



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

**SYLLABUS  
AY 25**

**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 27 June 2024*

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

**FOREWORD**

This syllabus for the Leadership in the Profession of Arms Course for the Air Command and Staff College, August-September 2024, provides an overview of the course narrative, objectives, and questions, as well as a detailed description of each lesson to assist students in their reading and preparation for lectures and seminars. Included herein is information about course methods of evaluation, the course schedule, and the fulfillment of joint professional military education core goals.

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

### **COURSE DESCRIPTION**

The ancients taught that each virtue exists on a spectrum between deficiency and excess. We believe that excellent leadership balances between poles as well: between intrinsic traits and learned behaviors; between staying the course and adapting; between directing and empowering; between prioritizing mission and people. Leaders repeatedly encounter dilemmas between competing goods demanding their attention or resources. How do you decide what to sacrifice when there are conflicting demands and limited resources?

The art of leadership is cultivating the capability, situational awareness, and self-governance to bring yourself to the right point in a particular time and place, with particular people, to achieve multiple overlapping goals. Since the Iliad, great leaders have been praised for “prudence and energy.” Note that these qualities, both good, are at odds. The profession of arms demands leaders who make the right calls and cultivate a bias for action. This requires nurturing competing values. All leaders will hold firm on some things and be flexible in others. Leadership failures often arise from being intractable when you should have yielded ground, overly adaptive when you needed to stay the course.

Leadership and the Profession of Arms provides an opportunity to reflect upon and hone your leadership capability, situational awareness, and self-governance. You come to this course with experience and development in leadership. Our intent is that the topics we have selected complement one another in offering you the opportunity to develop as a leader, because—and this is true for any art—there is no limit to our growth. What won trust, confidence, and acclaim in the first part of your career may not suffice at a later stage of your journey, particularly as our joint and combined forces look toward the future operating environment.

### **COURSE OBJECTIVES**

The emphasis of this course is upon habits of mind and activity that help professionals cultivate qualities, dispositions, and routines that make for leadership success in completing missions, caring for people, and upholding the sacred trust of the profession of arms. Our course objectives are:

1. Evaluate personal development as a leader in the profession of arms.
2. Analyze and apply theories and practices of personal, interpersonal, and organizational leadership to challenges of field grade military leadership.
3. Analyze and apply ethical principles to challenges of field grade military leadership.
4. Apply creative, critical thinking to complex problems affecting the profession of arms.

## COURSE MAP



## COURSE METHODS OF EVALUATION

### 1. LP-601: Ethical Decision Making

**Deliverable:** Students will compose an essay demonstrating ethical decision-making in response to an ethical dilemma. The paper should be approximately 4 pages in length, exclusive of endnotes, with 1-inch margins, in double-spaced Times New Roman 12-point font. This document is worth 30% of the course grade in LP 5510. It is due electronically no later than 1700 hours on 23 August 2024.

**Prompt:** In response to one of three available scenarios, compose a written argument that frames an ethical dilemma, deliberates over options, and advocates for or justifies a particular decision. The scenarios will be curated by your instructor from contemporary ethical dilemmas, submitted by members of the flight by the close of business (1700) on 9 August, after Day 3.

#### Additional Instructions:

1. **Type of Assignment:** Graded Argumentative Essay.
2. **Time Allotted:** From issuance of student-contributed case selection (on or after 9 August) to 23 Aug at 1700.
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials.
4. **Length:** approximately four (4) pages.
5. **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, double-spaced, Times New Roman – 12pt for all text, and include page numbers.
6. **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.

7. **Collaboration:** Students must follow ACSC guidelines on collaboration, cited in the first endnote.
8. **Title page:** Include a title page with the following information: Title: Subtitle given to the essay; Student Name; Seminar Number; Assignment Title (LP-601); and Date.
9. **Turn-in Procedures and Other Questions:** Submit online through Canvas before 1700 hours on 23 August. Your LP instructor may provide additional guidance.
10. **Questions:** Refer any questions about the above guidelines to your LP instructor.

## **2. LP-602: Leader Development Package (LDP)**

**Deliverable:** Students will compose (or revise) their Leader Philosophy and complete a Leader Development Plan to capture their reflection and intent for development and action. The Leader Philosophy should be approximately 2 pages in length. The Leader Development Plan should be approximately 1 page in length. The LDP is worth 10% of the course grade in LP 5510 and is graded on a pass/fail basis. The written materials are due electronically no later than 1700 hours on 11 September 2024.

