

**AIR FORCE SENIOR NCO
ACADEMY COURSE
SYLLABUS**



**AFSNCOA COURSE
SYLLABUS 17 October 2022**

Table of Contents

AFSNCOA MISSION STATEMENT	4
STUDENT EVALUATION PROGRAM	5
PERFORMANCE EVALUATIONS	5
GENERAL CURRICULUM OVERVIEW	5
COURSE DESCRIPTION.....	5
PROGRAM OBJECTIVES	5
SCORING MODEL	6
SNCOA AWARDS CALCULATION.....	7
SNCOA DETAILED CURRICULUM OVERVIEW	7
PROGRAM ORIENTATION	7
Module 1: FOUNDATIONS OF NATIONAL, MILITARY AND AIRPOWER STRATEGY ..	9
LESSON 1: Whole of Government; Introduction and Wrap-up	9
LESSON 2: Whole of Government; Constitution, Profession of Arms (POA) & Airpower ...	10
LESSON 3: Whole of Government; National Defense Strategy (NDS), National Security Strategy (NSS) and National Military Strategy (NMS)	10
LESSON 4: National Security and Foreign Relations; National Security Interests.....	11
LESSON 5: National Security and Foreign Relations; United Nations	11
LESSON 6: National Security and Foreign Relations; NATO	12
LESSON 7: National Security and Foreign Relations; Foreign Considerations	13
LESSON 8: Joint Operations; Introduction to Joint Operations and Employment	13
LESSON 9: Joint Operations; Joint Planning Process (JPP).....	14
LESSON 9: Joint Operations; Interorganizational and Interagency Cooperation.....	15
MODULE 2: Integrated Deterrence and Strategic Competition	16
LESSON 1: Integrated Deterrence and Strategic Competition Overview.....	16
LESSON 2: Strategic Competition.....	16
LESSON 3: Warfighting Concepts.....	17
LESSON 4: Emerging Threats	18
Module 3: Organizational Leadership Environment	18
LESSON 1: INTRODUCTION TO Organizational Leadership Environment	19
LESSON 2: The Thinking Leader; Critical Thinking	19
LESSON 3: The Thinking Leader; Creative Thinking and Innovation.....	20
LESSON 4: The Thinking Leader; Ethical Decision Making	20
LESSON 5: The Thinking Leader; Red Teaming through Crisis Management.....	21
LESSON 6: The Organizational Leader; Diversity and Inclusion	21
LESSON 7: The Organizational Leader; Resiliency, Pre and Postvention	22

LESSON 8: The Organizational Leader; Organizational Resources.....	23
Module 4: Capstone.....	23

AFSNCOA MISSION STATEMENT

The AFSNCOA program's mission is to develop joint and partner nation Senior Enlisted Leaders to influence mission success in dynamic service environments

STUDENT EVALUATION PROGRAM

Students attending the AFSNCOA are evaluated academically to measure their achievement against specific academic standards and to identify those students who need individualized instruction. Students are evaluated in the following ways:

PERFORMANCE EVALUATIONS

These evaluations measure students' mastery of educational outcomes, determine fulfillment of graduation criteria, and measure the effectiveness of the instructional program. A passing score of 70% demonstrates the minimum acceptable level of understanding and application of course material. Instructors counsel students who fail to achieve the minimum passing score and provide additional remediation as necessary. Students who fail to achieve a passing score must re-accomplish the assignment no later than one full class day after receiving counseling.

GENERAL CURRICULUM OVERVIEW

COURSE DESCRIPTION

Unlike other courses which evaluate one's knowledge and comprehension using end-of-course examinations, this course incorporates in-class exercises as well as performance tasks to assess the students' comprehension of the lesson concepts and principles. The course helps prepare senior enlisted leaders to think strategically and critically think and be relevant in their operating environment. Students that complete this course are prepared for increased leadership responsibility in the joint, combined and interagency operating and strategic environment. The course can be taught in-residence (pending virtually).

PROGRAM OBJECTIVES

As directed by the CJCSI 1805.01C, the objectives of the faculty of the Air Force Senior Noncommissioned Officer Academy are to:

1. Help students understand the effect and relationship between all instruments of national power: diplomatic informational, military, and economic.
2. Provide instruction and guidance to enable students to adapt the ability to look "up and out" while simultaneously remaining focused "down and in" and communicating effectively through all levels of the chain of command.
3. Help students to operate and lead in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment.
4. Encourage its students to develop awareness, perspective and understanding; to anticipate and adapt to surprise and uncertainty, recognize change, and assist in transitions and fully exemplify the attributes of mission command (understanding, intent, and trust).

PROGRAM OUTCOMES

Foundations of National, Military, and Air Power Strategy:

Graduates of the AF SNCOA will demonstrate the cognitive readiness required to generate success within their strategic and operational context: Specifically, graduates should demonstrate that they can:

- a. Leverage National Military and Airpower strategy foundations to address evolving strategic and operational issues

- b. Illustrate how the relationships between the US Constitution, NSS, NDS, NMS, AF Doctrine, and concepts regarding the profession of arms affect national security within the context of a JIIM environment.
- c. Demonstrate strategic and critical thinking necessary for independent action in the art and science of warfighting.

