



THE AIR UNIVERSITY



Think Tank Team One Presentation
Transform Captains to Lead Airmen Through Evolving Challenges

Capt Tony "MIFF" Paladino
Capt Allison DeVito

The Intellectual and Leadership Center of the Air Force



“The Air Force’s ability to continue to adapt and respond faster than our potential adversaries is the greatest challenge we face over the next 30 years.”

- General Welsh, Air Force 30-Year Strategy

The Intellectual and Leadership Center of the Air Force

Our think tank group agreed with Gen Welsh that we need to “adapt & respond faster than our potential adversaries.” Our ultimate goal for SOS is to develop leaders who can achieve this.



Why?



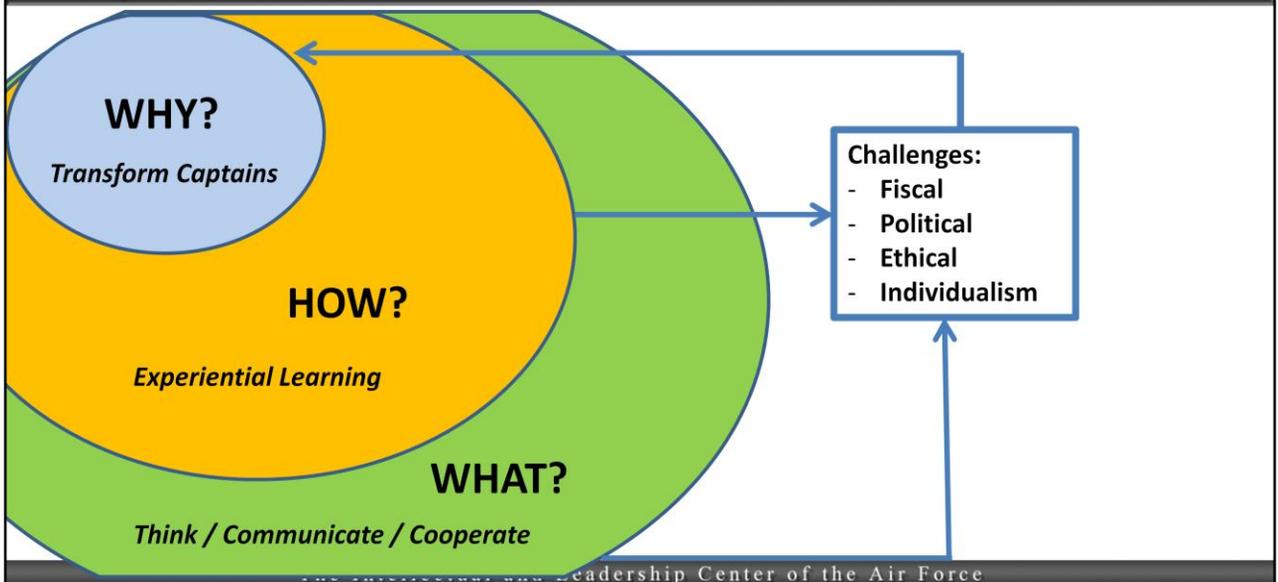
SOS will transform AF Captains from skilled operators to forward-thinking, professional leaders capable of leading Airmen through evolving challenges

The Intellectual and Leadership Center of the Air Force

Why does SOS exist? We believe SOS exists to aid Captains in the transition from skilled operators to operational & strategic leaders