**Prompt 1:** Compose/Revise your Leader Philosophy, a living document that explains what you believe about what leadership is, what leaders do, and how you have or intend to lead in your profession.

**Prompt 2:** Compose a personalized Leader Development Plan, with short and intermediate goals to continue developing yourself as a leader, which should include your targets for growth, and the ways and means (new content to consume, practices to cultivate, etc.) to reach them, and a plan for assessing progress.

### **Additional Instructions:**

1. **Type of Assignment:** Pass/Fail Dossier including an Essay and a Written Plan.
2. **Time Allotted:** From issuance on 1 Aug (Day 1) to 11 Sep at 1700.
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials. An optional template for the development plan is provided in course materials.
4. **Length:** The philosophy should be two (2) pages, double-spaced; the development plan one (1) page, format open.
5. **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.
6. **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.
7. **Collaboration** Students must follow ACSC guidelines on collaboration.

8. **Title page:** Optional for this assignment. If left out, include the conventional content at the top of your Leader Philosophy: Title: Subtitle (optional); Student Name; Seminar Number; Assignment Title (LP-602); and Date.
9. **Turn-in Procedures and Other Questions:** Submit online through Canvas before 1700 on 11 September. Your LP instructor may provide additional guidance.
10. **Questions:** Refer any questions about the above guidelines to your LP instructor.

### 3. LP-603: Leader Analysis

**Deliverable:** Students will compose a written analysis of a historical military leader of their choosing, using course material from each of the course's general phases: Leading Yourself (Days 1-5), Leading Others (Days 6-10), and Leading Organizations (Days 11-15) 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 leaders. Selection is open, but should use publicly available documents like histories, biographies, or memoirs. The paper should be approximately 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 LP 5510. It is due electronically no later than 1700 hours 27 September 2024, after the last class meeting.

**Prompt:** Selecting a historical military leader, use course materials from each phase of LP to assess their leadership, offering lessons learned from the case study for contemporary and future leaders.

#### Additional Instructions:

1. **Type of Assignment:** Graded Essay.
2. **Time Allotted:** From issuance on 1 Aug (Day 1) to 27 Sep at 1700.
3. **Resources:** You may use any course content, other materials provided in the ACSC curriculum, and outside materials.
4. **Length:** approximately five (5) pages.
5. **Style:** Use professional formal standard written English such as would be typical for materials written for professional publication. The paper should use one-inch margins, double-spaced Times New Roman – 12pt for all text, and include page numbers.
6. **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.
7. **Collaboration:** Students must follow ACSC guidelines on collaboration, cited in the first endnote.
8. **Title page:** Include a title page with the following information: Title: Subtitle given to the essay; Student Name; Seminar Number; Assignment Title (e.g., LP-603); and Date.
9. **Turn-in Procedures and Other Questions:** Submit online through Canvas before 1700 hours on 27 September. Your LP instructor may provide additional guidance.
10. **Questions:** Refer any questions about the above guidelines to your LP Instructor.

#### 4. LP-604: Contribution

**Deliverable:** Students are expected to attend lectures and seminars, individually read the assigned pages, participate in class exercises, and contribute to seminars. It includes the contemporary ethical dilemma to be submitted by 9 August, the in-class debate on Day 5, professional writing exercise on Day 7, creativity-vision-change exercises on Days 12-13, and presentation on leader analysis and self-reflection on Day 15. It also includes general preparedness, engagement, and respectfulness. LP-604 is worth 20% of the final grade in LP 5510.

#### Additional Instructions:

1. **Type of Assignment:** Graded participation
2. **Time Allotted:** From 1 Aug (Day 1) to 27 Sep (Day 15).
3. **Questions:** Refer any questions about the above guidelines to your LP instructor.

#### **COURSE ADMINISTRATION**

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

1. Aurelius, Marcus. *The Emperor’s Handbook*. Edited and translated by Scot Hicks, and David Hicks. New York: Scribner, 2002.
2. Barno, David & Bensahel, Nora. *Adaptation Under Fire: How Militaries Change in Wartime*.
3. Grenny, Joseph *et al.* *Crucial Conversations* (3rd ed.). New York: McGraw Hill, 2021.
4. Hughes, Thomas. *Over Lord: General Pete Quesada and the Triumph of Tactical Air Power in World War II*. New York: The Free Press, 1995.
5. Marlantes, Karl. *What it is like to go to War*. New York: Atlantic Monthly Press, 2011.
6. Shanks-Kaurin, Pauline. *On Obedience: Contrasting Philosophies for the Military Citizenry and Community*. Naval Institute Press, 2020.
7. Schein, Edgar & Schein, Peter. *Organizational Culture and Leadership* (5th ed.). San Francisco: Jossey-Bass, 2016.