Integrated Deterrence and Strategic Competition:

Graduates of the AFSNCOA will leverage diverse experiences, backgrounds, and perspectives to think critically and creatively about using military power to inform national strategy, conduct global integrated operations, and fight under the conditions of disruptive change. Specifically, graduates should demonstrate that they can:

- a. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
- b. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars
- c. Create potential solutions and develop courses of action for integrated deterrence

Organizational Leadership Environment:

Graduates of the AFSNCOA will explain how to develop organizations that think critically, creatively and ethically; that are inclusive and resilient. Specifically, graduates should demonstrate that they can:

- a. Explain how critical thinking, creative thinking, and ethical decision-making affects SEL effectiveness.
- b. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations

SCORING MODEL

Instructors evaluate projects and briefings for quality and comprehensiveness and assign student grades using assignment evaluation instruments. Below is a summary of available academic points and the weight each is assigned in meeting course requirements and completion. All assignments count towards graduation.

	<u>MINIMUM PASSING</u>				
	EVALUATION TYPE	POINTS	POINTS	PERCENT	ACADEMIC PERCENTAGE
Foundations of National, Military and Airpower Strategy Paper	Background Paper	100	70	70%	30%
Strategic Competitor Brief	Group Presentation	100	70	70%	10%
Integrated Deterrence and	Group Presentation	100	70	70%	30%

Strategic Competitor Brief					
Organizational Leadership Environment	White Paper	100	70	70%	30%
Academic Total		400	280		100%

The academic score consists of four graded assignments. The graduate score is a combination of all academic assignments and peer assessment exercises.

SNCOA AWARDS CALCULATION

Distinguished Graduate Awards are based on a student’s academic score and the ranking they receive from student and instructor peer assessment exercises.

SNCOA DETAILED CURRICULUM OVERVIEW

The AFSNCOA provides professional military education to prepare SNCOs to strengthen organizational culture, lead and manage organizations, solve problems collaboratively, and employ resources in support of Department of the Air Force and joint operations.

The AFSNCOA is 198 hours of guided discussion classroom methodology, experiential exercises, individual research, informal lecture, formal lecture and concludes with a wargame.

<u>Course Hour Breakdown</u>	<u>Hours</u>
Program Orientation:	43
Foundations of National, Military & Airpower Strategy:	41.5
Integrated Deterrence & Strategic Competition:	44
Org Leadership:	40.5
Capstone:	29
Total	198

PROGRAM ORIENTATION

Hours: 43 hours

Overview: The purpose of this portion of the course is for students to understand the AFSNCOA’s purpose, policies, procedures, and requirements, participate in lectures with question-and-answer sessions with subject matter experts, crosstalk with senior ranking members of the DoD and graduate the course. These activities are not necessarily directly tied to any learning outcomes.

Outcome: N/A

ORIENTATION

Hours: 4

Overview: This is the introductory day of the AFSNCOA Course and consists of six main points. It is the foundational module for the course and designed to help students adjust to the AFSNCOA learning environment.

Performance objective: Receive information on the AFSNCOA's purpose, policies, procedures, and requirements.

COMMANDANT'S TIME

Hours: 16

Overview: Commandant's time is meant for the Commandant or other speakers of opportunity to address the class. Guest speakers can include military leaders at all levels, base agencies and organizations, local community leaders, Air University professors, etc.

Objective: n/a

REFLECTIVE REINFORCEMENT

Hours: 10

Activity statement: Participate in reflective reinforcement of previously learned material.

Purpose of activity: Student learning is improved if they are given "reflection time" in between learning experiences. Reflective Reinforcement provides students the opportunity to pause between learning episodes and process new material. It gives students room to continue a discussion they might have had during the instruction or think of new thoughts that are applicable to what they've just learned. This time allows students' brains the opportunity to make connections between the new material they've just learned and what they already know. Reflective Reinforcement provides students the time to clear their minds in preparation for the next block of instruction.

COMPREHINSIVE AIRMAN FITNESS (CAF)

Hours: 0

Purpose of activity: The primary intent of this activity is to provide students an opportunity to participate in a program that is enjoyable, rewarding, and safe. Time allows students to participate in one of the four pillars; mental, physical, spiritual or social domains to relieve stress, recover from daily challenges and be physically and mentally prepared for daily educational endeavors. CAF is prescribed daily and is conducted during off-duty hours.

INDEPENDENT RESEARCH

Hours: 4

Purpose of activity: Students will be allowed to research independently or in small groups to complete module and lesson assignments.

GRADUATION

Hours: 6

Activity Statement: Students will listen to guest speakers, former CMSAFs or MAJCOM CCMs, complete end-of-course surveys, receive graduation diplomas and awards, and participate in a retreat ceremony (if AFSNCOA leadership chooses to have a retreat ceremony).

Purpose: Give students diplomas and motivate students before heading back to their home organizations.

