



LEADERSHIP IN COMMAND

**SYLLABUS
AY 24**

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

**UNITED STATES AIR FORCE
AIR COMMAND AND STAFF COLLEGE
21st Century Leaders for 21st Century Challenges**

Current as of 20 December 2023

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

FOREWORD

This syllabus for the Leadership in Command course for the Air Command and Staff College, 4 January – 9 February 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 IN COMMAND COURSE OVERVIEW

COURSE DESCRIPTION


Leadership in Command will arm students with the **knowledge** and **skills** needed to *thrive in command*. This course complements the leadership foundations learned in Leadership and the Profession of Arms. While it is not possible to cover all the complexities and challenges of command, Leadership in Command aims to provide practical knowledge and lessons from graduated squadron commanders and other senior leaders in order to better prepare students for both the art and science of command. Students will be expected to develop their own first commander’s call brief, execute a mission command exercise, and critically examine a root cause analysis on a squadron climate assessment survey (Defense Organizational Climate Survey (DEOCS)).

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

COURSE MAP



LC AY24 Course Structure



Command Expectations	Command Climate	Decision Making	Discipline & Justice	Command Communication ★
4/5 Jan	8/9 Jan	11/12 Jan	18/19 Jan	22/23 Jan
Phase 4: Command Expression			Course Average Reading Load – 64 pages	
Mission Command ★	Leading Through Change	Crisis Leadership	Leading in Operations	First Commander’s Call ★
25/26 Jan	29/30 Jan	1/2 Feb	5/6 Feb	8/9 Feb
Phase 5: Command Friction			★ Deliverable Due	

COURSE THEMES

The following themes underpin the LC course:

1. 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 where organizational trust persists. Students will learn how to establish and sustain personal, relational, and organizational trust from course materials, guest speakers, and instructors.
2. Command vision and intent. Commanders are ultimately responsible for providing the vision and building the environment. Developing and communicating your 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 vision and lead organizational change.
3. Organizational culture. Commanders are responsible for creating organizational culture. This is part of being a leader, and in a squadron, the responsibility of the commander. The commander's understanding and application of the DEOCS report will be vital to understand the organizational culture of the squadron.
4. Balancing priorities and risks. Commanders must balance priorities and risks because there is never enough time and resources. 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.
5. Ethical leadership. Commanders by authorities must make decisions that only commanders on G-series orders allow them to make. These decisions will potentially challenge the commander's ethics and having a strong foundation and knowledge of one's ethical foundations will be key to consistent decision-making.
6. 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.
7. Organizational change. This topic will build on readings and ideas discussed in LP5510 but will go deeper into the commander's aspects of keeping, changing and/or sustaining a positive organizational culture. The DEOCS deliverable will help to apply a so what to this process. Ultimately, change happens as soon as a commander takes the squadron guidon, and the commander must be ready and understand that aspect prior to taking command.

8. 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.
9. Operational leadership. Leadership and command are possible in both garrison and deployed locations. This topic will explore some of the differences that commanders may face in the operational environment that may or may not occur in a garrison location.

COURSE METHODS OF EVALUATION

1. LC-600 (E): CASE ANALYSIS PAPER

Deliverable: An individual paper providing an assessment and a get-well plan for a squadron DEOCS to integrate principles from leading organizational change and decision-making models to create a viable solution to a major DEOCS identified concern. Paper will be 4 pages in length. The paper will be 40% of the overall course grade. **The written materials are due electronically in CANVAS no later than 1700 hours on 23 January.**

Prompt: Compose an essay in response to the DEOCS, providing a root cause analysis, solution(s) and get-well date.

Additional Instructions:

1. **Type of Assignment:** Graded, take-home, Argumentative Essay.
2. **Time Allotted:** From issuance on 8/9 Jan (Day 2) to 23 Jan (before Day 5)/1700.
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials.
4. **Length:** 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, 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., LC-601); and Date.
9. **Turn-in Procedures and Other Questions:** Submit online through Canvas before 1700 hours on 23 January. Your LC instructor may provide additional guidance.
10. **Questions:** Refer any questions about the above guidelines to your course instructor.

