



# ***LEADERSHIP IN COMMAND***

**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 3 January 23*

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

**FOREWORD**

This syllabus for the Leadership in Command course for the Air Command and Staff College, 6 January – 17 March 2023, 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 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 (LP) and applies them to the art and science of command. While it is impossible to cover all complexities of leadership, this course provides practical knowledge and experiential learning to better prepare students for the challenges they will likely face in command. Students will learn from graduated squadron commanders and other leaders to help them create an environment where their organization and people can thrive. As part of the course, students will develop a command plan, present a decision brief, and critically examine a command failure.

### **COURSE OBJECTIVES**

The course aims to develop and hone 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. Understand the opportunities and challenges of command and identify strategies to lead in complex and uncertain situations.
2. Understand how commanders influence organizational culture and climate.
3. Apply critical thinking and analysis to solve potential command challenges.

### **COURSE THEMES**

The following themes underpin the LC course:

- a. Trust. Personal, relational, and organizational trust are the fabric of a successful organization and the bedrock of command. Commanders exhibit personal trust by having exemplary character, competence, and credibility. At the same time, commanders establish relational trust through consistent right behavior. They must be good communicators while convincing their followers that they care about them, will produce results, and are willing to extend trust. Lastly, commanders must create an environment that promotes diversity and inclusion and in which organizational trust persists. Students will learn how to establish and sustain personal, relational, and organizational trust from course materials, guest speakers, and instructors.
- b. Characteristics of success and failure. Why do some organizations and commanders thrive while others barely survive or fail? LC examines the characteristics of successful squadrons and commanders while contrasting these examples with cases of failure. Students will read case studies of success and failure to understand how they can create a thriving organization.
- c. Crisis leadership. A crisis can make or break any organization while exposing a leader's strengths and weaknesses. This course explores crisis leadership - the ability to lead an organization through a situation endangering the continuity of the organization. Students will learn how to lead effectively during a crisis through a blend of course materials, case studies, and guest panels.

- d. Practical command guidance and lessons learned. LC creates a safe learning space to discuss the opportunities and challenges intrinsic to command. Course readings, guest lectures, and seminar periods allow students to learn from experiences of other leaders and previous commanders.
- e. Balancing priorities and risks. Commanders must balance priorities and risks because there is never enough time and resources to accomplish all command and unit objectives. In essence, the art of command is juggling the various demands and conflicting priorities while executing the mission, leading people, managing resources, improving the unit, and taking care of themselves. In the end, commanders must assume some risks while effectively communicating them to their bosses. This course offers guidance and tools for navigating this balancing act.
- f. Vision, culture, and organizational change. Commanders are ultimately responsible for providing vision and building the environment for the organization. Developing and communicating the commander's vision is essential for driving organizational change. At the same time, the commander must understand how to properly diagnose their culture and influence positive change in accordance with their vision. From a mix of course materials, students will learn how to implement their command vision and lead organizational change.
- g. Decision-making. Command serves as a test of not only personal decision-making but the ability to lead a team through supporting processes. This course aims to improve both individual and team problem-solving and decision-making by exploring various methodologies and common human fallacies. Students will learn from case studies, personal stories, and practical exercises.
- h. Commander business. This course examines some of a commanders' most important responsibilities and tasks, including military justice, officer/enlisted talent management, and mentorship. Other important considerations for commanders include budgeting, resourcing, civilian talent management, readiness, and the inspection system, but are outside the scope of this course.

## **COURSE METHODS OF EVALUATION**

### **1. LC-600 (E): COMMAND PLAN**

Students will develop and then present their Command Plan. The Command Plan will include their organizational mission and vision statements, command philosophy, and operational design to accomplish their desired end-state. The Command Plan will be a commander presentation to the squadron leadership team. The design will include lines of effort, specific measurable objectives, and the desired end state. Oral presentations will be timed and must be between 8-10 minutes in length. The Command Plan is worth 35% of the course grade in LC. **The written materials are due electronically no later than 1700 hours on 9 February and will be presented on Day 5 in class on 10 February.**