PEER ASSESSMENT/FEEDBACK EXERCISE

Hours: 3

Activity Statement: Students will give one another peer feedback based on observed behaviors in Airman Leadership Qualities (ALQ), foundational competencies and leader attributes. Students provide feedback to peers and use ALQs, foundational competencies and leader attributes on a continuum to identify a rank order of merit for their classmates based on a “who exhibited ALQs/competencies/leader attributes that contributed most to help the flight toward class objectives” to “whose ALQs/competencies kept the class from achieving the objective.” Based on the continuum results, a rank order of merit will be generated.

Purpose: Peer assessment/feedback given in the LMS is primarily used to increase a student’s self- awareness, while rank order is included in the distinguished graduate awards calculations within the course.

Module 1: FOUNDATIONS OF NATIONAL, MILITARY AND AIRPOWER STRATEGY

Hours: 41.5

Module Learning Outcome:

- Demonstrate an understanding of National Military and Airpower strategy foundation
- Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, profession of arms and JIIM

Performance Objectives: See individual lessons.

LESSON 1: Whole of Government; Introduction and Wrap-up

Hours: 1 (Informal lecture and guided discussion)

Lesson Strategy: Students will

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students for the Foundations of National, Military and Airpower Strategy module by introducing them to the concepts and giving an overview of what the graded assignment will entail. The instructor will review the assignment and provide details of what is expected in the assignment and refer student to the LMS for further details.

Objectives:

- Understand the assignment expectations, location of assignment evaluation rubric and how to submit the assignment within the LMS

LESSON 2: Whole of Government; Constitution, Profession of Arms (POA) & Airpower**Hours:** 6

Lesson Strategy: Students will take part in informal lecture, guided discussions and experiential exercises relating to the constitution, profession of arms and airpower. Students working in small groups will conduct research and conduct out-brief on the tenets of airpower. The lesson will culminate with the instructor leading a mind-mapping event to aid the students with a review and make the appropriate connections.

Lesson Purpose/Relevance: The purpose of this lesson is to provide students with baseline knowledge of how national policies are developed and the impact these policies have on military strategies influencing the profession of arms.

Objectives:

Cognitive

- Understand how the US Government drives National, Military and Airpower Strategy and the impact to the Profession of Arms
- Explain the underlying ideas and principles of the Constitution that influence the Profession of Arms
- Discuss the Profession of Arms and its relation to the Airman's Perspective
- Comprehend the fundamentals of Airpower and the Tenets of Airpower

Student Preparation:

- Read The Blue Book, A Profession of Arms, Our Core Values
- Read AFDP-1 (pages 6-16)

LESSON 3: Whole of Government; National Defense Strategy (NDS), National Security Strategy (NSS) and National Military Strategy (NMS)**Hours:** 5

Lesson Strategy: Students will take part in informal lectures, guided discussion and experiential exercises relating to NSS, NDS and the NMS to develop an understanding of how these are developed and identify the stakeholders. Students working in small groups will review a current event and break down how at least one of the national policies were implemented and how an instrument of national power was utilized. The lesson will culminate with students illustrating how Air Force Doctrine and their organization supports the NSS, NDS and the NMS. One hour of the lesson will be dedicated to a subject matter expert to add greater depth to the lesson. One and a half hours of this lesson are allocated for an expert briefing on NSS, NDS, NMS and national security interests.

Lesson Purpose/Relevance: After completing this lesson students should be able to summarize the relationship between the NSS, NDS and NMS and provide examples of their execution and the impact on their home organization.

Objectives:

Cognitive

- Understand how the US Government drives National, Military and Airpower Strategy and the impact to the Profession of Arms
- Summarize the relationship between the NSS, NDS & NMS
- Describe how the NSS, NDS & NMS are executed through the use of the instruments of national power
- Discuss the impact the NSS, NDS, & NMS have on their organizations

Student Preparation:

- Read: *Putting the "FIL" into DIME, Joint Forces Quarterly 2nd Quarter 2020*
- Be familiar with: National Security Strategy, National Defense Strategy Fact Sheet, National Military Strategy, National Security Council Background

LESSON 4: National Security and Foreign Relations; National Security Interests

Hours: 6

Lesson Strategy: Students will take part in informal lecture, guided discussion, experiential exercises and research to develop an understanding of the U.S. National Security Interests. With a combination informal lecture and guided discussion students will develop an understanding of posture statements. Students will work through case studies to develop ideas on how the instruments of national power influence national security interests. Further research and out-briefs that revolve around potential security cooperation efforts will lead students to awareness of regional implications.

Lesson Purpose/Relevance:

The purpose of this lesson is for SNCOs to know what the national security interests are and how international relations are impacted. Students will be able to link national security interests to the NSS, NDS and NMS. Students will also be able to explain how these interests impact regional, political and economics differently and have direct impacts to the DoD globally.

