

**CMSGT LEADERSHIP ACADEMY - AY23**  
**CMSgt Leadership Course**

**COURSE OBJECTIVE**

Prepare Chiefs for their initial CMSgt roles and responsibilities, primarily targeting Chiefs serving at the squadron level, and to provide the education to bridge strategic vision into tactical execution.

**LEARNING OUTCOME(S)**

- **OUTCOME** - Apply deliberate metacognitive strategies to conceptualize and frame adaptive approaches to problem solving
- **OUTCOME** - Articulate how the military enterprise contributes to the NSS
- **OUTCOME** - Identify personal and organizational leadership strategies to intentionally exert positive influence in and across AF networks
- **OUTCOME** - Develop purposeful strategies to model and foster AF ethos, identity, and character in individuals and organizations

**COURSE REQUIREMENTS/POLICIES**

1. **READINGS.** Before lecture and seminar, students are expected to complete all assigned readings for the day. This includes a lesson set up in Teams and various articles, essays, or strategic documents.
2. **LECTURES.** Students will attend guest and faculty lectures relating to assigned readings and course line of effort / outcome. These presentations compliment the readings and seminar discussion, and therefore enhance knowledge of the course concepts. Lectures are not for attribution.
3. **SEMINAR PARTICIPATION.** Student participation in seminar discussions is vital to the success of the course. Students must prepare for each seminar by completing all of the assigned readings. Each member of seminar is expected to contribute to the discussion.
4. **WRITTEN ASSIGNMENTS.** There are seven written, graded assignments in fulfillment of the requirements of the course: One strategic alignment card; one single page problem analysis; three discussion board posts about assigned readings; a teach-back presentation of assigned reading; and a Capstone Smart Book consisting of a problem analysis, regional theater analysis, and verbal presentation.

## 5. METHODS OF EVALUATION

- Strategic Alignment Card 1 (40 pts): Students must align organizational mission with strategic goals, justify why they chose to include the levels of organizational alignment they did, and describe a communication plan.
- Problem Analysis (40 pts): Students must analyze a real-world issue and present a problem statement that meets rubric criteria to include a gap analysis and future state.
- Discussion Board posts (30 pts): Students are graded against a two-part rubric with timeliness and quality factors based on how well their post reflects understanding and contributes to the class live discussion.
- Heuristics Teach-Back presentation (25 pts): Students make a presentation that incorporates academic concepts with personal experience/examples.
- Capstone SEL Smart Book (170 pts): Incorporates leadership, critical thinking, and national strategic defense concepts into a written graded product and is presented to the entire class as a condensed, 15-minute ungraded briefing.

## **CMSGT LEADERSHIP COURSE: Lessons, Readings, DLOs and Schedule**

### **Leadership and Culture Series: Six lessons, four guest lectures**

**LESSONS:** Enduring Understandings, Force Development Challenges, Leveraging Leadership and Self Awareness, Combating Toxic Leadership, Judge Advocate General Topics, Montgomery Immersive Leadership Experience

### **LEARNING OUTCOME(S)**

1. Identify personal and organizational leadership strategies to intentionally exert positive influence in and across AF networks
2. Develop purposeful strategies to model and foster AF ethos, identity, and character in individuals and organizations

### **LESSON OBJECTIVES**

1. Summarize important ideas and core processes that are central to the role of CMSgts into a personal conceptual foundation for each individual as they go forward in their new rank.

2. Outline opportunities to influence and shape developmental priorities for enlisted people in your sphere of influence
3. Devise strategies to strike a balance between immediate short term organizational needs and long term need to develop agile, multi-capable Airmen
4. Describe how to recognize and manage the perceptions you create in order to optimize your ability to influence
5. Draw connections between management of relationships and networks to creating and sustaining openness and innovation
6. Describe how toxic leadership impacts personal and organizational health and potential effects that go beyond the work environment
7. Connect toxic behaviors to their common denominator: trust
8. Recognize that confronting and correcting toxic behaviors requires vigilance and continuous awareness
9. Familiarize with current and emerging topics related to military members, and the role of the CMSgt in addressing various issues
10. Identify comparisons and parallels from civil rights leadership challenges to current day leadership challenges