### **2. LC-601 (E): DECISION BRIEF**

As a flight; students will develop and present a decision brief in response to a scenario identified in CANVAS. Each group will use the Military Decision-Making Process (MDMP) as the primary framework to present their decision-brief while incorporating other methodologies and tools as needed. Group oral presentations will be timed and must be no longer than 30 minutes in length. The decision brief is worth 10% of the final grade in LC. **The decision brief will be given on Day 9 of LC (10 March) during seminar.**

### **3. LC-602 (E): CASE STUDY PAPER**

Students will compose a critical and persuasive essay, analyzing a case study of failed leadership and arguing for what should be done to “right the ship.” Students will utilize course concepts learned in both Leadership and the Profession of Arms and Leadership in Command to diagnose and address the root causes of the failure, providing their recommendations and justification for why their course of action will improve the organization. The paper should be 3-4 pages in length, excluding endnotes. This paper is worth 35% of the final grade in LC. **It is due electronically no later than Day 10 at 1700 hours on 17 March.**

### **4. LC-603 (P): CLASS CONTRIBUTION & EXERCISES**

Students are required to attend lectures and seminars, individually read the assigned pages, participate in class exercises and group work, and positively contribute to seminars. Students will complete all exercise deliverables prior to class arrival. This contribution and participation is worth 20% of the final grade in LC.

## **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 or the LC Channel on Teams. ACSC provides students with copies of the following course books, which must be returned at the conclusion of the course:

- Stephen Covey, *The Speed of Trust* (New York, NY: Simon & Schuster, 2018)
- Dietrich Dörner, *The Logic of Failure, Recognizing and Avoiding Error in Complex Situations* (New York: Basic Books, 1997)
- AU-24, Concepts for Air Force Leadership

ACSC also provides a copy of the following book which the students can keep:

- David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001)

Please refer questions to Lieutenant Colonel Eric Peterson, Course Director, Lieutenant Colonel Ericka Hernandez, Deputy Course Director, or Major Adam Love, Deputy Course Director.

# LEADERSHIP IN COMMAND SCHEDULE OF MEETINGS

## DAY 1 – COMMAND EXPECTATIONS

DATE: 6 January 2023

### 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.
5. Describe the process for developing and implementing a successful vision.

**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): Course Introduction.** Lieutenant Colonel Eric Peterson (course director)  
*CONTACT HOURS: 10-minute lecture.*

**LC-501 (L): The Senior Leader Perspective — Authorities, Responsibilities, and Expectations of Squadron Commanders,** Wing/Group Commander Panel  
*CONTACT HOURS: 50-minute lecture.*

**Lecture Overview:** This lecture lays out the expectations of squadron commanders according to graduated or sitting Wg/CCs (or Gp/CCs). Students will get a chance to hear advice from senior leaders on the Dos and Don'ts of command.

**LC-502 (S): Command Basics**  
*CONTACT HOURS: 110-minute seminar.*

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

#### **Roles, Authorities, and Expectations**

1. Air Force Instruction (AFI) 1-2: Commander's Responsibilities (5 pages) [EL]  
This reading lays the groundwork for Air Force-specific commander duties, responsibilities, and authorities.
2. The Armed Forces Officer (2017 Edition), Washington, D.C.: National Defense University Press, 77-91. [Read Chapter 6: The Officer at Work: Command to **Character** on page 91] (14 pages) [EL]  
This reading defines critical terms relating to leadership and command and where statutory command authorities stem from. It provides a framework for how the concepts of authority, responsibility, and accountability are intrinsically linked to command. It provides a great vehicle to discuss how the different services treat the linkages between these concepts and command differently (e.g., accountability in the Navy vs. Air Force).
3. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 1-29. (30 pages)

This reading provides General Goldfein’s practical advice to new commanders on what to expect and how to properly create and communicate a vision.

4. AU-2 “Vision” and “Goals” (21-26) (6 pages) [EL]  
This reading reinforces and supplements General Goldfein’s guidance on developing an effective vision statement and goals for your organization.
5. Matthew J. Bonnet and Carey W. Walker, “The Vision Process: Seven Steps to a Better Organization,” *InterAgency Journal* 8, no. 4 (2017), 57-64 (7 pages) [EL]  
Bonnet and Walker lay out a framework for developing and implementing a successful organizational vision. They provide a step-by-step process for improving an organization.