2. LC-601 (E): MISSION COMMAND GROUP EXERCISE

Deliverable: The group Mission Command exercise will provide students the opportunity to employ Mission Command at the tactical level. Students will be given commander's intent and are expected to complete the task outlined in the scenario. The plan is to break the seminars into two teams that have 30 minutes to plan and organize the execution to find critical resources on the base that commanders should be familiar with that match the major graded areas. The exercise will provide commander's intent and basic framework for the students to determine and develop the best course of action(s) to complete the assignment. The exercise will be graded as pass/fail. **Exercise will take place in-class on 25 and 26 January.**

Prompt: Commander's intent will be given in class on day 6 by the LC instructor. Each flight will be broken into two teams. Each team will have an instructor-designated leader and will have 30 minutes to develop a plan of action. Execution of the plan will last 60 minutes. The remainder of the seminar time will be to debrief the plan and what worked/did not work for each team, to understand the lessons learned.

Additional Instructions:

1. **Type of Assignment:** In-class, Commander's Toolkit Exercise
2. **Time Allotted:** From issuance on 25/26 Jan (Day 6) to 25/26 Jan (Day 6).
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials.
4. **Length:** 60 minutes for execution and +/- 60 minutes for debrief.
5. **Style:** Team choice for slides/white board/written document
6. **Endnotes:** N/A
7. **Collaboration** Only amongst team members in seminar.
8. **Title page:** N/A
9. **Turn-in Procedures and Other Questions:** In-class group presentation; group's final product must be uploaded into CANVAS by 1700 on 25 or 26 January.
10. **Questions:** Refer any questions about the above guidelines to your course instructor.

3. LC-602 (E): COMMANDER'S CALL

Deliverable: Students will develop and then present their first commander's call. Students will create and develop their own brief (no template will be provided). It will be an 8–10-minute brief that is the student's first commander's call with their units. Students will submit their written brief the day before they present in class. Briefs will be presented in class on 8-9 February respectively. The Commander's Call brief is worth 35% of the course grade. **The written materials are due electronically in CANVAS no later than 1700 hours on 7/8 February.**

Prompt: Using all the course material from LP/LC and personal touches, students will develop an 8–10-minute oral presentation that would be presented at their first commander's call with their new unit. Based on briefing style, personal preference, a template will not be provided for this event. Students should be able to articulate their command philosophy in this presentation. Written product (slides/script/whiteboard picture) must be uploaded into CANVAS no later than 1700 the day before the brief takes place (7/8 February). This brief will constitute 35% of your total LC grade and will use the oral presentation rubric located in CANVAS.

Additional Instructions:

1. **Type of Assignment:** Graded oral presentation.
2. **Time Allotted:** From issuance on 4/5 Jan (Day 1) to 8/9 Feb (Day 10)/In-Class.
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials.
4. **Length:** 8–10-minute brief.
5. **Style:** The brief is open format. They will be evaluated for clarity, organization, compellingness, and authenticity.
6. **Turn-in Procedures and Other Questions:** Provide a copy of the presentation to LC instructor and present the brief in class. Your Academic Advisor or LC instructor may provide additional guidance.
7. **Questions:** Refer any questions about the above guidelines to your course instructor.

4. LC-603 (P): CLASS CONTRIBUTION

Deliverable: Students are expected to attend lectures and seminars, individually read the assigned pages, participate in-class exercises, and contribute to seminars, including sharing journal prompts. Contribution also includes general preparedness, engagement, and respectfulness. Contribution is worth 25% of the final course grade.

Additional Instructions:

1. **Type of Assignment:** Graded participation
2. **Time Allotted:** From 4/5 Jan (Day 1) to 8/9 Feb (Day 10).
3. **Questions:** Refer any questions about the above guidelines to your course instructor.