Objectives:

Cognitive

- Explain National Security Interests and demonstrate how they relate to International Relations and UN & NATO participation
- Understand how Air and Space Forces unite under the Department of the Air Force and are inextricably linked in defense of the crucial high ground, integral to the stability of the global security landscape
- Understand enterprise perspective as evidenced by comprehending government policies, organizations and processes
- Explain how major external changes in regional, political, economic, technological, and military systems throughout the world affect the US military and U.S security interests

Student Preparation:

- Be Familiar with combatant commands posture statements

LESSON 5: National Security and Foreign Relations; United Nations

Hours: 4

Lesson Strategy: Students will take part in experiential exercise and guided discussion. Students will begin the lesson by gaining an understanding of the United Nations and the importance of the United Nations (UN) to U.S. National Security Interests. Students will be able to make connections between the UN and U.S. National Security Interests. Students working in small groups will utilize a recent UN action or events, conduct research and analyze why the United Nations was involved and then connect to U.S. interests, values or priorities and out-brief their findings.

Lesson Purpose/Relevance:

The purpose of the lesson is to understand the significance of United Nations their actions and global issues and how the U.S. National Security Interests are often connected. Students should comprehend how these actions impact international relationships and the significance these actions have on a global scale.

Objectives

Cognitive

- Explain National Security Interests and demonstrate how they relate to International Relations and UN & NATO participation
- Define the purposes of the UN and illustrate UN global issues
- Recognize US National Interests and Explain how they relate to UN actions & global issues

Student Preparation:

- Read *The United States and the UN Security Council: Examining U.S. Perspectives and Approaches to Key Issues*, Stimson Center
- Read *The Use of military diplomacy in great power competition*, Brookings Institute,

LESSON 6: National Security and Foreign Relations; NATO

Hours: 5

Lesson Strategy: Students will take part in informal lecture, experiential exercises, conduct research and participate in guided discussion. Students will begin with an experiential exercise to help determine how much they know and understand about NATO. Followed by informal lecture to help students understand the significance and importance of NATO to U.S. interests. A guided discussion will follow that leads students to understand the NATO alliance and introduce other partnerships and programs that exist within NATO. Students will culminate the lesson with conducting research on NATO's policies and exercises to understand the importance to U.S. National Interests and make the connections to NSS, NDS and the NMS.

Lesson Purpose/Relevance: Students should be able to understand the relevance and the impact of the U.S. being a member of NATO advances U.S. national interests and positions. Students should be able to explain the value of international partnerships and how the national strategies are used to make connections.

Objectives:

Cognitive:

- Explain National Security Interests and demonstrate how they relate to International Relations and UN & NATO participation
- Understand NATO and the United States involvement with NATO

- Explain the principle of Collective Defense and recall NATO's Article 5
- Summarize NATO's Response Force (NRF) and discuss key principles
- Understand the relationship between US and NATO and describe how US National Interests (through NSS/NDS/NMS etc.) are a driving factor
- Understand Alliances and Pacts the US participates in and how they benefit the US in reaching its National Interests (through NSS/NDS/NMS etc.)

Student Preparation:

- Read 10 Things to know about NATO, NATO Factsheet

LESSON 7: National Security and Foreign Relations; Foreign Considerations

Hours: 5

Lesson Strategy: Students will take part in guided discussion, a case study, experiential exercise and informal lecture. Students begin by analyzing a case study to gain an appreciation of culture and the value of differences. That will be followed by a guided discussion on cultural dimensions. Students working in small groups will research several contemporary articles relating to cultural awareness and global operations and explain the relationship between cultural awareness and global effectiveness and how cultural awareness can improve effectiveness from an organization or internationally.

Lesson Purpose/Relevance: Students should be better prepared to engage with international partners in combined operations. Students will develop an appreciation for and can explain how employing cultural dimensions contributes to influencing international relations that impact global operations and effectiveness. Senior enlisted leaders can discuss how cultural awareness will improve organizational success.

Objectives:

Cognitive

- Explain National Security Interests and demonstrate how they relate to International Relations and UN & NATO participation
- Understand how different cultures perceive various topics and situations
- Describe how senior enlisted leader experience and employing cultural dimensions contributes to understanding and influencing international relations
- Explain the relationship between cultural awareness and global operations effectiveness
- Discuss how cultural awareness and considerations could help improve the effectiveness of our organizations

Student Preparation:

- None

LESSON 8: Joint Operations; Introduction to Joint Operations and Employment

Hours: 3

Lesson Strategy: Students will participate in informal lecture, guided discussion and case studies to enhance their knowledge on Joint Operations. Students will begin with some informal

lecture and guided discussion to understand the joint operations model, organization design across the joint enterprise and touch on the joint interagency intergovernmental multinational (JIIM) environment. Next, guided discussion and informal lecture will focus students on the joint force roles, responsibilities, authorities and principles of joint operations. Several videos of various Joint Task Forces (JTF) will be provided and discussed to identify how each is organized to support or lead across civil or military operations or humanitarian assistance disaster relief efforts. The lesson will culminate in the review of two historical case studies that students will work through to identify and determine courses of action.