### **Video:**

1. Simon Sinek, How Great Leaders Inspire Action (18 minutes)  
[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

### **Suggested Readings:**

Joint Chiefs of Staff, J7, *Planner’s Handbook for Operational Design ver 1.0*, 7 October 2011, [https://www.jcs.mil/Portals/36/Documents/Doctrine/pams\\_hands/opdesign\\_hbk.pdf](https://www.jcs.mil/Portals/36/Documents/Doctrine/pams_hands/opdesign_hbk.pdf) [EL]  
School of Advanced Military Studies, *The Art of Design Student Text, vers 2.0* [EL]  
General John Michael Loh, “The Responsibility of Leadership in Command,” AU-24 Concepts for Air Force Leaders, 103-104. (2 pages) [EL]  
Eric N. Hummer, “Squadron Command: The First 90 Days,” (Research Report, Air Command and Staff College, 2001), 1-34 (35 Pages) [EL] <https://apps.dtic.mil/sti/pdfs/ADA407015.pdf>

## **DAY 2 – PREPARING FOR COMMAND**

**DATE:** 20 January 2023

### **LESSON OBJECTIVES**

1. Understand the necessary preparations for command.
2. Comprehend how commanders should manage themselves.
3. Identify the elements of a successful squadron.
4. Understand the core characteristics of effective commanders and how they manage limited time and resources.

**Lesson Overview:** This lesson defines 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. One of the most important issues this lesson grapples with is exploring how effective commanders best prepare for and manage themselves during their tour. The Covey reading outlines the foundational elements for a commander, while the *Improving Air Force Squadrons* report illuminates the common attributes of an effective squadron. During seminar, selected students will present their completed calendar exercise for discussion.

**LC-503 (L): Preparing for and managing yourself in command, Sq/CC Panel**  
*CONTACT HOURS: 50-minute lecture.*

**Lecture Overview:** This lecture will cover the knowledge and tools to prepare for command from the perspective of sitting or graduated squadron commanders. Additionally, commanders will provide recommendations and lessons learned for how to manage your time and priorities best while in command. Command is challenging, and taking care of yourself while in command will be fundamental to a successful command tour.

**LC-504 (S): Characteristics of an effective squadron and its commander**

*CONTACT HOURS: 120-minute seminar.*

**Class Exercise:** (*Calendar Exercise*) Students will present their completed calendar exercise and explain the logic and rationale for their choices. Classmates and instructors will provide feedback during this exercise.

**Readings (105 pages):**

1. General David L. Goldfein and CMSgt Kaleth O. Wright, “Expectations of a Successful Command Team” (1 page) [EL]  
This reading outlines the former Air Force command team’s expectations of a successful organization.
2. Gen John L. Piotrowski, “A Perspective on Effective Leadership,” AU-24, Concepts for Air Force Leaders, 511-515 (5 pages) [EL]  
In this short paper, Gen Piotrowski provides insights on where effective commanders should focus their time and priorities.
3. *Improving Air Force Squadrons – Recommendations for Vitality* (Pages 7-14, 43-48, 137-139) [EL] (15 pages)  
This reading provides the foundation for an effective squadron, including its core characteristics.
4. Stephen Covey, *The Speed of Trust* (New York, NY: Simon & Schuster, 2006), 43-128. (84 pages)  
This chapter from Covey’s book lays out his framework for developing personal trust within an organization, examining his four cores of credibility. Ultimately, he breaks down what every leader must do to create an environment where the organization trusts them.

