



# ***LEADERSHIP IN COMMAND***

**SYLLABUS  
AY 26**

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

**UNITED STATES AIR FORCE  
AIR COMMAND AND STAFF COLLEGE**

*Current as of 27 Feb 2026*

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

**FOREWORD**

This syllabus for the *Leadership in Command* course for the Air Command and Staff College, 23 March – 24 April 2026, 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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Course Director  
Leadership In Command

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## **LEADERSHIP IN COMMAND COURSE OVERVIEW**

### **COURSE DESCRIPTION**

Leadership in Command (LC) will arm students with the knowledge and skills needed to thrive in command. This course complements the leadership foundations learned in Leadership and the Profession of Arms. While it is not possible to cover all the complexities and challenges of command, LC provides practical knowledge and lessons from graduated squadron commanders and other senior leaders to prepare students for both the art and science of command. Students will develop their own first commander's call, engage in critical conversations through the Mixed Reality Leadership exercise (MRLx) and crisis communication scenarios, critically examine a squadron Defense Organizational Climate Survey (DEOCS), develop or refine their Leadership/Command Philosophy, and assess a historical military leader using the Air Force's four Major Performance Areas as their primary framework.


This course is structured around a core set of interconnected themes essential to effective command. At its foundation is trust—personal, relational, and organizational—built through steadfast character, authenticity, and ethical conduct. Commanders must articulate a clear vision, cultivate a positive organizational culture, and lead purposeful change while balancing competing priorities and managing calculated risk. These responsibilities demand sound decision-making and a commitment to discipline and justice to achieve sustained mission effectiveness. These concepts will prepare leaders to navigate and thrive in the complex challenges of command.

### **COURSE OBJECTIVES**


The course develops and hones the leadership competencies expected of commanders across the four pillars of commander responsibilities according to AFI 1-2: Execute the Mission, Lead People, Manage Resources, and Improve the Unit. Specific course objectives are:

1. Integrate personal leadership into the opportunity of command
2. Apply organizational leadership principles and practices to command culture and climate
3. Apply reflective and creative thinking to solve potential command challenges
4. Apply strategies helpful for leading in complex and uncertain situations

# COURSE MAP



## LC AY26 Course Structure



Command Expectations	The Command Team	Leading with Commander's Intent	Command Climate	Decision Making in Command <span style="float: right;">★</span>
23/24 March	26/27 March	30/31 March	2/3 April	6/7 April

Command Communication	Resource Management	Crisis Leadership <span style="float: right;">★</span>	Discipline & Justice	First Commander's Call <span style="float: right;">★</span>
9/10 April	13/14 April	16/17 April	20/21 April	23/24 April

★ Deliverable Due

The Intellectual and Leadership Center of the Air Force

## COURSE METHODS OF EVALUATION

### 1. LC-600 (E): Leadership/Command Philosophy

**Deliverable:** Students will compose (or revise) their Leadership/Command Philosophy to capture their reflection and intent for development and action. The Leadership/Command Philosophy should be approximately 2 pages in length. LC-600 is worth 20% of the course grade. The written materials are due electronically no later than 1700 hours on 7 April 2026.

**Prompt:** Compose/Revise your Leadership/Command Philosophy, a living document that explains what you believe leadership or command is, how you will prioritize the responsibilities of a commander, and how you have led or intend to lead in your profession.

#### **Additional Instructions:**

1. **Type of Assignment:** Graded essay.
2. **Time Allotted:** From issuance on 23 Mar (Day 1) to 7 Apr (Day 5) at 1700.
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials.
4. **GEN AI:** No Gen AI Permitted: No use of Gen AI tools is permitted for this assignment for editing, content generation, brainstorming, etc. Built in grammar check is acceptable.
5. **Length:** No more than 2 Pages.
6. **Style:** Use standard written English such as would be typical for materials written for professional publication, with one exception: first person is permissible. The paper should use one-inch margins, Times New Roman – 12pt for all text, and include page numbers. The development plan may incorporate bullets.
7. **Endnotes:** All essays must give credit for using others' ideas, thoughts, and concepts in the endnotes. Citations are required for both direct quotations and paraphrasing of material. Endnotes come at the end of the essay and do not count against the page limit. Please see *AU-1: Air University: Style and Author Guide, Second Edition* for guidance on formatting endnotes. No bibliography is required.
8. **Collaboration:** Students must follow ACSC guidelines on collaboration, cited in the first endnote.
9. **Title page:** Include a title page with the following information: Title: Subtitle given to the essay; Student Name; Seminar Number; Assignment Title (e.g., LC-600); and Date.
10. **Turn-in Procedures and Other Questions:** Submit online through Canvas before 1700 hours on 7 April. Your LC instructor may provide additional guidance.
11. **Questions:** Refer any questions about the above guidelines to your course instructor.