Lesson Purpose/Relevance: This lesson will provide SELs the understanding of the joint structure and the JIIM environment. A familiarization of the responsibilities, authorities given to operate along with the joint operating principles establish a foundation to build upon when placed into a joint role. This lesson also provides knowledge of the various types of JTFs to further enhance SEL readiness. Ultimately, students will be prepared to operate quicker having completed this foundational lesson and provide insight to their organization

Objectives:

Cognitive

- Understand Joint Operations, the Joint Interagency Intergovernmental Multinational environment
- Coordination and Summarize how principles relate to National, Military and Airpower Strategy
- Discuss how the history of joint military operations influence the current organizational options
- Examine Joint Force Organizational Structures available to joint force commanders
- Identify the doctrinal roles within the Joint Force Organizational Structure
- Compare the advantages and disadvantages of how joint force commanders organize Joint Forces
- Describe the doctrinal roles of the Combatant Command and subordinate Joint Task Forces in global joint operations
- Discuss the implications of the Principles of Joint Operations in the Joint Force organization

Student Preparation:

- None

LESSON 9: Joint Operations; Joint Planning Process (JPP)

Hours: 3

Lesson Strategy: Students will participate in a guided discussion focused on the JPP. Working in small groups, students be assigned different steps of the JPP to research and prepare a debrief within the class. During and after the debriefs students will further discuss each step, clarifying any steps as necessary. The lesson will culminate with a case study of a recent event to identify steps of the joint planning process that were used, differentiate and determine if the process worked well or could have been improved upon.

Lesson Purpose/Relevance: The purpose of this lesson is for students to develop an understanding of the JPP and prepares SELs for a deeper understanding of how policy and doctrine influence planning. SELs will be able to make connections on the impact to their organization and discuss the process “up and out and down and in.” Understanding that the SEL

can play a vital role in the JPP is important for students to grasp and prepares them for the joint environment.

Objectives:

Cognitive

- Understand Joint Operations, Interorganizational Cooperation and Interagency Coordination and summarize how principles relate to National, Military and Airpower Strategy
- Demonstrate increased knowledge of how the Joint Planning Process works
- Understand the role of an SEL in support of the Joint Planning Process
- Associate the student's current position and their role in the Joint Planning Process

Student Preparation:

- Read *UNIFIED RESPONSE Haiti Case Study*, Rand Corp

LESSON 9: Joint Operations; Interorganizational and Interagency Cooperation

Hours: 4

Lesson Strategy: Students will participate in experiential exercise, guided discussion, research, case study and informal lecture. Students will begin with an experiential exercise centered on lesson concepts from pre-reading provided via the LMS followed by a brief discussion. Next, students will be provided contemporary articles revolving around interagency coordination conducting a case study review of efforts to identify, differentiate, predict and determine appropriate actions and present the group's findings. Students will also research various interorganizational/interagency groups to review and determine their roles in various scenarios followed by informal lecture and discussion.

Lesson Purpose/Relevance: The purpose of this lesson is for students to understand that interagency and interorganizational operations are instrumental to national and military strategies. SELs should be able to discuss how USG, civilian partners and DoD cooperation support national security interests and how they can support and promote cooperation to enhance U.S. national interests and mission effectiveness.

Objectives:

Cognitive

- Understand Joint Operations, Interorganizational Cooperation and Interagency Coordination and Summarize how principles relate to National, Military and Airpower Strategy
- Discuss the significance of intergovernmental cooperation and interagency coordination to maintain a competitive advantage over adversaries
- Identify key components that support intergovernmental cooperation (unity of effort, common understanding, etc.)
- Discuss how cooperation with U.S. government and civilian partners enhances the whole of government approach to national, military and Airpower strategy
- Describe how elements of the DoD and U.S. government agencies work in cooperation to support National Security interests
- Discuss how an organization's senior enlisted leaders can support and promote collaboration within U.S. government organizations and civilian partners

Student Preparation:

- Read *Focus Paper, Interorganizational Cooperation*, Joint Staff (April 2018)
- Be familiar JP 3-08, Interorganizational Cooperation

MODULE 2: Integrated Deterrence and Strategic Competition**Hours:** 44**Module Learning Outcomes:**

- Explain integrated deterrence and strategic competition, its effects on national security and the DAF's role to win future wars
- Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars
- Construct a solution to a simulated national security situation

Performance Objectives: See individual lessons.**LESSON 1: Integrated Deterrence and Strategic Competition Overview****Hours:** 15

Lesson Strategy: Students will begin the lesson by watching the module 2 intro video which will set up the scenario for the module assignment. Each flight will be divided into four groups and each group will be assigned a strategic competitor. During MP1, students will receive the module assignment instructions and cover the evaluation criteria in detail. This lesson will pause after the MP1 and MP2 will resume once the other three module lessons have been taught. MP2 will provide time for students to research and prepare for their assignment presentations. MP4 includes the presentations and followed by peer evaluation/feedback and a guided discussion. The lesson will culminate with the students' reflection on the lessons learned and discussing future application.

Lesson Purpose/Relevance: This lesson introduces and prepares students for the module assignment and assesses their performance.

