



LEADERSHIP IN COMMAND

**SYLLABUS
AY 25**

**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 27 Jan 2025

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

FOREWORD

This syllabus for the Leadership in Command course for the Air Command and Staff College, 6 January – 11 February 2025, 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

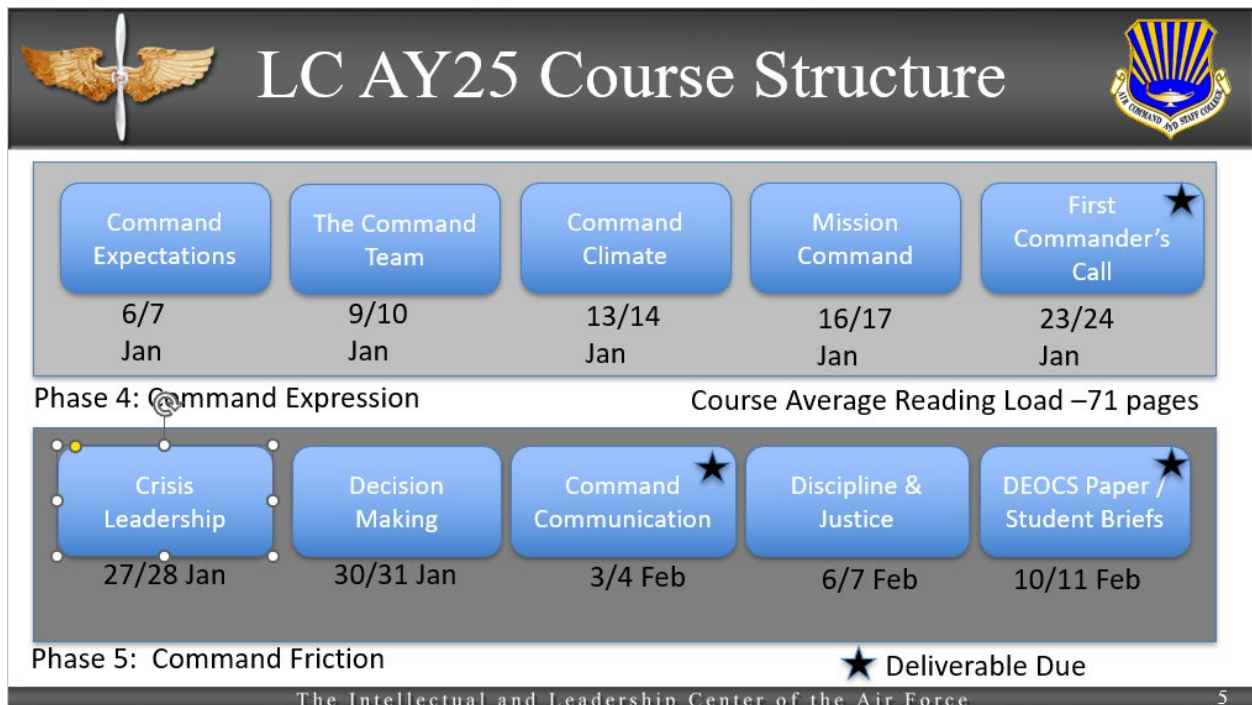
Leadership in Command will arm students with the **knowledge** and **skills** needed to *thrive in command*. This course complements the leadership foundations learned in Leadership and the Profession of Arms. While it is not possible to cover all of the complexities and challenges of command, Leadership 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 crisis communication 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 organizational leadership principles and practices to command culture and climate
3. Apply reflective and creative thinking to solve potential command challenges
4. Apply strategies helpful for leading in complex and uncertain situations

COURSE MAP



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 of dignity, fairness and respect, 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 are allowed to make. These decisions will potentially challenge the commander's ethics. 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 Leadership in the Profession of Arms but will go deeper into the commander's aspects of keeping, changing and 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 aware and ready 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): FIRST 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 23-24 January respectively. **The Commander's Call brief is worth 20% of the course grade. The written materials are due electronically in CANVAS no later than 1700 hours on 22/23 January.**

Prompt: Using all the course material from LP/LC and personal experiences, students will develop an 8–10-minute oral presentation that would be presented at their first commander's call with their new unit. A template will not be provided for this event. Students should be able to articulate their command philosophy in this presentation. Written product (slides/script/whiteboard picture) must be uploaded into CANVAS no later than 1700 the day before the brief takes place (23/24 January). This brief will constitute 20% 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 6 Jan (Day 1) to 23/24 Jan (Day 5)/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, persuasiveness, 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 LC instructor may provide additional guidance.
7. **Questions:** Refer any questions about the above guidelines to your course instructor.