## LESSONS OVERVIEW

- Students will begin and end the course with a discussion of four **Enduring Understandings** that are proposed as essential to the influence, credibility, and leadership of all CMSgts. All lessons throughout the course connect to one or more of the enduring understandings.
- **Force Development** as an Air Force imperative is eternal; as an Air Force strategy is dynamic and constantly evolving. Students are encouraged to focus on what they can do to optimize their influence in the process.
- **Leveraging Leadership** effectively is important for a CMSgt is to be able to effectively and positively influence those in their sphere of influence and the climate and culture of their organizations.
- Chiefs must be skilled at recognizing and be willing to **Combat Toxic Leadership**. Allowing toxic behavior, leadership, or culture to continue is detrimental to innovation, communication, morale, retention, readiness, and overall mission effectiveness. This lesson attempts to equip CMSgts with strategies to confront it whether it is a subordinate, a peer or a superior.
- Montgomery has been at the epicenter of many historical events that brought forth amazingly bold, innovative, and brave leaders, most notably in the Civil Rights movement of the 50's and 60's. The **Montgomery Immersive Leadership**

**Experience (MILE)** showcases different types of leadership that propelled the imperatives of equality, diversity and inclusion in moving the nation forward as the leader among nations that it strives to be.

- **Judge Advocate General** topics are driven directly by student questions which are submitted before the 4-hour lesson. Topics are focused on recent and ongoing challenges related to policies, Airman activities and issues, and command relationships involved in day-to-day leadership, and ultimately Air Force culture.

## **GUEST LECTURERS**

**CMSSF -- CMSAF -- HAF A8 -- AWC/LI** Guest lecturers describe and discuss challenges and processes in force design and development strategy, and perspectives on roles, relationships, and processes in military leadership and Air Force culture.

## **GRADED ASSIGNMENT**

Discussion board post for the Leveraging Leadership lesson requires students to analyze three of the assigned readings for a description and a contrast or comparison between them; and to apply their understanding of these concepts to their leadership approach.

## **UNGRADED ASSIGNMENT**

Students must relate their MILE experience to lesson concepts and personal and professional leadership experiences

## **REQUIRED READINGS**

1. Goleman, Daniel. "Help Young Talent Develop a Professional Mindset", *Harvard Business Review*, Sept 13, 2015;
2. Goleman Daniel. "How Self Awareness Impacts Your Work", *Harvard Business Review*, Oct 24, 2015
3. Kamena, Gene.2015. Self -Assessment and Your Right to Lead: A Leadership Primer

## **Mission Series: Three lessons, three guest lectures/seminars**

**LESSONS:** National Strategic Defense; Air Force Doctrine, Strategic Theater Posture Review

**LEARNING OUTCOME:** Articulate how the military enterprise contributes to the NSS

## **LESSON OBJECTIVES:**

1. Demonstrate a fundamental familiarity of the strategic guidance that leads to operational concepts

2. Align and effectively communicate organizational level priorities and functions with strategic level objectives
3. Describe how understanding the dominant strategic priority of the United States national strategy is key to your ability to envision impacts, anticipate implications, and adopt successful strategies at tactical, operational, and strategic levels
4. Demonstrate a fundamental familiarity of the strategic guidance that leads to operational concepts
5. Align and effectively communicate organizational level priorities and functions with strategic level objectives
6. Describe how understanding the dominant strategic priority of the United States national strategy is key to your ability to envision impacts, anticipate implications, and adopt successful strategies at tactical, operational, and strategic levels
7. Analyze and synthesize various factors to develop a concise illustration of threat awareness in a given strategic theater

## LESSONS OVERVIEW

- The **National Strategic Defense** lesson consists of a review of strategic level guidance documents that serve to guide military planning, strategy, resource management, and operations, with a primary focus on Great Power / Strategic Competition. The lesson begins with an overview of the enduring vital national interests; hierarchical flow, and relationships and basics of the NSS, NDS, and NMS; and finishes with a detailed discussion of the latest Great Power Rivalry Congressional research report.
- The **AF Doctrine** lesson takes a look at recent doctrinal shifts resulting from two primary drivers: 1) a strategic pivot to address Great Power Competition (GPC) with a specific concentration on the pacing threat (China), and 2) the imperative for a new way to approach joint operations in order to maximize strategic effects. Focus is on AFDN 1-21 ACE Doctrine and Annex 3-99 DAF Role in JADO.
- For the **Strategic Theater Posture Review**, students research various resources related to a COCOM. Items for research and eventual presentation include PMESII analysis, SWOT analysis, determination of strategic interests, allies, adversaries, regional concerns, primary challenges, and a strategic prediction.

**GUEST LECTURERS/SEMINARS** Guest lecturers speak directly to regional challenges and include a China expert, a Russia expert, and a Ukrainian Sergeant Major. China and Russia are presented via lecture; the Ukrainian perspective is streamed into classrooms via Zoom.

## GRADED ASSIGNMENTS

The Strategic Alignment card is a hierarchical depiction of how each student's home mission threads upwards to the National Security Strategy, and includes a written explanation of how / when / what audience the student anticipates communicating it to.