Objectives:

Cognitive:

- Understand module 2 assignment instructions, requirements and evaluation criteria
- Develop Warfighting COAs against a Strategic Competitor from an SEL/Staff SNCO perspective
- Reflect on lessons learned for future application

Student Preparation: None**LESSON 2: Strategic Competition****Hours:** 12

Lesson Strategy: Students will begin the lesson by discussing what is competition and the competition continuum. An experiential exercise will guide students through a competition continuum to develop a better understanding. Students will then be divided in to four groups and assigned one of the top four U.S. strategic competitors. They will conduct research on their assigned country to discover what are their capabilities, national interests, and use of instruments of national power. Lastly, students will brief their findings with the target audience being their home organizations. Three hours of this lesson are allocated for expert briefings on strategic competitors.

Lesson Purpose/Relevance: Understanding U.S. peer/near-peer competitors will equip students with the “why” and highlight the importance of integrated deterrence and strategic competition.

Objectives:

Cognitive

- Discuss the competition continuum and illustrate its relationship with U.S. strategic competition actions
- Explain strategic competitors’ capabilities, national interests, and use of instruments of national power
- Connect strategic competition to SNCO’s role

Student Preparation:

- Read *Strategic Assessment 2020, Into to a new Era of Great Power Competition*, National Defense University, 2020 (pages 56-67)
- Read Joint Doctrine Note (JDN) 1-19, Competition Continuum (pages 1-11)

LESSON 3: Warfighting Concepts

Hours: 11

Lesson Strategy: Students will discuss Adaptive Operations (Multi-Capable Airmen, Adaptive Combat Employment), the requirements for execution and its tie to AFFORGEN. This is followed by an Adaptive Operations experiential where students will develop a plan to execute ACE while incorporating MCA elements. After this, the lesson shifts to a JADC2 (Joint All-Domain Command & Control) discussion and experiential. Lastly, students will discuss the ABMS program and brief their findings on the results of several ABMS real-word exercises.

Lesson Purpose/Relevance: Students will be armed with the intent and application of current and emerging DAF warfighting concepts and the role they play in their employment.

Objectives:

Cognitive

- Explain the anticipated effects of Adaptive Operations on Air Force warfighting capabilities
- Discuss the potential impacts of Adaptive Operations to current Air Force operations and resources
- Articulate the importance of decision advantage as it relates to JADC2, ABMS and contested environments

Student Preparation:

- Be familiar with Air Force Doctrine Note 1-21, Agile Combat Employment (ACE)
- Be familiar with *Advanced Battle Management System (ABMS)*, Congressional Research Service
- Be familiar with *Joint All-Domain Command and Control (JADC2)*, Congressional Research Service
- Be familiar with Air Force Doctrine 3-99, The Department of the Air Force Role in Joint All-Domain Operations
- Be familiar with *DoD Summary of the Joint All-Domain Command and Control Strategy*

LESSON 4: Emerging Threats

Hours: 6

Lesson Strategy: Students will engage in discussions involving dual-use technologies, weapons, events, demographic changes (i.e., climate change, migration, and infectious diseases) and how all these affect strategic competition and the DAF’s role in integrated deterrence. Lastly, students will divide into groups and perform a red-cell event where they, from a competitor’s perspective, will develop a plan of attack on the U.S. incorporating dual-use technologies, weapons, and demographic changes.

Lesson Purpose/Relevance: Students will explore the diversity and complexity of threats that will influence future warfighting against strategic competitors.

Objectives:

Cognitive

- Explain the impact of dual-use technologies, emerging weapons, global events and demographic changes on U.S. National Security
- Develop a “plan of attack” as it relates to emerging threats to U.S. National Security interests

Student Preparation:

- Be familiar with *National Security Long-Range Emerging Threats Facing the United States as Identified by Federal Agencies*, U.S. Government Accountability Office (GAO)

Module 3: Organizational Leadership Environment

Hours: 42

Module Learning Outcome:

- Explain the concepts of organizational planning, ethical leading in an inclusive environment
- Demonstrate awareness of critical & creative thinking, as well as intent of clear communication from leaders
- Construct an organizational leadership plan focusing on the contemporary leadership issues associated with preparing an organization to support the conceptual plans developed in the previous two modules

Performance Objectives: See individual lessons

LESSON 1: INTRODUCTION TO Organizational Leadership Environment

Hours: 0.5

Lesson Strategy: Students will

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students for the Organizational Leadership Environment by introducing them to the concepts and giving an overview of what the graded assignment will entail. The instructor will review the assignment and provide details of what is expected in the assignment and refer student to the LMS for further details.

Objectives:

- Understand the assignment expectations, location of assignment evaluation rubric and how to submit the assignment within the LMS

LESSON 2: The Thinking Leader; Critical Thinking

Hours: 6

Lesson Strategy: Students will participate in guided discussion, informal lecture and an experiential exercise to develop critical thinking skills. Beginning with a review of pre-reading as homework and a guided discussion with informal lecture students will understand that critical thinking is a framework that will enhance decision making skills and help students develop as leaders with improved questioning techniques, active listening skills and their own self-awareness. The lesson will culminate with an experiential exercise followed with guided discussion and informal lecture regarding information and dis-information in media and social media outlets to help students develop critical thinking habits that will strengthen SEL skills in understanding intent from senior leaders and dis-information in media and social media outlets.