AY24 LC



		CURRENT				
		M	T	W	TH	F
JANUARY	25	26	27	28	29	
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
FEBRUARY	29	30	31	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	

LC – DEOCS Paper, 23 Jan

LC – Mission Command In-class exercise, 25-26 Jan

LC – Commander Brief, 8-9 Feb
Written product due the night before

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 book, which must be returned at the conclusion of the course:

- Edgar Schein and Peter Schein, *Organizational Culture and Leadership*, 5th ed. (Hoboken, NJ: John Wiley & Sons, 2017).
- David Barno and Nora Bensahel, *Adaptation Under Fire: How Militaries Change in Wartime*, (Oxford: Oxford University Press, 2020).

Please refer questions to:

Lt Col Joseph Ladymon, Course Director

Lt Col Ericka Hernandez, Deputy Course Director

Maj Adam Love, Deputy Course Director

LEADERSHIP IN COMMAND SCHEDULE OF MEETINGS

DAY 1 – Command Expectations

DATE: 4/5 January 2024

LESSON OBJECTIVES

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

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

LC-500 (L): Course Introduction. 10-min AUTV video course introduction
CONTACT HOURS: 10-minute lecture.

LC-501 (L): Senior Enlisted Perspective, CMSgt Panel

CONTACT HOURS: 50-minute panel

Panel 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-502 (S): Command Basics

CONTACT HOURS: 110-minute seminar.

Readings (72 pages):

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

1. Air Force Instruction (AFI) 1-2: Commander's Responsibilities (5 pages) [EL]
2. The Armed Forces Officer (2017 Edition), Washington, D.C.: National Defense University Press, 77-91. [Read Chapter 6: The Officer at Work: Command to **Character** on page 91] (14 pages) [EL]
3. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 1-29. (30 pages) [EL]
4. 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]
5. NDU Faculty, "Strategic Vision," in *Strategic Leadership and Decision-Making* (NDUP, 1997). (12 pages) [EL]
6. AU Inspector General Video (AU Video; 14 minutes)

DAY 2 – Command Climate

DATE: 8/9 January 2024

LESSON OBJECTIVES

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

Lesson Overview: This lesson will define the key attributes of an effective squadron and commander. It examines success from the perspective of the commander, addressing the core characteristics of successful leaders. 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 *Improving Air Force Squadrons* report illuminates the common attributes of an effective squadron.

LC-503 (L): First Sergeant Panel

CONTACT HOURS: 50-minute lecture.

LC-504 (S): Command Climate

CONTACT HOURS: 120-minute seminar.

Readings (91 pages):

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

1. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 29-71. (42 pages) [EL]
2. Colonel John E. Box, “Toxic Leadership in the Military Profession” (Strategy Research Paper, Army War College, 2012), 1-16 (Read until the top of page 16, Advisory Committee of Generals) (16 pages) [EL]
3. Samael O’Brien, “Czar 52; A Case Study of Failed Leadership,” (course paper, University at Albany, 2018), 2-10 (9 pages) [EL]
4. *Improving Air Force Squadrons – Recommendations for Vitality* (Pages 7-14, 43-48, 137-139) (15 pages) [EL]
5. Clinton Longnecker and James W. Schufelt, “Conquering the Ethical Temptations of Command,” *Joint Force Quarterly* 101, (2nd Quarter 2021): 36-44. (9 pages) [EL]
6. EO Office discussing the 5W and H of the DEOCS (AU Video; 24 Minutes)
7. EO Office discussing the role of their office (AU Video; 14 minutes)

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

https://www.youtube.com/watch?v=Ro0NBgHo_a8

DAY 3 – DECISION MAKING

DATE: 11/12 January 2024

LESSON OBJECTIVES

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

Lesson Overview: This lesson reviews sense-making and decision-making approaches for military leaders. Students will apply ethical standards, intuition, and judgement approaches into decision-making.

LC-505 (L): Command Team Panel

CONTACT HOURS: 50-minute lecture.

LC-506 (S): Set the Environment

CONTACT HOURS: 110-minute seminar.