### 2. LC-601 (E): Military Leader Analysis Paper

**Deliverable:** Students will compose a written analysis of a historical military commander / leader of their choosing, using course material to contribute to the assessment, and offering lessons learned from the case study for contemporary and future field grade leaders. Students may select American or non-American military commanders/leaders. Students may select any historical commander or leader and should support their essay with public documents like histories, biographies, or memoirs. The paper should be four to five pages in length, 1-inch margins, in double-spaced Times New Roman 12-point font. This document is worth 40% of the course grade in LC 5510. It is due electronically no later than 1700 hours, 17 April 2026.

**Prompt:** Select a historical military leader then use course materials from LP/LC to assess their leadership in the Four Major Performance Areas (Executing the Mission, Leading People, Managing Resources, and Improving the Unit). Consider how they applied principles of leadership to decision-making and ethics. Offer lessons learned from your historical leader to future contemporary challenges.

**Additional Instructions:**

1. **Type of Assignment:** Graded essay.
2. **Time Allotted:** From issuance on 23 Mar 26 (Day 1) to 17 April (Day 8)/1700.
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students will be required to use outside materials.
4. **GEN AI:** No Gen AI Permitted: No use of Gen AI tools is permitted for this assignment for editing, content generation, brainstorming, etc. Built in grammar check is acceptable
5. **Length:** Four to five pages.
6. **Style:** Use standard written English such as would be typical for materials written for professional publication, with the exception that first person is permissible. The paper should use one-inch margins, Times New Roman – 12pt for all text, and include page numbers.
7. **Endnotes:** All essays must give credit for using others’ ideas, thoughts, and concepts in the endnotes. Citations are required for both direct quotations and paraphrasing of material. Endnotes come at the end of the essay and do not count against the page limit. Please see *AU-1: Air University: Style and Author Guide, Second Edition* for guidance on formatting endnotes. No bibliography is required.
8. **Collaboration:** Students must follow ACSC guidelines on collaboration, cited in the first endnote.
9. **Title page:** Include a title page with the following information: Title: Subtitle given to the essay; Student Name; Seminar Number; Assignment Title (e.g., LC-601); and Date.
10. **Turn-in Procedures and Other Questions:** Submit online through Canvas before 1700 hours on 17 April. Your LC instructor may provide additional guidance.
11. **Questions:** Refer any questions about the above guidelines to your course instructor.

**3. LC-602 (E): First Commander’s Call**

**Deliverable:** Students will develop and then present their first commander’s call in an 8-10 minute brief to their seminars. Briefs will be presented in class on Day 10 (23/24 April). The Commander’s Call brief is worth 20% of the course grade. If used, written products (slides, script, etc.) must be uploaded into CANVAS no later than 1700 the day before the brief.

**Prompt:** Using all the course material from LP/LC and personal experiences, students will develop an 8–10-minute oral presentation that would be presented at their first commander’s call with their new unit. A template will not be provided for this event. Students should be able to articulate their command philosophy in this presentation.

**Additional Instructions:**

1. **Type of Assignment:** Graded oral presentation.
2. **Time Allotted:** From issuance on 23 Mar (Day 1) to 23/24 Apr (Day 10)/In-Class.
3. **Resources:** You may use any course content, and other materials provided in the ACSC

curriculum. Students can use outside materials.

4. **GEN AI:** Gen AI Permitted: No use of Gen AI tools is permitted for content generation. Gen AI tools are permitted for editing & slide presentation. Built in grammar check is acceptable.
5. **Length:** 8–10-minute brief.
6. **Style:** The brief is open format. They will be evaluated for clarity, organization, persuasiveness, and authenticity.
7. **Turn-in Procedures and Other Questions:** Provide a copy of the presentation to LC instructor and present the brief in class. Your LC instructor may provide additional guidance.
8. **Questions:** Refer any questions about the above guidelines to your course instructor.

#### **4. LC-603 (C): Class Contribution**

**Deliverable:** Each student is expected to attend lectures and seminars, read the assigned texts, participate in class exercises, and contribute to seminar discussions. Seminar Contribution is worth 20% of the overall course grade.