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students to think critically and develop habits of mind that strengthens their decision-making abilities and questioning techniques for problem resolution. SELs will be better prepared to discern intent and detect dis-information in media and social media outlets.

Objectives:

Cognitive

- Understand and develop a framework for thinking critically
- Understand that critical thinking enhances decision making skills that improves organizational success
- Clarify information or dis-information in media and social media outlets

Student Preparation:

- Read *Defining Critical Thinking, Foundations of Critical Thinking*
- Read *Paul Elder Critical Thinking Framework*, University of Louisville Ideas to Action
- Read *Six Socratic Questions for Critical Thinking*, Charles Leon
- Be familiar with 12 Cognitive Biases an Infographic, Minnesota State
- Be familiar with *Combatting Targeted Disinformation Campaigns*, Analytic Exchange Program

Oct 2019

- Be familiar with *Dealing with Disinformation*, James M. Davitch, Air and Space Operations Review

LESSON 3: The Thinking Leader; Creative Thinking and Innovation

Hours: 8

Lesson Strategy: Students will participate in informal lecture, guided discussion, experiential exercises and watch a few brief videos. Students will begin with informal lecture, guided discussion and experiential exercise on two creative thinking theories. This will be followed by an informal lecture, guided discussion and experiential exercise on methodologies and design thinking. Continuing with the theme, students will engage with guided discussion, informal lecture and view a brief video on innovation and how we can grow innovation. Students will then explore the DoD Innovation Ecosystem and discuss strategic alignment and deployment. The lesson will culminate with a vision exercise that reviews current complete or on-going innovation efforts across the Air Force and conduct research analyzing the efforts determining appropriate courses of action and debriefing the flight followed by group discussion.

Lesson Purpose/Relevance: The purpose of this lesson is to provide students with tools for use in innovation and an understanding that innovation can occur at any level for improvement. Students will appreciate that utilizing all resources and talent management are readily available within our organizations.

Objectives:

Cognitive

- Demonstrate methods for improving creative thinking and teaming to solve problems
- Understand methods to develop and empower innovation in organizations
- Explain the DoD innovation ecosystem
- Demonstrate awareness of innovation projects and strategic alignment

Student Preparation: None

LESSON 4: The Thinking Leader; Ethical Decision Making

Hours: 3

Lesson Strategy: Students will begin with a guided discussion and informal lecture on ethical principles and concepts. An informal lecture with guided discussion will follow on an ethical decision model. The lesson will culminate with several historical case studies to review in effort to help SELs realize different approaches to ethical dilemmas.

Lesson Purpose/Relevance: The purpose of this lesson is to reinforce ethical principles and introduce an ethical decision-making model. SELs will be prepared to create environments that promote ethical decision-making across the organization.

Objectives:

Cognitive

- Describe the relationship among concepts of morality, ethics and moral sources
- Demonstrate ethical awareness and the relationship to personal and unit mission effectiveness
- Demonstrate the ability to reflect ethically and the impact to SEL effectiveness
- Apply ethical principles in decision making scenarios

Student Preparation:

- Be familiar with the Air Force Blue Book, A Profession of Arms: Our Core Values
- Be familiar with Enlisted Force Development Action Plan 2022-2023
- Be familiar with Blueprint, Enlisted Force Development

LESSON 5: The Thinking Leader; Red Teaming through Crisis Management

Hours: 4

Lesson Strategy: Students will participate in informal lecture, guided discussion and experiential exercise in developing an understanding of red teaming in crisis management. Students will begin with a guided discussion and view a brief video to establish a baseline understanding of crisis management concepts. Working in small groups, students will conduct research and formulate a debrief regarding the military response based on the concepts of crisis management. The lesson will conclude with small groups conducting research, analysis and a debrief of strategic competitors and how they might use our response in crisis to their advantage based on information gathered in previous modules. This will culminate with group discussion on the findings.

Lesson Purpose/Relevance: The purpose of this lesson is SELs to understand concepts to assist with improving crisis management. Students will be able to use lessons learned from previous modules to red team U.S. response efforts to crisis.

Objectives:

Cognitive

- Discuss adversarial perspectives of U.S. crisis management
- Describe the role of the SEL in crisis management
- Define the role of strategic communication as it relates to crisis management

Student Preparation:

- Read *How to Lead Through a Crisis*, Center for Creative Leadership

LESSON 6: The Organizational Leader; Diversity and Inclusion

Hours: 8

Lesson Strategy: Students will begin the lesson with a guided discussion and a few minutes of informal lecture on emotional intelligence followed by an experiential exercise. Students will then conduct a guided discussion regarding diversity and inclusion beginning with an understanding of bias awareness and an experiential activity on unconscious bias and bias that influence talent management and techniques to mitigate biases. Continuing further with diversity and inclusion, students will work through a guided discussion on concepts to foster an inclusive environment, specifically addressing diverse similarity followed by an experiential

activity. Students will then continue with a guided discussion exploring inclusion in the workplace and microaggression followed by an experiential activity. Informal lecture will be conducted in a few key places along the way to solidify concepts and point to the Air Force on-line tools for diversity.