**Video:**

1. John Maxwell, Five Levels of Leadership (3 minutes)  
<https://youtu.be/jsjJCOzmkh>

**DELIVERABLES**

1. Come to class with your calendar exercise complete. The exercise can be found on CANVAS.

**Suggested Readings:**

Peter H. Daly and Michael Watkins, *The First 90 Days in Government* (Boston, MA: Harvard Business Review Press, 2006), 81-101. [Chapter on Securing Early Wins] (20 pages) [EL]  
Tom Galvin, “Leading Change in Military Organizations: Primer for Senior Leaders” (1<sup>st</sup> ed.) (US Army War College), 31-73. [Chapter 4-6, Defining the problem through Developing the Vision] [EL]

## DAY 3 – SET THE ENVIRONMENT

DATE: 27 January 2023

### LESSON OBJECTIVES

1. Comprehend the characteristics of successful and dysfunctional teams.
2. Examine how commanders build and maintain organizational trust within their organization.
3. Examine characteristics and qualities that develop and maintain a positive command climate.
4. Understand the importance of creating a culture of diversity, equity, and inclusion.
5. Comprehend the proper use of delegation and empowerment.
6. Assess the skills required to develop and maintain a responsible, accountable culture.
7. Describe the behaviors of a toxic leader.
8. Analyze and discuss a leadership case study of failed leadership for root cause identification.

**Lesson Overview:** This lesson explores the fundamentals of a healthy and unhealthy climate and culture. It examines the causes of dysfunctional teams, whether from toxic leadership or failing to create a culture of trust and accountability. In any case, the consequences of failed leadership and not creating a healthy climate are high. During seminar, students will examine and discuss a case study of failed leadership that ends in tragic consequences.

### **LC-505 (L): Senior Enlisted Perspective, CMSgt Panel**

*CONTACT HOURS: 50-minute panel.*

**Lecture Overview:** Being a commander means working with other leaders, including senior enlisted leaders. Understanding the perspective of the senior enlisted is critical to command. Hearing from a panel of senior enlisted leaders will allow students to reflect on the relationship commanders must build with their senior enlisted personnel and the perspective and expectations they have for commanders.

### **LC-506 (S): Set the Environment**

*CONTACT HOURS: 120-minute seminar.*

### **Readings (100 pages):**

1. Stephen Covey, *The Speed of Trust* (New York, NY: Simon & Schuster, 2006), 244-270. (27 pages)  
This reading provides Covey's recommendations for establishing organizational trust.
2. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 29-71. (42 pages)  
This reading provides a foundation for how commanders should behave and where they should focus. The book offers practical advice and lessons learned from General Goldfein's time as a squadron commander.
3. 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]

Colonel Box defines toxic leadership before examining the common behaviors that toxic leaders exhibit. In this monograph, he also discusses why toxic leaders often survive and perform well in some contexts.

4. Samael O'Brien, "Czar 52; A Case Study of Failed Leadership," (course paper, University at Albany, 2018), 2-10 (9 pages) [EL]

This reading covers the details behind the crash of Czar 52, illuminating many of the failures in leadership up and down the chain of command at Fairchild AFB before the tragic accident.

5. Simon Sinek, *Leaders Eat Last: Why Some Teams Pull Together and Others Don't*, (New York, NY: Penguin Random House, 2014), Chapter 18, 171-184. (13 pages) [EL]

This reading examines a case study of toxic leadership and how it can corrupt an organizations and compares this to the case study of Navy Captain David Marquet from his book, *Turn the Ship Around*, and examines the importance of empowerment and delegation to that leader's success.

**Video:** Patrick Lencioni: Five Dysfunctions of a Team (7 minutes)

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

## DAY 4 – DECISIONMAKING

DATE: 3 February 2023

### LESSON OBJECTIVES

1. Distinguish the strengths and weaknesses of various decision-making models and the context in which they are best applied.
2. Comprehend the common traps and tendencies related to decision-making and problem-solving that lead to failures.
3. Describe the MDMP (Military Decision-Making Process) framework and how it can be applied as a tool for routine decision-making outside of warfighting operations.

**Lesson Overview:** This lesson explores the art of decision-making and arms students with tools to make better decisions. Various decision-making models are introduced to help students understand their strengths and weaknesses and the context within which they should be used. At the same time, this lesson examines common decision-making traps while offering techniques to improve problem framing and solving in complex situations. Finally, this lesson introduces the U.S. Army's Military Decision-Making Process (MDMP) as a tool for decision-making in any context. While historically used for military operations, MDMP is a tool that leaders can employ for any decision.