#### **Additional Instructions:**

1. **Type of Assignment:** Graded participation
2. **Time Allotted:** From 23/24 Mar (Day 1) to 23/24 Apr (Day 10).
3. **Questions:** Refer any questions about the above guidelines to your course instructor.



# AY26 LC Calendar



LC-600:  
Leadership/Command  
Philosophy  
7 Apr @ 1700

MAF

APRIL

16	17	18	19	20
23	24	25	26	27
30	31	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24

LC-601 Leader  
Analysis Paper 17  
Apr @ 1700

LC-602 First  
Commander's Call  
Due In Class

## **COURSE ADMINISTRATION**

Students can access the syllabus, lecture videos, electronic readings, and other supplemental materials online through the LC Channel on Teams. ACSC provides students with copies of the following course book, which must be returned at the conclusion of the course:

N/a, all readings for this course are electronic. No books are issued for LC.

Please refer questions to:

Lt Col Brett Barnes, Course Director

Lt Col Christopher Warmes, Deputy Course Director

Lt Col Ryan VanArtsdalen, Deputy Course Director

Dr. Brosh Tucher, Deputy Course Director

**LEADERSHIP IN COMMAND  
SCHEDULE OF MEETINGS  
DAY 1 – Command Expectations**

**DATE:** 23/24 March 2026

**LESSON OBJECTIVES**

1. Understand course themes and assignments.
2. Comprehend senior leaders' expectations of squadron commanders.
3. Understand squadron commander responsibilities and authorities.
4. Examine the importance of a squadron's mission, vision, and shared goals.

**Lesson Overview:** This lesson introduces the course while exploring a commander's roles, responsibilities, and expectations. Additionally, it examines how a leader can shape the organization's priorities and align the squadron's efforts toward a common purpose by establishing an organizational vision.

**LC-500 (L): Wing Commander Expectations**

**Lecture Overview:** Brig Gen Jocelyn Schermerhorn will offer her perspectives on squadron command and share her expectations of Sq/CCs. This lecture is designed to help students appreciate the roles, challenges, and responsibilities of leading in squadron command.

*CONTACT HOURS:* 50-minute Lecture

**LC-501 (S): Command Basics**

*CONTACT HOURS:* 120-minute seminar.

**Readings (67 pages):**

**Journal: What are some of the expectations that you have of squadron commanders (service equivalent)? Are those expectations realistic for you to achieve when you are a commander? Why or why not?**

1. Air Force Instruction (AFI) 1-2: Commander's Responsibilities (5 pages) [EL]
2. *The Armed Forces Officer* (2017 Edition) (Washington, D.C.: National Defense University Press), 77-91. (14 pages) [EL]
3. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 1-22. (Expectation of Command) (22 pages) [EL]
4. Matthew J. Bonnot and Carey W. Walker, "The Vision Process: Seven Steps to a Better Organization," *InterAgency Journal* 8, no. 4 (2017), 57-64. (7 pages) [EL]
5. NDU Faculty, "Strategic Vision," in *Strategic Leadership and Decision-Making* (NDUP, Washington DC, 1997). (12 pages) [EL]
6. Harry C. Garner, "Developing an Effective Command Philosophy," *Military Review* XCII, no. 5 (Sept – Oct 2012), 75-81. (7 pages) [EL]

## DAY 2 – The Command Team

DATE: 26/27 March 2026

### LESSON OBJECTIVES

1. Examine the relationship between commanders and their command team.
2. Assess the skills required to develop and maintain a responsible, accountable culture.
3. Understand the roles and responsibilities of the Senior Enlisted Leader and the First Sergeant.

**Lesson Overview:** This lesson will define the distinct roles and responsibilities of a squadron command team. It examines success from the perspective of the relationship between a commander and the key leaders within their organization. One of the most important issues this lesson grapples with is exploring how effective commanders best prepare for and manage themselves during their tour. Part of this is having a clear understanding of the various roles and responsibilities of command team.

### LC-502 (L): Senior Enlisted Perspective, CMSgt/First Sergeant Panel

**Overview:** Graduated SELs and First Sergeant from SNCOA and 1st Sgt Academy will share perspectives with students on roles and responsibilities of the SEL and 1st Sgt within the Command Team, and their thoughts on how teams can be most effective.