Please refer questions to Dr. Paul Johstono, Course Director ([paul.johstono@au.af.edu](mailto:paul.johstono@au.af.edu))



**LEADERSHIP AND THE PROFESSION OF ARMS  
SCHEDULE OF MEETINGS**

**DAY 1 – LEADERSHIP THEORY AND PERSONAL DEVELOPMENT**

**DATE:** 1-2 August 2024

**LESSON OBJECTIVES**

1. Understand the themes and assignments of the course.
2. Analyze leadership ideas and values between original and current Air Force doctrine on leadership.
3. Apply military leadership concepts and the principles of mission command to understand the leader development challenge of the present.

**LP-500 (L): Day Zero Course Introduction.** Dr. Paul Johstono (Course Director), presented on 19 July.

**LP-501 (L): Gen. Michael “Mike” Minihan, USAF, Commander, Air Mobility Command “Leadership Matters”**

*CONTACT HOURS: 60-minute lecture.*

**LP-502 (S): Leadership in the Air Force Tradition**

1. Journal Prompt: Write a short account of what your experience has shown you good leadership looks like.
2. William Deresiewicz, “Solitude and Leadership,” *The American Scholar* (Spring 2010) 1-10. [EL]
3. Current USAF Doctrinal Writing on Leadership: *Blue Book* pp. 8-12, “Chapter 3: The Air Force Core Values,” AFDP 1 *The Air Force*, pp. 4-5 “Who We Are: Airmen”, and AFDP 1-1 *Mission Command* pp. 1-17 with cover memo. [EL]
4. Original USAF Doctrinal Writing on Leadership: AFM 35-15 *USAF Manual for Leadership* (1948), pp. 4-9 “What is Leadership?” and “The Mission,” pp. 48-53 “Attributes of a Leader.” [EL]

*CONTACT HOURS: 120-minute seminar.*

## DAY 2 – ETHICS AND THE LEADER

DATE: 5-6 August 2024

### LESSON OBJECTIVES

1. Understand ethics as the study of what is good and the practice of choosing good acts.
2. Analyze traditions for determining what is good.
3. Analyze how and why ethics matters for leaders in the profession of arms.

**LP-503 (L): Ethics and Decision-Making.** Dr. Paul Johstono (ACSC).

*CONTACT HOURS: 60-minute lecture.*

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

1. Journal Prompt: We make intuitive moral judgments repeatedly every day. Reflect upon a judgment you made, “that was bad” “this was good,” and unpack the principles your mind was invoking to support the judgment.
2. Brig Gen Malham Wakin, “Ethics, Leadership, and Character,” in *AU-24 Concepts for Air Force Leadership* (2006) 67-73. **[EL]**
3. Martin Cook, “Why Serve the State? Moral Foundations of Military Officership” in *The Moral Warrior* (2004) 39-53. **[EL]**
4. ACSC Ethics Reader: on Aristotelian Virtues, Kant’s Categorical Imperative, Mill’s Utilitarianism, Rawls’ Theory of Justice as Fairness. **[EL]**

*CONTACT HOURS: 120-minute seminar.*

## DAY 3 – PERSONAL LEADERSHIP STYLE

DATE: 8-9 August 2024

### LESSON OBJECTIVES

1. Analyze personality theory and its relation to effective leadership.
2. Analyze your own preferences and values and how they relate to who you are as a leader.
3. Evaluate your own leadership style in relation to prevailing theories of leadership.

### LP-505 (S): Personality and Values

1. Journal: Much of leadership theory is about whether or not or how much you can educate and train a good leader from scratch. What do you think? Defend your answer.
2. Video Lecture: Lt Col Jason Newcomer, “Personality Preferences and Leadership” (30 mins, to be watched in advance of class)
3. Personality assessments: NERIS 16 Personalities, HEXACO-PI-PR Six Factor Model
4. Northouse, *Leadership Theory and Practice* excerpts [EL]

CONTACT HOURS: 180-minute seminar.