Readings (86 pages):

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

1. *15-06 MDMP Handbook*, March 2015, 1-8. (8 pages) [EL]
2. RAND, “Implications of Modern Decision Science for Military Decision Support Systems,” 5-21, 77-80 [Chapter 2 & Beginning of Chapter 5 until “synthesis” on p 80]. (20 pages) [EL]
3. Riley Adams, “How to Use Decision Making Models for Rational Thinking,” *Young and the Invested*, 5 July 2022 (5 pages) [EL]
4. Deborah Ancona, “Sensemaking: Framing and Acting in the Unknown,” in *The Handbook for Leadership*, 3-18. (15 pages) [EL]
5. 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]
6. 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]

DAY 4 – DISCIPLINE AND JUSTICE

DATE: 18/19 January 2024

LESSON OBJECTIVES

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

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

LC-507 (L): Military Commander and the Law, Lt Col Sarah Williams and Mr. Mark Stoup, 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-508 (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 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: 180-minute seminar.

Readings (124 pages):

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

1. David Goldfein, *Sharing Success Owning Failure*, 73-94. (22 pages) [EL]
2. *The Military Commander and the Law 2023*, 3-6, 20-22, 31-50, 54-64, 66-75, 79-91, 115-117, 121-123, 128-129, 137-139, 149-152, 157-159, 196-197, 204-206, 219-221, 237-242, 254-256, 265-267, and 298-300 (102 pages) [EL] skim document

DAY 5 – COMMAND COMMUNICATION

DATE: 22/23 January 2024

LESSON OBJECTIVES

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

Lesson Overview: This lesson allows students to explore communication skills necessary for command success.

LC-509 (S): Command Communication.

CONTACT HOURS: 120-minute seminar.

Readings (62 pages):

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

1. COL Daniel Sukman’s *Strategy Bridge* article “Reflections on Persuasive Leadership: Leading When You’re Not in Charge,” 12-16. (5 pages) [EL]
2. Hon Frank Kendall, Secretary of Air Force, Pentagon, to Department of Air Force, memorandum, subject: One Team One Fight Update, 5 September 2023. (2 pages) [EL]
3. “Communication Strategy and Synchronization,” J7 Insights and Best Practices Focus Paper series, 2016. (16 pages) [EL]
4. Department of Air Force, *Social Media Guide* (Washington, DC: Department of the Air Force [Public Affairs], June 2021). (39 pages) [EL]

Videos:

1. LTG Theodore D. Martin, Social Media Use; DVIDS Video (2.51 Mins)
<https://www.dvidshub.net/video/836828/social-media>
2. “Being an Airman in the Digital Age,” DVIDS Video (2.42 Mins)
3. Joy Baldrige - Difficult Conversations Made Easy (14.50 Min)
<https://www.youtube.com/watch?v=4TkbHLD5Mnw>
4. Adar Cohen - How to Lead Tough Conversations (15.44 Min)
<https://www.youtube.com/watch?v=LZu16ZaLgJM>

Suggested Reading:

1. DOD Instruction (DODI) 5400.17, *Official Use of Social Media for Public Affairs Purposes*, Change 1, 24 January 2023. (28 pages) [EL]
2. Adar Cohen, How to Lead Tough Conversations (Transcript) (13 pages) [EL]

DELIVERABLES

LC-600 (E): CASE ANALYSIS PAPER

Deliverable: An individual paper providing an assessment and a get-well plan for a squadron

DEOCS to integrate principles from leading organizational change and decision-making models to create a viable solution to a major DEOCS identified concern. Paper will be 4 pages in length. The paper will be 40% of the overall course grade. **The written materials are due electronically in CANVAS no later than 1700 hours on 23 January.**

DAY 6 –MISSION COMMAND

DATE: 25/26 January 2024

LESSON OBJECTIVES

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

Lesson Overview: This lesson further explores the concept of Mission Command. The students were introduced to mission command during LP5510. In this lesson, the students will read AFDP 1-1 and then apply the concepts of mission command to an in-class exercise, where they will take a commander's intent and execute a mission. During the debrief of how the execution went, the students will have the opportunity to rework the commander's intent provided.