*CONTACT HOURS: 50-minute panel.*

### LC-503 (S): The Command Team

*CONTACT HOURS: 120-minute seminar.*

### Readings (52 pages):

**Journal:** After conducting the assigned readings, what do you think the greatest challenge is when trying to establish and lead a healthy and effective command team and why?

1. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 23-49. (26 pages) [EL]
2. John G. Meyer, Jr., *Company Command: The Bottom Line*, (Washington, D.C.: National Defense University Press, 1990) 29-48. (20 pages) [EL]
3. AU-2, *Guidelines for Command*, 2nd Edition (Maxwell AFB, AL: Air University Press, 2015), 9-13. (4 pages) [EL]
4. Air Force Instruction (AFI) 36-2113: The First Sergeant (Read pages 5-6) (2 pages) [EL]

## DAY 3 – Leading with Commander’s Intent

DATE: 30/31 March 2026

### LESSON OBJECTIVES

1. Examine the relationship between USAF distributed control and mission command principles.
2. Describe the purpose and value of communicating intent.
3. Apply the proper use of delegation and empowerment while executing mission command.
4. Identify the challenges for leading with mission command and ways to mitigate those challenges.

**Lesson Overview:** This lesson further explores the concept of Mission Command and commander’s intent. The students were introduced to mission command during Leadership in the Profession of Arms. In this lesson, the students will read documents that enforce the concepts of Mission Command and methods for how to best implement Mission Command into their organizations.

**LC-504: Leadership & Mission Command: OAR Case Study, Lt Col (ret.) Alex Pelbath**  
CONTACT HOURS: 1-hr video lecture.

**LC-505 (S): Leading with Commander’s Intent**  
CONTACT HOURS: 120-minute seminar.

### **Readings (70 pages):**

**Journal: What can the Air Force do to change its culture to better enable mission command as described in AFDP 1-1, and why do you think your recommendations will be successful?**

1. General Charles Brown, Chief of Staff of Air Force, Pentagon, to Department of Air Force, memorandum, subject: AFDP 1-1 Mission Command, 16 August 2023. (1 page) [EL]
2. Mission Command, Insight and Best Practice Focus Paper, Deployable Training Division, Joint Staff J7, Jan 2020 (16 Pages)
3. Marine Corps Doctrinal Publication (MCDP) 6, *Command and Control*, (pages: Operation VERBAL IMAGE (.pdf pages 10-43) and Creating Effective Command and Control (pages 3-1 thru 3-13), 4 April 2018 (47 pages) [EL]
4. Chief of Space Operations, Pentagon, to All Space Force Personnel, memorandum, subject: Barriers to Mission Command, 23 February 2023. (1 page) [EL]
5. Combat, Orders and Judgment – The Company Leader (4 pages) [EL]

## DAY 4 – Command Climate

DATE: 2/3 April 2026

### LESSON OBJECTIVES

1. Examine attributes and practices that develop and maintain a positive command climate.
2. Assess the skills required to develop and maintain a responsible, accountable culture.
3. Describe the behaviors of a toxic leader.
4. Analyze and discuss a leadership case study of failed leadership for root cause identification.

**Lesson Overview:** This lesson will define the key attributes of an effective squadron and commander. It examines success from the perspective of the commander, addressing the core characteristics of successful leaders. This lesson will consider methods for establishing and maintaining a positive command climate and culture within an organization. It will also consider instances where a negative command climate and culture resulted in suboptimal results or mission failure. The *Improving Air Force Squadrons* report illuminates the common attributes of an effective squadron.

### LC-506 (S): Command Climate

Class Exercise: During seminar, students will work in groups to evaluate a mock Defense Equal Opportunity Climate Survey (DEOCS) then develop outbriefs for various stakeholders.

*CONTACT HOURS: 180-minute seminar.*

### Readings (69 pages):

**Journal: After reading Longnecker and Schufelt, what do you see as being the greatest pitfall to command and what is a guardrail you can use to minimize this pitfall and why?**

1. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 51-71 (Walking the Walk). (20 pages) [EL]
2. Colonel John E. Box, “Toxic Leadership in the Military Profession” (Strategy Research Paper, Army War College, 2012), 1-16 (Read until the top of page 16, Advisory Committee of Generals) (16 pages) [EL]
3. Samael O’Brien, “Czar 52; A Case Study of Failed Leadership,” (course paper, University at Albany, 2018), 2-10 (9 pages) [EL]
4. *Improving Air Force Squadrons – Recommendations for Vitality* (Pages 7-14, 43-48, 137-139) (15 pages) [EL]
5. Clinton Longnecker and James W. Schufelt, “Conquering the Ethical Temptations of Command,” *Joint Force Quarterly* 101, (2<sup>nd</sup> Quarter 2021): 36-44. (9 pages) [EL]