### DELIVERABLES

1. Complete the following self-assessments prior to class. Bring the results with you to seminar and read the outputs from the assessment.
  - a. NERIS (<https://www.16personalities.com/>) describes personality preference using the 4-letter types from Myers-Briggs but also incorporates elements of the Five Factor Model of personality. The 4-letter type approach is useful for comprehension and comparison.
  - b. The HEXACO revised inventory (<https://hexaco.org/hexaco-inventory> and click “take the HEXACO PI-R” on the left) is a personality inventory Ashton and Lee developed from Five Factor studies and published in 2018.

**CONTRIBUTION DELIVERABLE:** Not later than 1700 Hours on 9 August, each student should post to the flight’s online meeting place (e.g., Microsoft Teams) a link or upload a file of a news story, blog post, or article that discusses a problem that presents an ethical challenge to the profession of arms. Each post should include an attempt to identify what the dilemma is, that is, what competing “goods” make answering the problem challenging and lead people to different conclusions about what the right thing to do might be.

## DAY 4 – CHARACTER

DATE: 12-13 August 2024

### LESSON OBJECTIVES

1. Understand the primary moral facets and developmental components of character.
2. Analyze your personal strengths, weaknesses, tendencies, preferences, and blind spots.
3. Evaluate the relative significance of character, credibility, and integrity to effective military leadership.

**LP-506 (L): Character and the Profession of Arms.** Lt Col Joseph Chapa, USAF, PhD.

*CONTACT HOURS: 1-hour lecture.*

### **LP-507 (S): Character: Becoming versus Being**

1. Journal: In Book I of *The Emperor's Handbook*, Aurelius reflected on people who influenced his development, a series of exercises that begin something like: "From so-and-so I learned...." It was a Stoic reflective practice to examine yourself and practice gratitude toward others. Write your own "from so-and-so I learned."
2. Marcus Aurelius, *The Emperor's Handbook*, Books VIII and IX, pp. 91-112, and as needed, the Introduction, pp. 1-14.
3. James Kouzes and Barry Posner, *Credibility* (1993), "Credibility Makes a Difference," pp. 22-40. [EL]
4. Caroline Cox, "Integrity and Leadership: George Washington" in Laver and Mathews (eds.), *The Art of Command* (2008) pp. 13-32. [EL]

*CONTACT HOURS: 120-minute seminar.*

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

DATE: 15-16 August 2024

### LESSON OBJECTIVES

1. Understand the major schools of thought and debates within contemporary American civil-military relations.
2. Evaluate the virtue of obedience—including respect, deference, submission, challenge, and dissent—in the development of military professionalism.
3. Apply ethical decision-making approaches to contemporary leadership scenarios, particularly involving civil-military relations.

### LP-508 (S): Ethical Challenges to the Profession of Arms

1. Journal: Write about the moral dimension of a hard decision you have made or witnessed.
2. Pauline Shanks-Kaurin, *On Obedience* (2020), pp. 73-95, 143-193.
3. Jessica D. Blankshain, “Primer on US Civil-Military Relations for National Security Practitioners,” *Wild Blue Yonder* (2020), pp. 1-30. [EL]
4. *Strategic Studies Quarterly*, Vol 15, Issue 2 (2021), Special Issue on Civil-Military Relations. Divide responsibilities for the articles by Feaver and Kohn, Schake, Brooks, and Owens among the members of your flight.

CONTACT HOURS: 180-minute seminar.

## DAY 6 – EMOTIONAL INTELLIGENCE

DATE: 19-20 August 2024

### LESSON OBJECTIVES

1. Understand emotional intelligence and its contributions to your leadership.
2. Analyze the linkages between emotional intelligence and effective leadership behaviors.
3. Evaluate the importance of aspects and practices of emotional intelligence to leadership in the profession of arms.

**LP-509 (L): Bringing Emotional Intelligence to Practice in Military Leadership.** Dr. Sara R. Kitsch, Leadership & Innovation Institute.