LC-510 (S): Mission Command Principles

Class Exercise: The group Mission Command exercise will provide students the opportunity to employ Mission Command at the tactical level. Students will be given commander's intent and are expected to complete the task outlined in the scenario. The plan is to break the seminars into two teams that have 30 minutes to plan and organize the execution to find critical resources on the base that commanders should be familiar with that match the major graded areas. The exercise will provide commander's intent and basic framework for the students to determine and develop the best course of action(s) to complete the assignment.

CONTACT HOURS: 180-minute seminar.

Readings (22 pages):

Journal: What can the Air Force do to change its mindset and become more mission command focused as described in AFDP 1-1 and why do you think this will be successful?

1. Air Force Doctrine Publication (AFDP)1-1, *Mission Command*, 14 August 2023. (21 pages) [EL]
2. General Charles Brown, Chief of Staff of Air Force, Pentagon, to Department of Air Force, memorandum, subject: AFDP 1-1 Mission Command, 16 August 2023. (1 page) [EL]

DELIVERABLES

LC-601 (E): MISSION COMMAND GROUP EXERCISE

Deliverable: The group Mission Command exercise will provide students the opportunity to employ Mission Command at the tactical level. Students will be given commander's intent and are expected to complete the task outlined in the scenario. The plan is to break the seminars into two teams that have 30 minutes to plan and organize the execution to find critical resources on the base that commanders should be familiar with that match the major graded areas. The exercise will provide commander's intent and basic framework for the students to determine and develop the best course of action(s) to complete the assignment. **The exercise will be graded as**

pass/fail. In-class group presentation; group's final product must be uploaded into CANVAS by 1700 on 25 or 26 January.

DAY 7 – LEADING THROUGH CHANGE

DATE: 29/30 January 2024

LESSON OBJECTIVES

1. Understand current issues, challenges, opportunities, perspectives, and priorities within the Air Force.
2. Comprehend the relationship between power, status, and influence in leading through change.
3. Identify causes and strategies for success and failure in leading through change at the squadron level.

LC-511 (S): Change Leadership

Lesson Overview: This lesson provides thoughts and ideas to help commander's make tough decisions when dealing with change in the organization. This change can be instituted by the commander or placed upon the unit by an outside entity. What will matter is how well the leader is able to lead through those changes. While every change is not the same, what common themes may help commanders and their organizations?

CONTACT HOURS: 180-minute seminar.

Readings (82 pages)

Journal: Should the commander of an organization be the driver of change, or should agents of change be used? Defend your answer.

1. Edgar Schein and Peter Schein, *Organizational Culture and Leadership (5th ed.)*, 125-147, 253-269. (38 Pages) [EL]
2. Adam Galinsky and Joe Magee, "Social Hierarchy: The Self-Reinforcing Nature of Power and Status" *Academy of Management Annals* 2008: 351-386 (35 pages) [EL]
3. Ronald A. Heifetz and Marty Linsky "Survival Guide to Change" *HBR* 2002.6: 65-74 (9 pages) [EL]

Video:

Lt Col Kevin Boss, Leading Change, AUTV Video (15 Minutes)

DAY 8 – CRISIS LEADERSHIP

DATE: 1/2 February 2024

LESSON OBJECTIVES

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

LC-512 (L): FSS Casualty/Mortuary Affairs (AUTV Video)

Lecture 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.

CONTACT HOURS: 50-minute lecture.

LC-513 (S): Leadership tools for dealing with a casualty and suicide

Lesson Overview: Lecture will give students an opportunity to discuss how to handle a crisis involving a casualty/suicide. Students will better understand how to care for their squadron members, the victim's family, and supporting processes for dealing with both situations.

CONTACT HOURS: 120-minute seminar.