Plus, watch the following video prior to seminar:

The 5 Dysfunctions of a Team by Patrick Lencioni

[https://www.youtube.com/watch?v=Ro0NBgHo\\_a8](https://www.youtube.com/watch?v=Ro0NBgHo_a8)

## DAY 5 –Decision Making in Command

DATE: 6/7 April 2026

### LESSON OBJECTIVES

1. Examine sense-making and decision approaches toward effective military leadership.
2. Apply ethical decision-making approaches to contemporary leadership scenarios.
3. Apply intuition and judgment approaches to decision-making.

**Lesson Overview:** This lesson reviews sense-making and decision-making approaches for military leaders. Students will apply ethical standards, intuition, and judgement approaches into decision-making. Additionally, as part of this lesson, students will have an opportunity to participate in the Mixed Reality Learning Exercise where they are challenged with critical conversations that may be faced by commanders. Students not participating will observe their peers, then offer constructive feedback based on their observations.

### LC-508 (P): Mixed Reality Learning Exercise (MRLx)

*CONTACT HOURS: 120-min practical exercise w/ specific dates per flight.*

### LC-509 (S): Decision Making in Command

*CONTACT HOURS: 90-minute seminar.*

### Readings (86 pages):

**Journal: Describe a tough decision you have had to make and describe how you made that decision.**

1. 15-06 MDMP Handbook, March 2015, 1-8. (8 pages) [EL]
2. Riley Adams, “How to Use Decision Making Models for Rational Thinking,” *Young and the Invested*, 5 July 2022 (5 pages) [EL]
3. Deborah Ancona, “Sensemaking: Framing and Acting in the Unknown,” in *The Handbook for Teaching Leadership: Knowing, Doing, and Being*, ed. S. Snook, N. Nohria, and R. Khurana (Thousand Oaks, California: Sage Publications, 2011), 3-18. (15 pages) [EL]
4. Gary A. Klein, Judith Orasanu, Roberta Calderwood, and Caroline E. Zsombok, eds. *Decision Making in Action: Models and Methods* (Norwood NJ: Ablex Publishing, 1993), 1-10, 17-20, 138-147. (23 pages) [EL]
5. Patrick Maggitti, Holly Slay and Kevin Clark, “Leadership in Hypercrisis: Leading in the Face of a Shaken Culture,” *Leadership Review* 10 (Spring 2010) (Kravis Leadership Institute, Claremont McKenna College), 49-63. (15 pages) [EL]
6. RAND, “Implications of Modern Decision Science for Military Decision Support Systems,” 5-21, 77-80. (20 pages) [EL] **Scan this reading.**

## DAY 6 – Command Communication

DATE: 9/10 April 2026

### LESSON OBJECTIVES

1. Explore techniques for giving and receiving feedback, improving performance, and holding personnel accountable.
2. Apply ideas about sense-making and rhetoric to the challenge of command communication strategies.
3. Consider causes and strategies for success and failure in professional military communication.

**Lesson Overview:** This lesson allows students to explore communication skills necessary for command success. It will explore various techniques for giving and receiving feedback, persuasive 360-degree communication, and barriers to effective communication.

### **LC-510 (L): Operational Negotiations, Dr. Thomas Gajewski**

*CONTACT HOURS: 50-Min lecture.*

### **LC-511 (S): Command Communication.**

Class Exercise: Students will execute an in-class practicum where they are given a 30-minute role playing scenario, utilizing negotiation skills from the previous lecture. The class will be split into two agencies, with the objective of maximizing their points within the scenario. Points are obtained through negotiations in four categories, containing options with differing values based on your agency's priorities.  
*CONTACT HOURS: 120-minute seminar.*

### **Readings (62 pages):**

**Journal: Should a commander have a social media account, or should that account be left to a trusted agent within the organization? Explain your rationale.**