This lesson provides students with the foundational knowledge and skills they will need for their decision briefs on Day 9. Prior to class, students will be evenly divided and assigned into one of the three groups below. Each student will read the required readings for all (15-06 MDMP Handbook) and their assigned group readings/videos.

During class, each group will individually brief the other groups on their assigned sections. Time will be given for instructor-led discussion on each topic area. Group two will be responsible for briefing MDMP, its steps, and its similarities and differences to the classical or rational decision-

making process, and for discussing sensemaking.

After group briefs and discussion, instructors will introduce the scenario for the Decision Brief due on Day 9. An Operational Planning Team lead (OPT) should already have been assigned. The flight will be given the remainder of seminar time to analyze the scenario, apply the MDMP framework, and begin building their decision brief. Groups will only have approximately two hours on Day 9 to finalize their decision briefs; thus, work outside class will likely be required.

### **LC-507 (S): Decision-Making**

*CONTACT HOURS: 180-minute seminar.*

#### **Readings for all:**

1. Skim *15-06 MDMP Handbook*, March 2015, 1-77. (78 pages) [EL]  
This reading should only require a quick skim as MDMP and JPP/JPPA are nearly identical planning and analytical decision-making processes; however, there are some nuanced differences.

#### **Readings/Videos Based on Assigned Group:**

##### **Group 1: Decision-Making and Problem-Solving Traps** (85 pages)

1. Dietrich Dörner, *The Logic of Failure, Recognizing and Avoiding Error in Complex Situations* (New York: Basic Books, 1997), 1-47, 49-70, 88-92 [It's the Environment to Prime Numbers...], 98-105 [The Pale Cast of Thought to Chapter end], 185-199.  
Dietrich Dörner explains the common cognitive traps that decision makers often make that lead to failure. Ultimately, he provides advice on coping with complexity and offers that our decisions often have unintended effects. We often focus on the short term but fail to comprehend the long-term consequences. We must better think in terms of systems as our actions will affect many components and, when dealing with complex systems, we cannot do just one thing. As decision-makers, we often set unclear goals, inaccurately model the environment, discount the effect of time, formulate plans without regard to the context, and engage in ballistic behavior – making rash decisions while not looking for feedback.

##### **Group 2: Rational-Decision-Making & Sensemaking** (60 pages) + Videos (11 minutes)

1. RAND, "Implications of Modern Decision Science for Military Decision Support Systems," 5-21, 77-80 [Chapter 2 and Beginning of Chapter 5 until "synthesis" on page 80]. (20 pages) [EL]  
This paper explains the differences between many of the different camps in decision science while explaining common cognitive biases and heuristics.
2. Riley Adams, "How to Use Decision Making Models for Rational Thinking," *Young and the Invested*, 5 July 2022 (5 pages) [EL]  
This short reading provides tips on effectively using the rational decision-making model.
3. David J. Snowden and Mary E. Boone, "A Leader's Framework for Decision-Making," *Harvard Business Review* (November 2007). (14 pages) [EL]  
This article highlights the importance of properly assessing your environment before acting and offers the Cynefin Framework as a way to sense the environment.
4. Deborah Ancona, "Sensemaking: Framing and Acting in the Unknown," in *The Handbook for Leadership*, 3-18. (15 pages) [EL]

This chapter provides suggestions and guidance for sensemaking in complex situations.

5. FM 6-0 Chapter 4, 4-1 – 4-6 (7 pages) [EL]  
This reading explains the Army Problem Solving process, a process that is used to solve problems not related to military operations.