2. LC-601 (P): CRISIS LEADERSHIP / COMMAND COMMUNICATION GROUP EXERCISE

Deliverable: The group Crisis Leadership / Command Communication exercise will provide students the opportunity to develop written and verbal messages for their units and leadership teams at the tactical level. Students will be given a scenario and then be asked to develop a verbal message to leadership teams and a written message for the units. Seminars will be broken into teams of two or three that will have 30 minutes to develop their message in both mediums. Students will then share one or both messages (depending on time) for class feedback. **The exercise will be graded as Pass/Fail. Exercise will take place in-class on Day 8–Command Communication (3 & 4 February).**

Prompt: Commander’s intent will be given in class on day 8 by the LC instructor. Students will be assigned in pairs (or groups of three as necessary). Each group will have an instructor-designated crisis scenario and will have approximately 30 minutes to develop a written message to key leaders within the unit and a verbal message for addressing the entire squadron. Briefings will last approximately 15 minutes to include student feedback on what worked/did not work for each team and to understand the lessons learned.

Additional Instructions:

1. **Type of Assignment:** In-class, Commander’s Toolkit Exercise
2. **Time Allotted:** From issuance on 3/4 Feb (Day 8) to 3/4 Feb (Day 8).
3. **Resources:** You may use any course content, and other materials provided in the ACSC curriculum. Students can use outside materials.
4. **Length:** 30 minutes for execution and +/- 120 minutes for student presentations and debrief.
5. **Style:** Team choice for slides/white board/written document
6. **Endnotes:** N/A
7. **Collaboration** Only amongst team members in group.
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 3 or 4 Feb.
10. **Questions:** Refer any questions about the above guidelines to your course instructor.

3. LC-602 (E): CASE ANALYSIS PAPER

Deliverable: An individual paper providing an assessment and get-well plan for a squadron DEOCS. The paper should integrate principles from leading organizational change and decision-making models to propose a viable solution(s) to a major concern identified in the DEOCS. **The paper will be 4 pages in length and will be 55% of the overall course grade. The written materials are due electronically in CANVAS no later than 1700 hours on 10/11 February.**

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

Additional Instructions:


1. **Type of Assignment:** Graded, take-home, Argumentative Essay.
2. **Time Allotted:** From issuance on 6/7 Jan (Day 1) to 10/11 Feb (before Day 10)/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.

4. LC-603 (C): 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.



AY25 LC



LC – In-class exercise,
3 - 4 Feb

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

LC – Commander Brief,
23 – 24 Jan
Written product / brief
due the night before.

LC – DEOCS Paper / Out brief, 10-11 Feb.
Written product due the night prior.

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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:

N/a

Please refer questions to:

Lt Col Brett Barnes, Course Director

Lt Col Ellen Canup, Deputy Course Director

Lt Col Alex Liggett, Deputy Course Director

LEADERSHIP IN COMMAND SCHEDULE OF MEETINGS

DAY 1 – Command Expectations

DATE: 6/7 January 2025

LESSON OBJECTIVES

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

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

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

LC-501 (L): Wing Commander Expectations: Colonel Morgan Lohse, 4 FW/CC

Lecture Overview: Col Lohse, 4 FW/CC will offer his perspectives on squadron command and share his expectations for his Wing's Sq/CCs. This lecture is designed to help students appreciate the roles, challenges, and responsibilities of leading in squadron command.

CONTACT HOURS: 50-minute Lecture

LC-502 (S): Command Basics

CONTACT HOURS: 110-minute seminar.

Readings (65 pages):

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

1. Air Force Instruction (AFI) 1-2: Commander's Responsibilities (5 pages) [EL]
2. *The Armed Forces Officer* (2017 Edition), Washington, D.C.: National Defense University Press, 77-91. (14 pages) [EL]
3. David Goldfein, *Sharing Success, Owning Failure* (Maxwell AFB, AL: Air University Press, 2001), 1-22 (Expectation of Command) (22 pages) [EL]
4. Matthew J. 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, Washington DC, 1997). (12 pages) [EL]

DAY 2 – The Command Team

DATE: 9/10 January 2025

LESSON OBJECTIVES

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

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

LC-503 (L): Senior Enlisted Perspective, CMSgt/First Sergeant Panel

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

CONTACT HOURS: 50-minute panel.

LC-504 (S): The Command Team

CONTACT HOURS: 120-minute seminar.

Readings (52 pages):

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

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

DAY 3 – Command Climate

DATE: 13/14 January 2025

LESSON OBJECTIVES

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

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

LC-505 (F): EO & Five Dysfunctions Videos

1. Patrick Lencioni: Five Dysfunctions of a Team (7 minutes)
https://www.youtube.com/watch?v=Ro0NBgHo_a8
 2. EO Office discussing the 5W and H of the DEOCS (AU Video; 24 Minutes)
 3. EO Office discussing the role of their office (AU Video; 14 minutes)
- CONTACT HOURS: 50-minute lecture.*

LC-506 (S): Command Climate

CONTACT HOURS: 120-minute seminar.