1. Daniel Sukman, "Reflections on Persuasive Leadership: Leading When You're Not in Charge," *The Strategy Bridge*, 22 July 2016, <https://thestrategybridge.org/the-bridge/2016/7/22/reflections-on-persuasive-leadership-leading-when-youre-not-in-charge>. (5 pages) [EL]
2. "Communication Strategy and Synchronization," J7 Insights and Best Practices Focus Paper Series, 2016. (16 pages) [EL]
3. "Negotiation Concepts Manual," 30-page primer, AF Negotiations Center, AU (2023). (30 pages) [EL]

### **Videos:**

1. Adar Cohen "How to Lead Tough Conversations" (15:44)  
<https://www.youtube.com/watch?v=LZu16ZaLgJM>
2. LeeAnn Renninger "The Secret to Giving Great Feedback" (5:02)  
<https://www.youtube.com/watch?v=wtl5UrrgU8c>
3. Joe Hirsch "The Joy of Getting Feedback" (8:38)  
<https://www.youtube.com/watch?v=h4zNE17XgXI>

### **Suggested Reading:**

1. Department of Air Force, *Social Media Guide* (Washington, DC: Department of the Air Force [Public Affairs], June 2021). (39 pages) [EL]

## DAY 7 – Resource Management

DATE: 13/14 April 2026

### LESSON OBJECTIVES

1. Understand the role of the commander in successfully managing and executing a unit budget.
2. Assess and understand the various stakeholders and roles involved in managing fiscal resources.
3. Examine the elements of fiscal law governing the ethical and appropriate execution of federal appropriated funds.

**Lesson Overview:** A key element of leading as a commander is managing the resources necessary to execute the mission. One of the most significant resources commanders will oversee is their unit budget. When managed effectively, budgets can enhance other resources entrusted to commanders. If poorly managed through neglect or ignorance of processes, commanders may jeopardize unit mission effectiveness of their people, equipment, and infrastructure.

### LC-512 (L): Sq/CC Panel

CONTACT HOURS: 50-Min lecture.

### LC-513 (S): Managing Fiscal Resources in Command

CONTACT HOURS: 120-minute seminar.

### Readings (83 pages):

**Journal: Consider your experience managing appropriated funds. What were the primary challenges and how would you overcome these when leading your squadron?**

1. Lt Col Joshua Mann, “What Commanders Need to Know About Money: Thoughts from a Comptroller Squadron Commander,” *Wild Blue Yonder* (Dec 2023): <https://www.airuniversity.af.edu/Wild-Blue-Yonder/Articles/Article-Display/Article/3617030/what-commanders-need-to-know-about-money-thoughts-from-a-comptroller-squadron-c/>. (3 Pages) [EL]
2. Office of the Assistant Secretary of the Air Force for Financial Management and Comptroller, *Money as a Weapon System (MAAWS) Textbook* (Washington, DC, June 2020), 11-31 (20 Pages) [EL]
3. AU-2, *Guidelines for Command*, 2nd Edition (Maxwell AFB, AL: Air University Press, 2015), 157-165. (9 pages) [EL]
4. *The Thing About Coins*, DAF General Counsel – Ethics Flash (3 pages) [EL]
5. *The Military Commander and the Law 2024*: 435-445, 460 – 498 (48) (**Scan this reading**) [EL]

## DAY 8 – Crisis Leadership

DATE: 16/17 April 2026

### LESSON OBJECTIVES

1. Assess how effective leaders manage themselves during a crisis.
2. Analyze the challenges of leading during a crisis.
3. Evaluate how effective leaders develop organizations capable of succeeding during a crisis.
4. Discuss leadership styles that are effective or ineffective during a crisis.

**Lesson Overview:** In this lesson, students will assess the challenges of leading during times of crisis and explore leadership styles that are effective, along with methods that may prove ineffective. They will evaluate how effective leaders develop organizations capable of succeeding during crisis events.

### LC-514 (L): Crisis Leadership, Mayor Walt Maddox Video

*CONTACT HOURS: 1-hr video lecture.*

### LC-515 (S): Leadership Tools for Dealing with Crisis

**Class Exercise:** During seminar students will execute an in-class practicum where they are given a crisis scenario and must quickly develop a written message to key leaders within the unit and a verbal message for addressing the entire squadron.