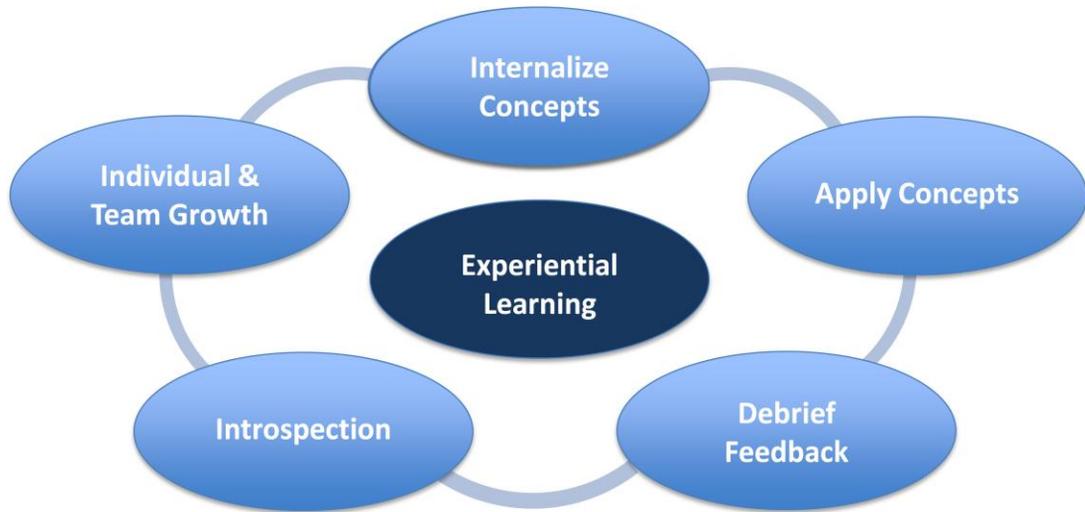
The Concept



Simon Sinek taught us to start with the Why. SOS exists to transform Captains into operational & strategic leaders. How does SOS do that? Through a learning environment grounded Experiential Learning Theory. What does SOS do? SOS refines the three key attributes that Col Ritchey originally believed all Captains need to tackle any real-world challenge... the ability to Think, Communicate & Cooperate. Through the refinement of these three skills our Captains will be better equipped to tackle today's & tomorrow's challenges, including increased Fiscal constraints; unclear Political agendas & objectives; murky Ethical situations; & an Air Force full of Airmen who are entitled & increasingly individualistic thanks to societal pressures & technological (i.e. social media) advancements.



How?



The Intellectual and Leadership Center of the Air Force

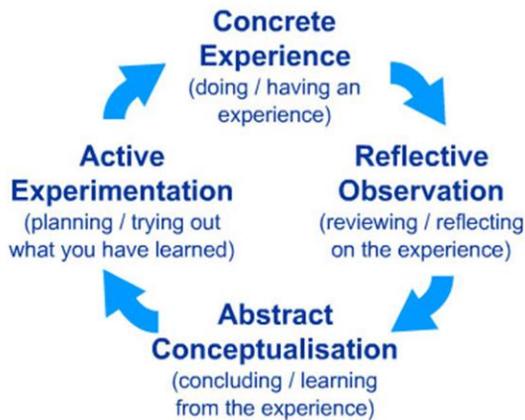
- SOS experience is ideally suited to facilitate learning through experience
- We treat SOS as a leadership laboratory that is best suited for us to apply leadership techniques, either succeed or fail, grow as an individual, then repeat a similar leadership challenge... all in a controlled, risk free & supportive environment
- This is our interpretation of Lewin's Experiential Learning Theory model
- Start at "Exposure to Competencies". These encompass the knowledge that we believe Air Force Captains should have to lead us in the 21st Century. Each of these concepts directly fall under the primary outcomes of Think, Communicate, Cooperate
 - Here we review the key points of each competency in an academic setting
- We implement our acquired knowledge in the "Apply Competencies" stage in live, face-to-face, relationship building exercises that are both dynamic & challenging
- Then the "Debrief & Feedback" stage is where we receive peer & Flight CC feedback structured into every student-led activity in SOS
 - Each student-led activity is immediately followed by a debrief run by that student leader. It is here the student develops focus points & forges a plan to -improve as a team
- Then "Introspection". Here each individual reflects on feedback to become a better leader
- Then Individual & Team Growth. In this stage the student leader develops an action plan to eliminate errors, reduce inefficiencies & build a stronger team
- Through growth we get to (build slide) "Internalize Competencies" and the cycle repeats
- The whole idea is to complete this loop as often as possible in SOS to increase our opportunities to grow as leaders & hone our competencies



ELT Learning Model



Lewin's Experiential Learning Theory (ELT) Learning Model



ELT Learning Model vs SOS "How?" Loop

Exposure to Concepts

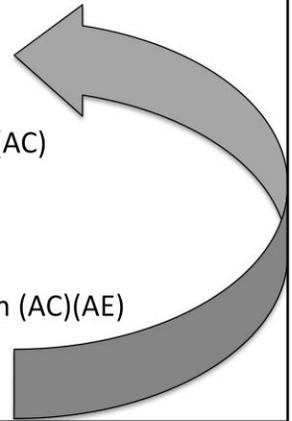
↓
Apply Concepts (AE)(CE)