### **Videos:**

1. Rational Decision-Making Model Part 1/2  
<https://www.youtube.com/watch?v=dJARNLbe9NA> (Part 1) (7 minutes)  
<https://www.youtube.com/watch?v=fnm4QWhAELw> (Part 2) (4 minutes)

### **Suggested Video:**

1. The Cynefin Framework Explained (8 Minutes)  
<https://www.youtube.com/watch?v=N7oz366X0-8>

### **Group 3: Naturalistic/Intuitive Decision-Making and Strategic Thinking** (64 pages)

1. 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. (18 pages) [EL]  
This reading lays out the imperative to develop a new set of competencies for decision-making under uncertainty, which he coins as part of “strategic thinking.” He then describes some underlying skills military practitioners need to learn to handle these situations.
2. 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]  
This reading first describes the need for naturalistic/intuitive decision-making models and the context in which they are appropriate before describing Gary Klein’s Recognition-Prime Decision-Making Model (RPD).
3. J.B. Vowell, *Between Discipline and Intuition: The Military Decision Making Process in the Army’s Future Force* (monograph, School of Advanced Military Studies, 2004), 1-5, 20-38. (23 pages) [EL]  
This reading compares MDMP to Klein’s NDM models, contrasting their strengths and weaknesses. It also outlines the needs for MDMP and its history.

### **Suggested Video:**

1. Gary Klein, Recognition Primed Decision Model (8 Minutes)  
<https://www.youtube.com/watch?v=DzErY5ynXXg>

### **Suggested Readings:**

Daniel Kahneman, *Thinking, Fast and Slow*. [Issued book in LP]

## **DAY 5 – COMMAND PLAN PRESENTATIONS**

**DATE:** 10 February 2023

### **LESSON OBJECTIVES**

1. Apply personal views, goals, and operational design to a practical command plan.
2. Demonstrate a thoughtful approach to taking command.

**Lesson Overview:** This lesson allows students to practice and hone their briefing skills by presenting their command plans to the class for feedback and questions.

**LC-508 (S): Command plan presentations.** Students will individually present their command plans.

*CONTACT HOURS: 180-minute seminar.*

**Readings (skim 112 pages):**

Skim Stephen Covey, *The Speed of Trust*, 131-243. (112 pages)

**Suggested Readings:** N/A

**DELIVERABLES**

1. Students will submit their command plan in presentation format **no later than 1700 hours on 9 February.**
2. Students will present their command plan to the class during the seminar period. Each student is expected to present for 8-10 minutes, followed by 3-4 minutes for questions/feedback.

**DAY 6 –TALENT MANAGEMENT**

**DATE:** 17 February 2023

**LESSON OBJECTIVES**

1. Understand current issues, challenges, opportunities, perspectives, and priorities within the officer and enlisted corps.
2. Comprehend officer and enlisted development, reports, and the promotion system.
3. Explore techniques for giving/receiving feedback, improving performance, and holding personnel accountable.

**Lesson Overview:** This lesson explores the specifics of talent management to include Air Force evaluation and promotion systems to prepare and arm commanders with the knowledge they need to develop and mentor their subordinates deliberately. Civilian talent management is not included in this lesson.

**LC-509 (L): Commanding with ALQs and the new evaluation system,** Col Joshua Hawkins HAF/A1P.

**Lecture Overview:** This lecture allows students to hear the most up-to-date guidance and changes regarding talent management. The Air Force is amid a massive overhaul of its talent management systems and processes. This brief intends to educate future commanders on

navigating these changes successfully. Additionally, as future commanders, they will be responsible for providing mentorship and evaluating their subordinates in line with the Air Force's new Airmen Leadership Qualities (ALQs). This brief seeks to baseline commanders on properly assessing and mentoring their airmen according to these competencies.

*CONTACT HOURS: 1-hour lecture.*

### **LC-510 (S): Talent Management and Performance Feedback/Coaching.**

**Class Exercise:** (*Performance Feedback & Coaching Exercise*) Approximately 30 minutes to 1 hour of seminar time should be reserved for performance feedback and coaching scenario-based training. Select students will act as a commander providing performance feedback or acting as a coach while their instructor acts as the subordinate. After each scenario, time should be reserved for student and instructor feedback to their classmate. For the performance feedback training, the student will act as the group commander from the case study for the final essay providing feedback to the instructor acting as the squadron commander, Samuel "Striker" Smith. Striker has requested feedback after his dismissal from command. Students will use their 724-A (see deliverable below) to provide verbal performance feedback. For the coaching scenario, the coachee (LC instructor) is seeking guidance from their commander (student) on how to prioritize a better work-life balance.