*CONTACT HOURS: 120-minute seminar.*

### Readings (82 pages):

**Journal: Think of a leader that you know that had to lead through a crisis; what did you think that they did well, and what could have been improved and why?**

1. Victor Braden et al., *Crisis: A Leadership Opportunity* (Cambridge: John F. Kennedy School of Government National Security Program, 2005), 1-67. (68 pages) [EL]
2. Kyna Pak, Kelly E. Ferreira, and Marjan Ghahramanlou-Holloway, “Suicide Postvention for the United States Military: Literature Review, Conceptual Model, and Recommendations,” *Archives of Suicide Research* 23 (2019), 179, 184-197. (14 pages) [EL]

### Suggested Readings:

1. Gene Klann, *Crisis Leadership: Using Military Lessons, Organizational Experiences, and the Power of Influence to Lessen the Impact of Chaos on the People you Lead* (Greensboro, NC: Center for Creative Leadership, 2003), 11-26. (9 pages) [EL]
2. Volker C. Franke, “Decision-Making Under Uncertainty: Using Case Studies for Teaching Strategy in Complex Environments,” *Journal of Military and Strategic Studies* 13, no. 2 (Winter 2011), 1-17. (17 pages) [EL]
3. DAFI 34-160 Mortuary Affairs Program [EL]

## DAY 9 – Discipline & Justice

DATE: 20/21 April 2026

### LESSON OBJECTIVES

1. Identify command considerations regarding the UCMJ and legal authorities.
2. Apply knowledge and lessons of legal authority to hypothetical leadership challenges.
3. Compare rehabilitation, administrative, and discipline options in difficult scenarios.
4. Respond to challenging leader scenarios and/or observe how peers, JAGs, and first sergeants respond to these challenges.

**Lesson Overview:** This lesson examines the unique legal authorities of commanders and then uses practical scenarios to force students to apply knowledge regarding complex and difficult legal challenges they will likely face. Students will learn first-hand from JAG and First Sergeant advisors, who will also participate in the scenarios.

#### LC-516 (L): Military Commander and the Law

**Lecture Overview:** G-series orders give commanders a unique responsibility. Understanding the relationship between command and the law is an important aspect of command. The Judge Advocate Generals will provide a unique perspective about the law and how the law informs and guides a commander.

*CONTACT HOURS: 50-minute lecture.*

#### LC-517 (S): Dealing with Justice

**Class Exercise:** Selected students will role-play as squadron commanders facing a challenging legal scenario. This lesson will force the students to apply the material learned in previous seminars. A JAG representative will also be available to support the “SQ/CC” through each scenario. Time will be allotted after each scenario for group discussion, questions, and feedback. Students should expect to be given four scenarios (25 min each).

*CONTACT HOURS: 120-minute seminar.*

Readings (139 pages):

#### **Journal: How important is being fair and just for a commander and why?**

1. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 73-94. (22 pages) [EL]
2. The Military Commander and the Law 2024, 3-6, 20-22, 30-50, 54-64, 66-75, 79-93, 103-106, 115-117, 121-150, 155-166, 214-216 and 251-253 (117 pages) [EL] skim document

## DAY 10 – First Commander’s Call

DATE: 23/24 April 2026

### LESSON OBJECTIVES

1. Demonstrate a thoughtful approach to taking command.
2. Demonstrate public speaking skills.
3. Apply elemental theories of leadership.

**Lesson Overview:** The final day of the LC course will be for the students to present their first commander’s call presentations (LC-603). This is the chance to present your squadron with who you are and what you are about. This presentation should typically take place within the first 1-2 weeks of taking command and will set the tone and conditions for your first few months.

### LC-518 (S): First Commander’s Call

Each student presents their 8–10-minute First Commander’s Call presentation.

*CONTACT HOURS: 180-minute seminar*

### Readings (28 pages):

**Journal: What elements (both verbal and non-verbal) do you remember from a commanders call you sat through previously? What are things you’ve seen done well and elements you’ve seen executed poorly?**

1. DAFH33-337: The Tongue and Quill, 1-7 (Part 1 and Chapter 1: Communication Basics and A Basic Philosophy of Communication) (7 pages) [EL]
2. Chip Heath and Dan Heath, *Made to Stick*, (London, England: Arrow Books, 2008), 3-24 (21 pages) [EL]

### Suggested Readings (27 Pages):

**All suggested reading was previously assigned earlier in LC. A quick review of these documents will help you successfully prepare your first Commander’s Call brief.**

1. Air Force Instruction (AFI) 1-2: Commander’s Responsibilities (5 pages) [EL] (LC Day 1)
2. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 1-22 (22 pages) [EL] (LC Day 1)

### DELIVERABLE

#### LC-602 (E): FIRST COMMANDER’S CALL