*CONTACT HOURS: 1-hour lecture.*

### LP-510 (S): Emotional Intelligence

1. Journal: Write about a time when you had difficulty regulating your emotions. What was the result? Reflecting upon it, do you have a different understanding of that time? What would you do differently if you felt that way in the future?
2. Daniel Goleman, Richard Boyatzis, & Annie McKee, *Primal Leadership: Unleashing the Power of Emotional Intelligence* (2001), pp. 3-18, 33-52, 253-256. **[EL]**
3. Marc Brackett, *Permission to Feel* (2020), “Becoming an Emotion Scientist,” pp. 48-69. **[EL]**
4. Amy Edmondson, *Teaming* (2012) “Making it Safe to Team,” pp. 115-147. **[EL]**

*CONTACT HOURS: 120-minute seminar.*

## DAY 7 – COMMUNICATION

DATE: 22-23 August 2024

### LESSON OBJECTIVES

1. Understand the value of competent communication that is both efficient (with respect to mission accomplishment) and appropriate (with respect to professional norms and situational context).
2. Apply emotional intelligence concepts to communication.
3. Understand causes and strategies for success and failure in professional military communication.
4. Practice and evaluate executive written communication.

### LP-511 (S): Communication (2 hour)

1. Journal: Write about a difficult conversation you have experienced. Alternatively, take one of your previous journal entries, and try to rewrite it in half the words. Give the same original passage to ChatGPT to condense. Compare the results.
2. J. Grenny *et al.*, *Crucial Conversations*, 3<sup>rd</sup> edition (2021), pp. 1-20, 107-160, 231-244 (88 pages)
3. Gallo, C. “Leadership Communication for the 21st century Knowledge Economy” *Leader to Leader* (2018), pp. 18-23. [EL]
4. Case Study: UK MOD, “Reasonable Challenge,” from *The Good Operation* (2018), pp. 11-23 and 62, which are pages 5-16 of the pdf. [EL]

CONTACT HOURS: 120-minute Seminar.

### LP-512 (A): Executive Writing Exercise. (1 hour)

In groups, compose the opening paragraph of a T&Q Position Paper on a subject from the day’s course readings, applied to improving professional communication. This paragraph should be concise and professional. It should introduce the background, the existence of a problem or debate, and advocate a position to decision makers. Follow formatting advice in *AFH 33-337 Tongue & Quill*, Chapter 16, pages 221 and 228 [EL].

CONTACT HOURS: 60-minute Directed Study.

**DELIVERABLE – LP-601 DUE by 1700 on 23 August.**

## DAY 8 – POWER, STATUS, AND INFLUENCE

DATE: 27/29 August 2024

### LESSON OBJECTIVES

1. Understand the relationship between power, status, and influence in leadership.
2. Understand the linkages between power, status, and influence and the success or failure of leaders and the relative health of their organizations and the people around them.
3. Analyze power, status, and influence in relation to leadership positions across the profession of arms.
4. Apply power, status, and influence concepts to analyze Gen. Doolittle's command of the 8<sup>th</sup> Air Force during World War II.

### LP-513 (S): Leading Effectively without Power, Leading Responsibly with Power

1. Journal: After doing some of the reading for today, look back at AFM 35-15; how did it handle the variables of power, status, and influence?
2. Jeffrey Lucas and Amy Baxter, "Power, Influence, and Diversity in Organizations," *The Annals of the American Academy of Political and Social Science* 639 (2012) pp. 49-66. [EL]
3. Jeffrey Pfeffer, "Power Play" *Harvard Business Review* (2010) pp. 84-92. [EL]
4. John Kotter and John Gabarro, "Managing Your Boss" in Kotter, *What Leaders Really Do* (1999), pp. 40-45. [EL]
5. Lt Col Benjamin Bishop, "Leading the Eighth" in *Jimmy Doolittle: The Commander Behind the Legend*, Drew Paper no. 17 (2014), pp. 81-94.[EL]

CONTACT HOURS: 180-minute seminar.



## DAY 9 – DECISION-MAKING AND BIASES

DATE: 3/5 September 2024

### **LESSON OBJECTIVES**

1. Understand the roles of bias, heuristics, judgment, and intuition in decision-making.
2. Compare intuition and judgment approaches to decision-making.
3. Analyze the effects of cognitive and unconscious bias in the contemporary leadership environment, upon the mission, and upon the people in your teams and organizations.
4. Analyze the applicability of reflective practice in effective military decision-making regarding complex problems.

**LP-514 (L): Sense-Making, Narratives, and Decision.** Mr. Bryan Stevenson. Founder/ Executive Director, Equal Justice Initiative, Montgomery, AL.