The Capstone assignment is an extension of the Strategic Theater Posture Review lesson and the Problems Analysis and Approaches lesson, combining elements and objectives from Culture, Mission, Problem Solving, and Leadership modules. Students

will incorporate theater research and a strategic level problem statement into a Senior Enlisted Leader Smart Book. On the last day of class, they will make a short 15-minute presentation to the entire focusing on a “so what / why is this important to a CMSgt” / major challenge, issue or priority focus – NOT a rehash of the theater research.

## **REQUIRED READINGS**

2022 National Defense Strategy, Oct 2022, U.S. Department of Defense, pp 1- 23

National Security Strategy, Oct 2022 , The White House, pp. 6-13, 22 - 34, 48

Air Force Doctrine Note 1-21-Agile Combat Employment, 1 Dec 2021, Curtis E. LeMay Doctrine Center

Air Force Doctrine Publication 1, 10 March 2021, Curtis E. LeMay Doctrine Center

Annex 3-99 DAF Role in Joint All Domain Operations, 8 Oct 2020, Curtis E. LeMay Doctrine Center

COCOM Theater Posture Review Statement to Congress/Senate (most current for COCOM assignment)

## **Problem Solving/Critical Thinking Series: Six lessons**

**LESSONS:** Accelerate Change or Lose & VUCA; Critical Thinking for Senior Enlisted Leaders; Metacognitive Strategies; Logical Analysis, Decision Analysis and Heuristics; Problems Approaches and Analysis

**LEARNING OUTCOME:** Apply deliberate metacognitive strategies to conceptualize and frame adaptive approaches to problem solving

### **LESSONS OBJECTIVES:**

Explain how developing agility in Airmen can impact their behavior in the VUCA environment

1. Understand the value of complex and adaptive thinking abilities for CMSgt effectiveness
2. Explain why or why not military professionals must hold themselves to a higher standard of thinking
3. Describe fundamental skills and standards of performance associated with higher order thinking

4. Illustrate some difficulties that can arise when biases, emotions, experiences, and assumptions have the primary influence on our thinking
5. Demonstrate how unconscious influences can be both helpful in day-to-day living, and simultaneously detrimental to important decision-making
6. Recognize the difference and appropriateness of mental strategies used in simple decisions versus complicated or complex decisions
7. Justify why and how investing time, effort, and hard thinking in problem diagnosis and approach is integral to a strategic mindset
8. Demonstrate how using multiple frames to define a problem can result in a different problem definition than the original determination
9. Apply deliberate meta-cognitive techniques to clarify concepts, frame issues, and adapt thinking style or approach to personal and organizational matters or concerns.
10. Build a foundational interest in identifying and addressing individual gaps in the areas of recognizing assumptions, evaluating arguments, and drawing conclusions.

#### LESSONS OVERVIEW:

- **Accelerate Change Or Lose & VUCA** introduces the term VUCA to frame the nature of the strategic environment in a broad context. This lesson lays the groundwork for understanding the magnitude of addressing organizational and other emerging challenges while maintaining stability in organizational performance. Along with VUCA, we introduce the imperative of Accelerate Change or Lose (ACOL) and introduce the distinction between complexity thinking and complicated thinking. Students analyze the CSAF's ACOL Action Orders in relation to their organizational experience and impact.
- **Critical Thinking For Senior Enlisted Leaders** introduces the term and idea of metacognition. The lecture provides the "why" from a standpoint of national security and defense strategic documents, and the idea of thinking as a skill and a process. The guided discussion and readings highlight thinking mechanisms that occur naturally and recognition of some of the benefits and limitations of those processes, along with alternative thinking strategies. Students then take the Watson Glaser Critical Thinking Assessment to provide a baseline of where they stand among a cohort of peers.
- **Decision Analysis & Heuristics** explores the idea of how much or how little actual thought we factor into our everyday decision making. The reading describes some of the common mental shortcuts our brains take that we are usually completely unaware of. Students are assigned specific mental heuristics to "teach" back to their peers with specific instructions to relate it to real life experiences and how it can specifically influence unconscious bias, diversity and inclusion, and leadership effectiveness. The guided discussion follows.