↓
Debrief & Feedback (RO)(AC)

↓
Introspection (AC)(AE)

↓
Individual & Team Growth (AC)(AE)

↓
Internalize Concept (AE)



The Intellectual and Leadership Center of the Air Force

- Experiential learning involves the combination of experience, perception, cognition & behavior. Thus, learning is a process, not an expected outcome
- All learning is actually transformation of existing knowledge (or misconception).
- Concrete experience: concrete reality... behavior or doing / having an experience. Example: actual success or failure of an experience
- Reflective observation: perception, reviewing & reflecting on the experience
- Abstract Conceptualisation: thinking about, analyzing, or systematically planning. Forming a conclusion about the experience
- Active Experimentation: planning out & applying what you have learned
- Lewin & his followers believed that much individual & organizational ineffectiveness could be traced ultimately to a lack of adequate feedback processes.
- Ineffectiveness results either from a tendency for individuals & organizations to emphasize decision & action at the expense of information gathering, or from a tendency to become bogged down by data collection & analysis. Thus, an ultimate goal of experiential learning is to integrate these two perspectives into an effective, goal-directed learning process



What?



Leaders who **THINK**

Critical Thinking

- Framework for Critical Thinking
- Innovation
- Strategic Thinking

Strategy & Doctrine

- US Strategy & Doctrine
- AF Strategy & Doctrine
- International Security Systems

Values & Ethics

- Philosophy Review

Leaders who **COMMUNICATE**

Effective Communication

- Professional Communication
- Influence & Power
- Cross-Culture Communication

- Negotiation

7 core concepts

14 student-led lessons

4 instructor-led lessons

Leaders who **COOPERATE**

Leadership

- Full-Range Leadership
- Effective Debrief

- Feedback

Teambuilding

- Teambuilding Basics

Joint & Combined Relationships

- Joint Operations
- Civil/Military Cooperation
- Combined Operations

The Intellectual and Leadership Center of the Air Force

- Three primary outcomes for SOS Captains: ability to Think, Communicate & Cooperate
- Within the primary outcomes are 7 core concepts
- Each of these core concepts contains several academic lessons taught in SOS
- 14 of the 18 lessons will be taught by students
- Flight Commanders are more appropriate instructors for Philosophy Review, Negotiation, Full-Range Leadership & Effective Debrief



Academics



- Student-led learning by teaching
 - [Learning Pyramid](#)
 - 2 students per assigned lesson
 - Each student teaches 2 different lessons
 - SOS provides lesson objectives & teaching guide
 - Flight CC vectoring & feedback
- Graduate-level review of concepts
 - Limit assigned academic reading assignments to 1 hr/night
- Case studies, debate & role-play scenarios
 - Immediately follow all related academic lessons
- Lecture series
 - No more than ~2 lectures per week

Lecture Series
Hero/Core Values
Operational Lessons Learned
Senior Leadership Perspectives
Foreign Policy Experts
Sister Service/Other Agency Leadership Perspectives

The Intellectual and Leadership Center of the Air Force

- Students retain 90% what they teach, 75% of what they practice, 50% of what they discuss in a group... and 5% of what they hear in a lecture
- We focus our learning on the Participatory Teach Methods, which is the foundation of our SOS experience
- Keep SOS as an “AF” PME
- Great opportunity to learn from other AFSCs in group discussions & through student-led lessons
- Tie in issues & discussions to 21st Century challenges as well as personal AFSC lens on each topic
- Don’t necessarily need a distance learning aspect for SOS
- Emphasize 7 core concepts with 18 total lessons that shape Captains’ ability to Think, Communicate & Cooperate as the ultimate goal
- Focus on refining academic readings. Also assign additional basic intro into the related case study. Strive to keep material at 1 hr/night (~30-50 pages)
- Leading academic institutions employ case study & debate learning methods. For Role-Play Scenarios... we’d strive to appoint individuals from across the base to serve as trained facilitators of a realistic scenario to improve realism of learning environment. Also allows the Flight to observe each individual succeed or fail in different environments to further strengthen SOS’s experiential learning processes