Readings (69 pages):

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

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

DAY 4 – MISSION COMMAND

DATE: 16/17 January 2025

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 Leadership in the Profession of Arms. In this lesson, the students will read documents that enforce the concepts of Mission Command and methods for how to best implement Mission Command into their organizations.

LC-507 (L): Mission Command Brief (TBD)

CONTACT HOURS: 50-minute lecture.

LC-508 (S): Mission Command

CONTACT HOURS: 120-minute seminar.

Readings (57 pages):

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

1. Willink and Babin, *Extreme Ownership: How U.S. Navy Seals Lead and Win*, St Martin Press (2017). 169-191 (22 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]
3. Mission Command, Insight and Best Practice Focus Paper, Deployable Training Division, Joint Staff J7, Jan 2020 (16 Pages)
4. Marine Corps Doctrinal Publication (MCDP) 6, *Command and Control*, (pages 3-1 thru 3-13), 4 April 2018 (13 pages) [EL]
5. Chief of Space Operations, Pentagon, to All Space Force Personnel, memorandum, subject: Barriers to Mission Command, 23 February 2023. (1 page) [EL]
6. Combat, Orders and Judgment – The Company Leader (4 pages) [EL]

DAY 5 – FIRST COMMANDERS CALL

DATE: 23/24 January 2025

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 phase four will be for the students to present their first commander's 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 set the tone and conditions for your first few months.

LC-509 (S): First Commander's Call

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

CONTACT HOURS: 180-minute seminar

Readings (7 pages):

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

1. DAFH33-337: The Tongue and Quill, 1-7 (Part 1 and Chapter 1: Communication Basics and A Basic Philosophy of Communication) (7 pages) [EL]

Suggested Readings (48 Pages):

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

2. Air Force Instruction (AFI) 1-2: Commander's Responsibilities (5 pages) [EL] (LC Day 1)
3. David Goldfein, Sharing Success, Owning Failure (Maxwell AFB, AL: Air University Press, 2001), 1-22 (Expectation of Command) (22 pages) [EL] (LC Day 1)
4. C. Heath and D. Heath, "What Sticks?" *Made to Stick*, 3-24 (21 pages) [EL] (LP Day 15)

DELIVERABLE

LC-600 (E): FIRST COMMANDER'S CALL

DAY 6 – CRISIS LEADERSHIP

DATE: 27/28 January 2025

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-510 (L): Crisis Leadership, Mayor Walt Maddox Video

CONTACT HOURS: 1-hr video lecture.

LC-511 (S): Leadership tools for dealing with crisis

CONTACT HOURS: 120-minute seminar.

Readings (82 pages):

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

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

Suggested Readings:

1. Gene Klann, *Crisis Leadership*, “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. (17 pages) [EL]
3. DAFI 34-160 Mortuary Affairs Program [EL]

DAY 7 –DECISION MAKING

DATE: 30/31 January 2025

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-512 (L): Command Team Panel

CONTACT HOURS: 50-minute lecture.

LC-513 (P): Mixed Reality Learning Exercise (MRLx)

CONTACT HOURS: 180-min practical exercise w/ specific dates per flight.

LC-514 (S): Decision Making

CONTACT HOURS: 90-minute seminar.

Readings (86 pages):

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

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

DAY 8 – COMMAND COMMUNICATION

DATE: 3/4 February 2025

LESSON OBJECTIVES

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

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

LC-515 (S): Command Communication.

CONTACT HOURS: 180-minute seminar.

LC-601(P): Class Exercise: Students will execute an in-class practicum where they are given a crisis scenario and must quickly develop a written message to key leaders within the unit and a verbal message for addressing the entire squadron.

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]

DAY 9 – DISCIPLINE AND JUSTICE

DATE: 6/7 February 2025

LESSON OBJECTIVES

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

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

LC-516 (L): Military Commander and the Law, 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-517 (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: 120-minute seminar.

Readings (139 pages):

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

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

DAY 10 – DEOCS PAPER / STUDENT BRIEFS

DATE: 10/11 February 2025

LESSON OBJECTIVES

1. Demonstrate a thoughtful approach to addressing a climate issue within the organization.
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 DEOCS paper presentations. This is the chance for students to share how they assessed the identified DEOCS concern, and the proposed get-well plan.

LC-518 (S): DEOCS Outbrief

Lesson Overview: Each student presents an 8–10-minute presentation on how they chose to address DEOCS findings.

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): DEOCS OUTBRIEF TO CLASS