTIONAL INTELLIGENCE**

**DATE:** 26 August 2022

**LESSON OBJECTIVES**

1. Comprehend emotional intelligence and its contributions to your leadership.
2. Assess the linkages between emotional intelligence and effective leadership.
3. Apply emotional intelligence concepts to military leadership scenarios.

**LP-510 (L): Bringing Emotional Intelligence to Practice in Military Leadership.** Ms. Megan Allison (Director, Leadership Institute at Eaker, Lt Col, r, USAF).

*CONTACT HOURS: 1-hour lecture.*

**LP-511 (S): Emotional Intelligence**

1. Daniel Goleman, Richard Boyatzis, & Annie McKee, *Primal Leadership: Unleashing the Power of Emotional Intelligence*, 3-18, 33-52, 253-256. [EL]

2. Kevin Cutright, "The Empathetic Soldier" *IJPS* 27.2 (2019) 265-283. [EL]
  3. Elizabeth Stanley and Kelsey Larsen, "Difficulties with Emotion Regulation in the Contemporary U.S. Armed Forces," *Armed Forces and Society* 47.1 (2021) 78-93. [EL]
- Supplemental: Susan David and Christina Congleton, "Emotional Agility" *Harvard Business Review* (2013). [EL]

Supplemental Media: Brené Brown interviews Marc Brackett on his book *Permission to Feel*, <https://brenebrown.com/podcast/dr-marc-brackett-and-brene-on-permission-to-feel/>

*CONTACT HOURS: 120-minute seminar.*

## **DAY 7 – DECISION-MAKING AND BIASES**

**DATE:** 30 August 2022

### **LESSON OBJECTIVES**

1. Comprehend the roles of bias, heuristics, judgment, and intuition in decision-making.
2. Compare intuition and judgment approaches to decision-making.
3. Examine the effects of cognitive and unconscious bias in the contemporary leadership environment.

**LP-512 (L): Prudence, Bias, and Blindspots.** Dr. Paul Johstono (ACSC).

*CONTACT HOURS: 1-hour lecture.*

**LP-513 (S): Heuristics, Intuition, and Bias.**

1. Daniel Kahneman, *Thinking, Fast and Slow*, 19-30, 79-88, 119-145, 278-88.
2. Kahneman and Gary Klein, "Conditions for Intuitive Expertise: A Failure to Disagree" *American Psychologist* 64.6 (2009) 515-526 [EL].
3. Case Study on Race Disparity in the USAF: Comments from fmr. CMSAF Kaleth Wright and fmr. CSAF Gen. Goldfein, USAF Disparity Report excerpts (16 pages) [EL]

*CONTACT HOURS: 120-minute seminar.*

### **DELIVERABLE**

Ethics Advice Position Paper (**LP-601**) due electronically not later than 1700 hours on 1 Sep 2022.

## **DAY 8 – POWER, STATUS, AND INFLUENCE**

**DATE:** 6 September 2022

### **LESSON OBJECTIVES**

1. Comprehend the relationship between power, status, and influence in leadership.
2. Comprehend the linkages between power, status, and influence and the challenges and failures of leadership.
3. Relate power, status, and influence to leadership positions across the profession of arms.
4. Apply power, status, and influence study to examination of historical leaders.

**LP-514 (L): Lessons in Power and Influence**, Dr. Amy Baxter (GCPME).

*CONTACT HOURS: 1-hour lecture.*

**LP-515 (S): Leading Effectively without Power, Leading Responsibly with Power**

1. Galinsky and Magee, "The Self-Reinforcing Nature of Power and Status" 351-386. [EL]
2. Ludwig and Longenecker, "The Bathsheba Syndrome" *Journal of Business Ethics* 12 (1993) 265-273. [EL]
3. McChrystal, *Leaders: Myth and Reality*. Pairs of students should select one chapter from chapters 2-8, and be prepared to speak to power, status, and influence dynamics illustrated in the short biographies covered therein.

Supplemental: Lunenberg, "Power and Leadership: An Influence Process" *IJMB* 15 (2012) 1-7. [EL]

*CONTACT HOURS: 120-minute seminar.*

## **DAY 9 – LEADERSHIP IN EXTREMIS**

**DATE:** 9 September 2022

### **LESSON OBJECTIVES**

1. Comprehend the demands on the leader in times of crisis, hazard, and danger.
2. Apply the model of *in extremis* leadership to examples of leadership in the air war in Europe and the Montgomery Bus Boycott.
3. Assess leadership performance in the Russian invasion of Ukraine.

**LP-516 (L): "I need ammunition, not a ride."** Dr. Amber Batura (ACSC).

*CONTACT HOURS: 1-hour lecture.*

**LP-517 (S): Leading in Dangerous Times**

1. Deirdre Dixon *et al.* "Making Sense when it matters most" *JLOS* 2016: 1-24. [EL]
  2. Cranny-Evans and Kraushal, "Intellectual Failures Behind Russia's Bungled Invasion" *RUSI* (2022) [EL]
  3. Case Study: Jo Ann Robinson, "The Boycott Begins" from *The Montgomery Bus Boycott and the Women Who Started It*, National Humanities Center Resource Toolbox. [EL]
  4. Case Study: excerpts from Donald Miller, *Masters of the Air*, pp. 102-110, 124-137. [EL]
- Supplemental: Karrasch, Levine, and Kolditz, "Leadership When It Matters Most: Lessons on Influence from *in extremis* Contexts" *Leadership in Dangerous Situations*, edited by Sweeney *et. al.*, (2011) 218-229. [EL]

*CONTACT HOURS: 120-minute seminar.*

## **DAY 10 – COMMUNICATION AND FEEDBACK**

**DATE:** 16 September 2022

## **LESSON OBJECTIVES**

1. Present brief oral arguments on the core ideas of your leadership philosophy.
2. Offer feedback to classmates on their leader philosophies as presented in oral arguments.

## **LP-518 (S): Communicating Leader Philosophies**

1. Read-Ahead on Pitching an Argument: Chip Heath and Dan Heath, "What Sticks?" pp.3-18 [EL]
2. Read-Ahead Feedback Tool [EL]

*CONTACT HOURS: 180-minute seminar.*

## **DELIVERABLES**

1. **LP-602:** The Personal Leader Development package, including both the Personal Leader Philosophy and the Personal Leader Development Plan, is due electronically not later than 1700 on 16 September.
2. **LP-603:** Be prepared to offer a 3-minute oral argument for your personal leader philosophy in seminar as well as to give and receive feedback with classmates. Note this seminar does not comprise the whole of the contribution grade in LP-5510, it is the final component in that grade.