- **Logical Analysis** introduces the Paul model of critical thinking and is then applied to analyzing an article. Students are assigned different elements of the model, and when out briefing, compare and contrast different ‘takes’ on the elements. Emphasis is placed on having a process to think through unfamiliar scenarios with unknown unknowns, and the value of repetitive practice using various metacognitive elements.
- **Metacognitive Strategies** are a continuation of our emphasis on metacognition, or, thinking about our thinking. In this lesson we draw from the Watson Glaser results and help focus thinking strategy to better recognize assumptions, evaluate arguments, and draw conclusions. It is designed to reinforce objectives from the previous critical thinking lessons, and to help students pinpoint specific critical thinking strategies they may want to incorporate going forward.
- **Problems Analysis & Approaches** consists of grouping students into small teams as they work through diagnosing, framing and reframing, and generating a problem statement using a number of approaches. Different groups using different strategies then out brief their results, which can highlight the different “take” each group originally took on a problem, and the different directions their specific model may have led them in reframing. Students then complete an assignment where they put all four parts of what they practiced into a new problem.

## GRADED ASSIGNMENTS

- (1) Single page problem analysis consisting of determination of two contributing factors and a) classifying them as complex or complicated, b) framing, c) reframing using a specific strategy, and d) explanation of the strategy used and its strengths and weaknesses
- (2) Two discussion board posts about assigned readings: one post discussing benefits of identifying assumptions, a second post describing an old and new thinking strategy
- (3) A teach-back presentation of one or more specific heuristics, what they are, how they help or hinder thinking, and personal examples of.

## REQUIRED READINGS

Brown, Charles. Feb 2022. CSAF Action Orders to Accelerate Change Across the Air Force

Browning. “Decision Making at the Strategic Level.” Original Source lost / unknown.

CLC Developed. 2019. “Framing the Issue.”

CLC Developed. 2019. "What is the RED Model of Critical Thinking?"



CLC Developed. 2019. "Cognitive Tendencies and Influences in Decision Making."

Guillot, Michael. 17 Jun 2004, "Critical Thinking for the Military Professional." *Air & Space Power Chronicles*

Lawrence, Kirk. 2013. "Developing Leaders in a VUCA Environment." UNC Kenan-Flagler Business School Executive Development Course

Kinni, Theodore. June 2017. "The Critical Difference between Complex and Complicated." *It's Not Complicated: The Art and Science of Complexity for Business* (University of Toronto Press, May 2017).

How to Write a Problem Statement. <https://www.isixsigma.com/new-to-six-sigma/getting-started/how-to-write-an-effective-problem-statement/#:~:text=A%20problem%20statement%20should%20describe,include%20possible%20causes%20or%20solutions!>

## COURSE SCHEDULE

Week One

CLC 10-DAY SCHEDULE

Duty Flight 4

Monday					
Time	Topic	Speaker	Venue	Reading	Notes/Assignment Due
0730-0800	<b>Classroom arrival</b>	Students	Flight Room		
0800-1200	<b>Intros, Orientation and Tech Overview</b>	CLA Staff	Flight Room	Enduring Understandings reading <i>(10 mins)</i> complete in class.	
1200-1300	Lunch				
1300-1330	<b>BRIEFING - Commandant's Welcome</b>	CMSgt Hart	FSA		
1330-1430	<b>Flight Discussion Enduring Understanding</b>	CLA Staff	Flight Room	1. VUCA/ACOL readings <i>(45 mins)</i> 2. Critical Thinking <i>(30 mins)</i>	
1430-1530	<b>Overview schedule, readings &amp; homework</b>	CLA Staff	Flight Room	<b>READING TIMES ARE APPROXIMATE</b>	
1700-1900	<b>ICEBREAKER at Hope Hull</b>				
Tuesday					
Time	Topic	Speaker	Venue	Reading	Notes/Assignment Due
0800-0830	<b>Admin / Tech Issues</b>	CLA Staff	Flight Room		
0830-0930	<b>BRIEFING - Critical Thinking</b>	CMSgt Chadick	SNCOA		
0930-1200	<b>VUCA &amp; ACOL / ACOL Exercise (opt)</b>	CLA Staff	Flight Room	1. National Strategic Defense <i>(60 mins)</i> 2. Decision Analysis <i>(45 mins)</i>	<b>DUE BY 1600 TODAY:</b> Read File (Syllabus) Acknowledgement
1200-1300	Lunch				
1300-1500	<b>CHINA Brief 1500-1530 flightroom follow</b>	Dr McKinney	SNCOA		
1530-1545	<b>Intro Heuristics teachbacks</b>	CLA Staff	Flight Room		
1545-1630	<b>Student Strategic Studies</b>	Students			
Wednesday					
Time	Topic	Speaker	Venue	Reading	Notes/Assignment Due
0800-0930	<b>Baltic Defence College / 0930-1000 flight</b>	SGM Einbaum	Zoom		
1000-1200	<b>Critical Thinking for SELs</b>	CLA Staff	Flight Room	1. Posture Statement <i>(60 mins)</i> 2. Logical Analysis <i>(30 mins)</i>	<b>WORK ON:</b> Decision Analysis assignment, National Security Strategic Alignment card
1200-1300	Lunch				
1300-1630	<b>National Strategic Defense</b>	CLA Staff	Flight Room		
Thursday					
Time	Topic	Speaker	Venue	Reading	Notes/Assignment Due
0800-1000	<b>RUSSIA Brief</b>	Dr Conversino	SNCOA		
1000-1200	<b>Logical Analysis</b>	CLA Staff	Flight Room	1. USAF Doctrine (JADO, ACE) <i>(80 mins)</i>	<b>WORK ON:</b> Decision Analysis assignment, National Security Strategic Alignment card <b>DUE TOMORROW 1330:</b> Decision Analysis briefing
1200-1300	Lunch				
1300-1630	<b>Theater Posture Review / Intro Capstone</b>	CLA Staff	Flight Room		
Friday					
Time	Topic	Speaker	Venue	Reading	Notes/Assignment Due
0800-0900	<b>HAF/A8 Total Force Integration</b>	Chief Blevins	Zoom		<b>DO</b> (over the weekend): WGTC, FRO-B
0900-1200	<b>Air Force Doctrine</b>	CLA Staff	Flight Room	1. Problems Analysis <i>(60 mins)</i> 2. Metacognitive Strategies <i>(20 mins)</i>	<b>DUE SUNDAY 1700:</b> Nat Sec Strat Align card; MetaCog Strategies post
1200-1330	Lunch				
1330-1530	<b>Decision Analysis Teachbacks</b>	CLA Staff / Students	Flight Room		<b>WORK ON:</b> CAPSTONE