*CONTACT HOURS: 110-minute seminar.*

#### **Readings (54 pages):**

1. David Goldfein, *Sharing Success Owning Failure*, 95-107 (12 pages)  
This chapter illuminates General Goldfein's ideas and advice for commanders to mentor and take care of their people.
2. Stephen Covey, *The Speed of Trust*, 299-336. (37 pages)  
This chapter from Covey's book covers the critical element for successful leadership: extending trust to subordinates. Covey lays out his framework for how leaders should extend trust so that the leader and the organization can reap the dividends of a trusting organization where its people feel trusted and empowered.
3. ALQ Performance Evaluation Handbook -- (pending release by AF/A1 (5 pages)

#### **DELIVERABLES**

1. Come to class with your performance feedback form (AF 724-A) completed based on the case study for the final essay in CANVAS. To complete 724-A, you are the group commander providing feedback to the squadron commander, Samuel "Striker" Smith after his dismissal from command and his request for feedback. Selected students will use their 724-A to provide verbal performance feedback during the class exercise.

#### **Suggested Readings:**

AFI 36-2406 – Officer and Enlisted Evaluation Systems [EL]  
AF Handbook 36-2618 – Enlisted Force Structure (26 pages) [EL]  
Brown Book (27 Pages) [EL]

## DAY 7 – CRISIS LEADERSHIP

DATE: 24 February 2023

### 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 prepare for and develop organizations capable of succeeding during a crisis.
4. Discuss leadership styles that are effective or ineffective during a crisis.

### LC-511 (L): Commanding in Crisis, Sq/CC Panel

**Lecture Overview:** Being a commander is not easy and will challenge your leadership and decision-making, especially during a crisis. This lecture addresses the tough decisions commanders must make and the leadership needed when dealing with an operational crisis (COVID-19, natural disaster, political upheaval, etc). How should commanders lead during a crisis and better prepare their organizations for a future crisis? While every crisis is not the same, what themes are common across contexts that may help commanders and their organizations during crises?

*CONTACT HOURS: 50-minute panel.*

### LC-512 (S): Crisis Leadership

*CONTACT HOURS: 120-minute seminar.*

### Readings (92 pages):

1. Gene Klann, *Crisis Leadership*, “Chapter 2: What is Crisis Leadership,” (Greensboro, NC: Center for Creative Leadership, 2003) (9 pages) [EL]  
In this book chapter, Gene Klann outlines the critical behaviors leaders must exhibit and where they should focus on piloting an organization through a crisis.
2. Victor Braden et al., *Crisis: A Leadership Opportunity* (Cambridge: John F. Kennedy School of Government National Security Program, 2005), 1-67. (68 pages) [EL]  
This article provides a model of the lifecycle of a crisis. It also offers leadership strategies across the different phases, highlighting the need for a leader to adapt their style and use different strategies based on this crisis lifecycle.
3. 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]  
This reading first defines the idea of a hypercrisis, where the organizational culture begins breaking down, and organizational identity is challenged. It then uses five leadership case studies to examine the efficacy of different leadership styles during a hypercrisis. One reason this article is valuable is because it provides a typology of different leadership styles while offering advice for navigating a crisis. The authors conclude that the most successful leaders can blend the different leadership styles.

## DAY 8 – DISCIPLINE AND JUSTICE

DATE: 3 March 2023

### 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. Act or observe peers, JAGs, and first sergeants respond to challenging leadership scenarios.

**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-513 (L): Military Commander and the Law**, Lt Col Sarah Edmundson, JAG School

**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-514 (S): Dealing with Justice

**Class Exercise:** (*Discipline and Justice Scenarios*) 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 and First Sergeant 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 (50 pages):**

1. David Goldfein, *Sharing Success Owning Failure*, 73-94. (22 pages)  
This chapter in Goldfein’s book outlines his guidance for commanders on handling justice.
2. *The Military Commander and the Law 2021*, 1-12, 27-30, 58-65, 70-72 (28 pages) [EL]  
These selected readings lay out some of the foundational authorities and legal tools that commanders have at their disposal to ensure good order and discipline. This chapter also provides information on the roles of the SJA and the commander when dealing with the law.