*CONTACT HOURS: 60-minute lecture.*

### **LP-515 (S): Heuristics, Intuition, and Decision-Making in Uncertainty**

1. Journal: Read Maj S Ferenzi (US Army), "The Death of Critical Thinking in the Military?," *RealClearDefense* Jan 14, 2021 [EL] and write down your response to the article. Because it uses ideas from the day's reading, we suggest doing this last.
2. Davis, Kulick, Egner, *Implications of Modern Decision Science for Military Decision-Support Systems*, RAND MG360, Chapter 2 "Human Decision Making" pp. 5-21, Chapter 5 "The Research Frontier" pp. 77-93. [EL]
3. Carl von Clausewitz, *On War*, Book 1 Chapter 3, "On Genius," pp. 100-112. [EL]
4. Ben Zweibelson, *Beyond the Pale* (2023), "Reflective Practice to Think in Complex Warfare beyond Classical Science Analysis," pp. 287-300. [EL]

*CONTACT HOURS: 120-minute seminar.*

## DAY 10 – LEADERSHIP *IN EXTREMIS*

DATE: 9-10 September 2024

### **LESSON OBJECTIVES**

1. Evaluate the demands on leaders during and after crisis, hazard, and danger.
2. Analyze and attempt to integrate the Dixon and Kolditz models of *in extremis* leadership.
3. Apply models of *in extremis* leadership to examples of hazardous wartime leadership, including Gen. LeMay and other leaders during the air war in Europe during World War II.

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

1. Journal: Look back at your personality results or your leader philosophy: what do you see there about how you handle pressures of risk, uncertainty, or danger?
2. Karl Marlantes, *What It Is Like to Go to War* (2011), pp. 1-25, 80-175.  
This book contains personal accounts of wartime experiences, including violence, moral injury, and PTSD. Furthermore, being set in the late 1960's, it contains encounters with other people who employ slurs or epithets. We believe the value of the book to the curriculum outweighs these concerns. Take care of yourselves and remain aware on behalf of your fellow flight mates.
3. Half-flight: Deirdre Dixon *et al.* "Making Sense when it matters most," *JLOS* (2016) pp. 9-19. [EL]
4. Half-flight: Angela Karrasch, Alison Levine, and Thomas Kolditz, "Leadership When It Matters Most" from Matthews and Lester, *Leadership in Dangerous Situations* (2011), pp. 218-229. [EL]
5. Case Study: Donald Miller, *Masters of the Air* (2006), pp. 102-110, 124-137. [EL]

*CONTACT HOURS: 180-minute seminar.*

### **DELIVERABLE**

Leader Development Plan (**LP-602**) due electronically not later than 1700 hours on 11 September 2024.

## DAY 11 -- ORGANIZATIONAL CULTURE

DATE: 12-13 September 2024

### LESSON OBJECTIVES

1. Understand Schein's theory of organizational culture.
2. Apply Schein's theory of organizational culture to experience in military organizations.
3. Understand indicators and artifacts of organizational culture in the military of the People's Republic of China.

**LP-518 (L): Squadron Cultures and Leadership.** Dr. William DeMarco (Col., USAF, ret.), Air University Innovation Cell.

*CONTACT HOURS: 1-hour lecture.*

### LP-519 (S): Organizational Culture

1. Edgar Schein & Peter Schein, *Organizational Culture and Leadership (5th ed.)* (2016), pp. 3-30, 149-206.
2. Leonard Marcus *et al.*, "Meta-Leadership: A Framework for Building Leadership Effectiveness" Harvard NPLI Working Paper (2015), pp. 3-25. [EL]
3. Xi Jinping Thought on Strengthening the Chinese Military, in translation, from *Xi Jinping: On Governance*, vol 1, Foreign Languages Press Co: Beijing, China (2014). [EL]
4. Alison Kaufman and Peter McKenzie, "Field Guide: The Culture of the Chinese People's Liberation Army," *CNA China Studies* (2009) pp. 13-20. [EL]

*CONTACT HOURS: 120-minute seminar.*

## DAY 12 – CREATIVITY AND VISION

DATE: 16-17 September 2024

### **LESSON OBJECTIVES**

1. Understand the importance of creative thinking and creative teams in responding to obstacles and problems.
2. Analyze the links between creativity, innovation, and adaptation.
3. Analyze the tensions of employing or encouraging creativity in military organizations.
4. Understand the role of vision in effective leadership examples, particularly from Gen. Arnold.
5. Apply the study of vision and intent to effective military leadership.