Readings (103 pages):

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

1. Victor Braden et al., *Crisis: A Leadership Opportunity* (Cambridge: John F. Kennedy School of Government National Security Program, 2005), 1-67. (68 pages) [EL]
2. 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]
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. 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]

Suggested Readings:

1. Gene Klann, *Crisis Leadership*, "Chapter 2: What is Crisis Leadership," (Greensboro, NC: Center for Creative Leadership, 2003) (9 pages) [EL]
2. Volker C. Franke, "Decision-Making Under Uncertainty: Using Case Studies for Teaching Strategy in Complex Environments," *Journal of Military and Strategic Studies* 13 no 2 (Winter 2011), 1-17. (18 pages) [EL]
3. DAFI 34-160 Mortuary Affairs Program [EL]

DAY 9 – LEADING IN OPERATIONS

DATE: 5/6 February 2024

LESSON OBJECTIVES

1. Examine military leadership in the operational environment.
2. Comprehend the demands on the leader in an operational environment.
3. Identify the challenges operations can impose on an organization.
4. Complete end-of-course feedback.

LC-514 (L): Col Thompson

CONTACT HOURS: 50-minute lecture.

LC-515 (S): Leading in Operations

Lesson Overview: This lesson provides the student with leadership opportunities while downrange and away from garrison locations. Leadership principles should be the same, but in operations unique challenges may arise requiring faster decision-making.

CONTACT HOURS: 120-minute seminar.

Readings: (65 Pages)

Journal: What are some of the key differences in leading in garrison vice leading in a deployed environment/deployed in place? Why?

1. Paul C. Ney, General Counsel of the Department of Defense, Pentagon, to Heads of the DoD Components, memorandum, subject: Reissuance and Implementation of DoD Directive 2311.01, DoD Law of War Program, 6 August 2020. (13 pages) [EL]
2. David Barno and Nora Bensahel, *Adaptation Under Fire: How Militaries Change in Wartime*, Oxford University Press, 2020, pp. 73-97. (24 pages)
3. Daniel Connelly, “Conceptualizations of War and Moral Injury: Implications for Commanders and Therapists,” *AETHER* 2, no.3 (Fall 2023): 86-100. (15 pages) [EL]
4. Mary L. Bartlett and Nicole M. Schmitz, “Moral Injury and Suicide Risk,” *AETHER* 2, no.3 (Fall 2023): 101-114. (13 pages) [EL]

DELIVERABLE

LC-602 (E): COMMANDER’S CALL

Students will develop and then present their first commander’s call. Students will create and develop their own brief (no template will be provided). It will be an 8–10-minute brief that is the student’s first commander’s call with their units. Students will submit their written brief the day before they present in class. Briefs will be presented in class on 8-9 February respectively. The Commander’s Call brief is worth 35% of the course grade. **The written materials are due electronically in CANVAS no later than 1700 hours on 7/8 February.**

DAY 10 – FIRST COMMANDERS CALL

DATE: 8/9 February 2024

LESSON OBJECTIVES

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

Lesson Overview: The final day of class will be for the students to present their first commander call presentations. This is the chance to present your squadron with who you are and what you are about. This presentation should occur within the first 1-2 weeks of taking command and will most likely set the tone and conditions for your first few months.

LC-516 (S): First Commander's Call

Lesson Overview: Each student presents an 8–10-minute First Commander Call presentation.

CONTACT HOURS: 180-minute seminar

Readings (15 pages):

Journal: Reflect on the course; think about what will make you the best commander that you can be and what you need to do to make the thought a reality.

1. C. Heath and D. Heath, "What Sticks?" *Made to Stick*, 3-18 [EL]

DELIVERABLE

LC-602 (E): COMMANDER'S CALL

Deliverable: Students will develop and then present their first commander's call. Students will create and develop their own brief (no template will be provided). It will be an 8–10-minute brief that is the student's first commander's call with their units. Students will submit their written brief the day before they present in class. Briefs will be presented in class on 8-9 February respectively. The Commander's Call brief is worth 35% of the course grade. **The written materials are due electronically in CANVAS no later than 1700 hours on 7/8 February.**