## DAY 9 – DECISION BRIEFS

DATE: 10 March 2023

### LESSON OBJECTIVES

1. Apply decision-making tools and methodologies to develop and present a decision brief in

response to a crisis.

2. Complete end-of-course feedback.

**Lesson Overview:** This lesson serves as the culmination of the decision-making lesson on Day 4. The flight will be given time to finish their decision briefs (approximately two hours) and deliver their briefing in the final hour of class.

**LC-515 (S): Decision brief development and presentation.**

The flight will present their decision briefs to their instructor for feedback and questions. Students will be given the first portion of class to finalize their brief.

*CONTACT HOURS: 180-minute seminar.*

**Readings: N/A**

**DELIVERABLES**

1. The flight will present their decision brief during seminar followed by questions and feedback.

**DAY 10 – CRISIS LEADERSHIP – CASUALTY/SUICIDE**

**DATE:** 17 March 2023

**LESSON OBJECTIVES**

1. Discuss unique challenges associated with deaths in the military.
2. Identify which organizations can help, and what resources are available to, commanders in leading through a casualty/suicide.
3. Understand the risk factors related to suicide and what commanders can do prior to, during, and after a suicide to sustain a healthy organization.

**Lesson Overview:** One of the most challenging situations a commander and squadron will face is dealing with a death, especially suicide, from one of its members. This lesson provides the tools and knowledge they need to prepare and effectively lead after a suicide.

**LC-516 (L): Leadership tools for dealing with a casualty and suicide**

*CONTACT HOURS: 120-minute lecture/panel.*

**Lecture Overview:** This day will include two separate panels to give students an opportunity to discuss how to handle a crisis involving a casualty or suicide. Students will better understand how to care for their squadron members, the victim's family, and supporting processes for dealing with both situations.

**Panel Format:** Each panel member will have 4-6 minutes to discuss their role and critical lessons regarding a casualty (panel 1) and suicide (panel 2). The panels offer students a venue to get their questions answered, as they should all have basic familiarity with the process due to the required readings. After each panel member has spoken, a period of question and answer will occur for the rest of the allotted time. There will be a 10-minute break between the panels to reset.

**Panel 1: Leading through a casualty (50 minutes)**

1. Clinical Psychologist – Dr/Capt Zachary Gerdes
2. Casualty Assistance Representative (CAR) – Mr. Mark Goodvine
3. Mortuary Affairs – Ms. Christine Bushby
4. Commander – Col Craig Ramsey

Panel Facilitator: Dr. Mary Bartlett

Panel Moderator: Lt Col Eric Peterson

**Break (10 Minutes)**

**Panel 2: Leading through a suicide (60 minutes)**

1. Suicidologist – Dr. Mary Bartlett
2. First Sergeant – MSgt Jonah Uhl
3. Chaplain – Capt Mara Title
4. Commander – Col Craig Ramsey

Panel Facilitator: Dr. Mary Bartlett

Panel Moderator: Lt Col Eric Peterson

**LC-512 (S): Crisis Leadership – Casualty/Suicide**

*CONTACT HOURS: 50-minute seminar*

**Readings (65 pages):**

1. Elizabeth A. Stanley and Kelsey L. Larsen, “Emotion Dysregulation and Military Suicidality Since 2001: A Review of the Literature” *Political Psychology* 40, no. 1 (2019), 147-156 (9 pages) [EL]
2. Katherine Musacchio Schafer et al., “Suicidal ideation, suicide attempts, and suicide death among veterans and service members: A comprehensive meta-analysis of risk factors,” *Military Psychology* 34, no 2. (24 November 2021), 130-142. (12 pages) [EL]
3. 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]
4. Familiarize yourself with the checklist, tools, and resources consolidated on TEAMS for suicide prevention, intervention, and response/postvention. \*Recommend downloading and saving for your commander tool bag\* (30 pages)

**DELIVERABLES**

1. Submit Case Study Paper **no later than 1700 hours on 17 March.**

**Suggested Readings:**

DAFI 34-160 Mortuary Affairs Program