### **LP-520 (S): Creativity for Innovative and Adaptive Teams**

1. Maj Paul Cooper (British Army), "Imagine, Align, Communicate: How to Provide Vision," *The Army Leader*, 2022. [EL]
2. David Barno (Lt.Gen., USA, ret.) and Nora Bensahel, *Adaptation Under Fire: How Militaries Change in Wartime*, Oxford University Press, 2020, pp. 9-29, 73-97, 248-288.
3. Teresa Amabile & Mukti Khaire, "Creativity and the Role of the Leader," *Harvard Business Review* (2007), pp. 100-109. [EL]
4. *Commander's Vision and Intent Reader*, part I (8 pages) [EL]
5. François Le Roy and Drew Perkins, "Visionary Leadership: Hap Arnold" in Laver and Mathews (eds.), *The Art of Command* (2008), pp. 157-178 (skim to 157-167, main reading 168-178). [EL]

CONTACT HOURS: 180-minute seminar.

## DAY 13 – LEADING CHANGE

DATE: 19-20 September 2024

### LESSON OBJECTIVES

1. Understand the demands of leading in times of change.
2. Analyze theories of leading organizational change.
3. Evaluate change leadership in the profession of arms, from both personal experience and observation, and historical study through the efforts of Gen. Creech.

### LP 521 (S): Leading Change

1. John Kotter, *Leading Change* (2012), “Transforming Organizations” pp. 3-17. [EL]
2. Edgar Schein, *Organizational Culture and Leadership* (2016), pp. 319-354.
3. Ronald Heifetz & Marty Linsky, *The Practice of Adaptive Leadership* (2009), “The Theory Behind the Practice,” pp. 14-24.
4. Lt Col James Slife, *Creech Blue* (2004), "Organizing to Fight," pp. 79-100.

CONTACT HOURS: 180-minute seminar.

## DAY 14 – LEADING AND EMPOWERING FOR MISSION COMMAND

DATE: 23-24 September 2024

### LESSON OBJECTIVES

1. Understand the purpose, value, and interdependencies of the principles of mission command: mutual trust, clear intent, shared understanding, disciplined initiative, and prudent risk.
2. Evaluate the relationship between USAF distributed control and mission command doctrinal concepts, service culture, and practical mission accomplishment.
3. Analyze success implementing the principles of mission command in both contemporary and historical operations, especially within Gen. Quesada's tactical air command in the invasion of Europe during World War II.

**LP-522 (L): Mission Command.** Col. (USAF, ret.) Alexander Pelbath, Air Mission Commander for the Joint Tactical Exfil from Hamid Karzai International Airport, 30 August 2021.

*CONTACT HOURS: 1-hour lecture.*

### **LP-523 (S): The Preconditions for Mission Command: Trust, Communication, and Empowerment**

1. Review: *AFDP (Air Force Doctrine Publication) 1-1 Mission Command*. [EL]
2. Gen. Martin Dempsey, US Army (ret.) "Mission Command" CJCS White Paper, 2012. [EL]
3. Maj. David Devine, "The Trouble with Mission Command" *Military Review* (2021), pp. 36-42. [EL]
4. Thomas Hughes, *Over Lord* (1995), pp. 87-94, 107-126, 155-163, 183-193. [EL]
5. *Commander's Vision and Intent Reader*, part II. [EL]

*CONTACT HOURS: 120-minute seminar.*

## DAY 15 – LEADING IN THE PROFESSION OF ARMS

DATE: 26-27 September 2024

### LESSON OBJECTIVES

1. Provide feedback on the course experience to improve future offerings.
2. Share compelling insights derived from study of military leaders and reflective comparison with personal philosophies.
3. Integrate leadership study, the study of historical leaders, and personal experience and development.

### LP-524 (S): Integrating Personal and Historical Leadership and Lessons Learned

1. Chip Heath and Dan Heath, *Made to Stick* (2007), "What Sticks?" 3-18. [EL]
2. Briefs (8 minutes): Each flight member will be responsible for (a) conveying their most valuable lesson(s) learned from their historical leader study and (b) offering some comparison or contrast between the studied leader and their own leader philosophy.

*CONTACT HOURS: 180-minute seminar.*

### DELIVERABLE

Submit LP 603: Leader Analysis electronically any time before 1700 hours 27 September 2024.