Monday					
Time	Topic	Speaker	Venue	Reading	Notes
0800-1200	<b>Problems Analysis and Approaches</b>	CLA Staff	Flight Room		<b>DUE TONIGHT 2000</b> : LLSA post, Innovation Survey
1200-1300	Lunch			1. LLSA (50 mins)	
1300-1400	<b>Metacognitive Strategies</b>	CMSgt Chadick	SNCOA	2. Combating Toxic Leadership (30 mins)	<b>WORK ON:</b> CAPSTONE, Problems Analysis assignment
1400-1630	<b>Meta Strat followup discussion</b>	CLA Staff	Flight Room		
Tuesday					
Time	Topic	Speaker	Venue	Reading	Notes
0800-1000	<b>Innovation in Leadership perspective</b>	Mr Dryjanski	SNCOA		<b>WORK ON:</b> CAPSTONE, Problems Analysis assignment
1000-1200	<b>FIRO-B / Leveraging Leadership</b>	CLA Staff	Flight Room		
1200-1300	Lunch				
1300-1630	<b>Combating Toxic Leadership</b>	CLA Staff	Flight Room		<b>DUE TOMORROW 0800:</b> JAG Survey
Wednesday					
Time	Topic	Speaker	Venue	Reading	Notes
0800-0930	<b>CMSAF</b>	CMSgt Bass	SNCOA		
1000-1200	<b>JAG Survey / Capstone Draft</b>	Students	Flight Room		
1200-1300	Lunch			Force Development (45 mins)	<b>DUE TOMORROW 0800:</b> Problems Analysis Assignment
1300-1500	<b>Montgomery Immersive Leadership Expe</b>	Students	Montgomery		
Thursday					
Time	Topic	Speaker	Venue	Reading	Notes
0800-0930	<b>MILE Review</b>	CLA Staff	Flight Room		
0930-1130	<b>Force Development</b>	CLA Staff	Flight Room		
1130-1245	Lunch			Course Wrap Up lesson (20 mins)	<b>DUE TOMORROW:</b> Capstone Final
1245-1630	<b>JAG Topics</b>	JAG School at Maxwell			
Friday					
Time	Topic	Speaker	Venue	Reading	Notes
0800-0845	<b>Admin / Survey Time</b>	CLA Staff	Flight Room		
0845-0930	<b>Enduring Understandings Course Wrap</b>	CLA Staff	Flight Room		
0930-1230	<b>Capstone Presentations and Wrap Up</b>	Students	SNCOA		<b>SAFE TRAVELS</b>
1230-1300	<b>Final Thoughts</b>	CMSgt Hart	SNCOA		
	<b>ELECTIVE: Readiness is Chief</b>	CMSgt Blair	SNCOA		
	<b>ELECTIVE: Financial Optimization</b>	CMSgt Blair	SNCOA		
	<b>ELECTIVE: CCM Experience</b>	CMSgt Hart	SNCOA		