Lesson Purpose/Relevance: The purpose of this lesson is for SELs with tools on emotional intelligence. These tools will provide greater abilities within self-awareness but also to lead and promote an environment that is diverse and inclusive.

Objectives:

Cognitive

- Distinguish the difference between diversity and inclusion
- Assess stereotypes and prejudices that may influence behavior
- Examine methods to foster inclusion within organizations
- Asses the three sources of inclusion in the workplace (organizational, flight level, and immediate supervisor)

Student Preparation:

- Read *Emotional Intelligence and the Modern Military Advisor*, Sgt 1st Class Michael Waxler, NCO Journal
- Be familiar with Executive Order 14035, June 2021
- Be familiar with Executive Order 13583, August 2011

LESSON 7: The Organizational Leader; Resiliency, Pre and Postvention

Hours: 6

Lesson Strategy: Students will begin with an experiential activity followed by a guided discussion focused on assessing an organizations' resiliency, culture and climate and tools to assist SELs. Working through a guided discussion students will focus on tools to create and sustain organizational resiliency. Students participate in a guided discussion focused on sexual assault prevention response (SAPR) to enhance individual and SEL skill sets from a command team perspective. Students will participate in an experiential exercise to promote suicide prevention. Working in small groups students will conduct research and develop a suicide response plan from an organizational leader's perspective. The lesson will culminate with small groups conducting research and developing a pre & postvention action plan and debrief followed by a group discussion.

Lesson Purpose/Relevance: The purpose of this lesson is to develop SELs with interpersonal and leadership skills across the organizational spectrum on resiliency issues, SAPR, suicide prevention and postvention. SELs will be able to utilize policies and tools to develop practices to promote resilience and prepare the organization for matters that arise.

Objectives:

Cognitive

- Understand assessing an organizations resiliency factors, culture and climate
- Describe how to create and sustain organizational environments that mitigate resiliency issues
- Understand how SELs impact an organization's resiliency

Student Preparation:

- Be familiar with DoD Instruction 6495.02 Volume 2, Sexual Assault Prevention and Response: Education and Training
- Be familiar with *Psychological Safety, Trust and Learning in Organizations: A Group-level Lens*, Amy Edmondson, Harvard Business School

LESSON 8: The Organizational Leader; Organizational Resources

Hours: 4

Lesson Strategy: Students will begin with an experiential activity and follow that with a guided discussion focused on overview of funding and the various appropriation categories in DoD accounting. Next students working in small groups they will conduct research and provide a summary overview of the PPBE process. Students will conclude that with a guided discussion to provide more depth in specific areas in the process. The lesson will culminate with a gamification activity that covers the entire PPBE process to include the appropriation categories.

Lesson Purpose/Relevance: The purpose of this lesson is to provide SELs a background on the PPBE process and an understanding that funding is appropriated for specific area use. SELs will better prepared to prioritize constrained resources and communicate requirements effectively.

Objectives:

Cognitive

- Understand how the Planning, Programming, Budgeting and Execution (PPBE) systems support strategic priorities vital to national security interests
- Discuss how SELs can prioritize and communicate constrained resources in a manner that supports mission execution and drives innovation

Student Preparation: None

CAPSTONE

Hours: 29

Activity Statement: Students will collectively examine all lessons from the course to participate in a wargame scenario, *Nine Dash Line*. The focus of *Nine Dash Line* is based on competing values in the South China Sea. Students will be introduced to a matrix wargame process and provided specific rules and details of the wargame to set the stage. The wargame will be executed within each squad across 6-7 flight rooms with a centralized “game board” managed by faculty. Once the stage has been set, each flight will be given commander’s intent. Each flight will begin with the JPP from the role of the Joint Force Air Component Commander (JFACC) perspective. Background information will be provided for flights to review providing strategic direction, strategic environment and the operational environment. Flights will conduct research on their assigned country and establish their staff. Each flight will create a South China Sea mission analysis brief, for their assigned country. Flights will present their mission analysis briefs to the senior cadre leadership and Air War College students and staff (when available) in the auditorium. The briefings will be validated and “Red Teamed” to make sure that the flights

did not miss steps or were out of line. Each flight will develop a Bullet Background Paper (BBP) that would be delivered to the JFACC. Instructors will review the BBP from the JFACC perspective and approve or disapprove the CoA recommendations but can offer suggestions or refinements. As the wargame progresses and concludes the instructor will lead guided discussions on the outcomes and make connections to lesson principles as necessary.

Purpose: While the activities in this module will not be graded, they will give the students an opportunity to execute lessons learned during the course. Students will have the opportunity to apply lesson concepts and practice their use to gain insights, while receiving near immediate feedback or see consequences of their decisions. In the wargame playing against an active adversary, assumptions, opinions and biases are challenged that often produce unexpected outcomes and unintended consequences which leads to innovation and original thought. Ultimately, the capstone wargame will create new connections and solidify lessons learned throughout the course while giving students the opportunity to apply skills in a low consequence environment.