Leadership Olympics



- **Maintain competitive flight structure**
 - Common purpose for individual motivation
- **Physical & mental challenges**
 - Each individual required to lead in multiple events
 - Facilitate learning across multiple concepts
- **Increased frequency/variety**
 - Complete experiential learning loop often
 - Individual & team adaptation
 - Application of strengths & weaknesses
- **Structured debrief & feedback**
 - Robust team debrief guided by student leaders
 - Flt CC vectoring & feedback
- **Structured journals & action plans**
 - Event leaders build action plans

Modify
Project X
FLEX
TLP/TC
ADWAR

Add
Flight Think Tank
Negotiation/Debate

The Intellectual and Leadership Center of the Air Force

- The current construct of SOS has largely got it right. It has the right framework but we want to make it more effective at developing leaders
- Individual student leaders are appointed to lead each event & their success or failure will be scrutinized in their own Debrief of the team & individual performances. Following their debrief the Flight CC will provide feedback to the student leader
- Our action plan outlines a proposed SOS syllabus that increases the frequency of team events to facilitate more learning opportunities for each individual & the entire team
- We need a robust Debrief/Feedback process to make this work. It needs to be taught & structured into the course to allow Captains to practice evaluating their own & their team performance. After gathering this information, the leader will be able to think critically on how to fix the root cause & develop a game plan to improve as an individual or as a team
- Structured journals = blackboard assignments for everyone. Action plans will be required for each student leader prior to every team challenge event. This ensures that Captains are actually completing the SOS “How” Loop every time
- The Modify & Add tables represent which portions of the current SOS course we would modify & add to the new SOS



Leadership Olympics



Leadership Challenge	Number of Student Leaders/Flight	Number of Challenge Opportunities
FLEX	2 (students rotate as JAOC)	3+ matches for points
Project X	3 (students rotate leading challenges)	16 total challenges for points
Negotiation	2 (students co-lead negotiations)	2 negotiations for points
Team Challenges	3 (students rotate leading challenges)	6 challenges for points
ADWAR	2 (students co-lead war game)	2 war games for points
Think Tank	2 (1 student/7-person group)	1 Sq/CC brief for points

The Intellectual and Leadership Center of the Air Force

- By the end of Day 1 of SOS, each student will sign up to be a leader for 1 of these 6 physical and mental challenges that contribute points to the flight standing.
- The student-leader is responsible for pre-planning and organizing their flight to successfully complete each challenge and present an action plan to the Flight CC. Based on the particular challenge at hand, the leader will evaluate flight strengths and weaknesses and assign roles. The student leader is not necessarily the person responsible for coming up with the best solution or in the case of the negotiation or think tank challenges serving as the lead negotiator or briefer, but the student-leader is the decision maker in determining the overall strategy for their flight.
- The student-leader is also responsible for planning an effective debrief. Placing debrief responsibility with each student-leader is a key aspect of our proposal. Some of our AF communities have the debrief process deeply ingrained in everything that they do. For others it may be a passing pro forma thought or nonexistent altogether. We believe that effectively debriefing the daily challenges we all face as officers has universal application across the AF.
- The Flight CC will then provide individual feedback to the student-leader, which the student will utilize to plan their next challenge.
- The repetition imbedded in the SOS schedule we have created allows multiple opportunities for each individual to lead – whereas the current construct is heavily weighted towards enabling extroverts to emerge. All Captains are leaders in our AF and need the opportunity to lead, test their skills in the risk-free environment of SOS, and internalize the 7 core concepts taught by students in the academic lessons.



Project X



- Competencies covered
 - Teambuilding
 - Leadership
 - Effective communication
 - Critical Thinking
- Student-built action plans
- Modified rules/constraint ideas
 - Leader views obstacle 30 minutes before show time
 - Flight CC picks teams
 - Points awarded based on time to complete obstacle (extend max time to 20 minutes)
- Debrief, receive feedback, complete experiential loop



4 Project X days/flight (16 total events)
3 Project X POCs/flight
4 events/POC
4 “unassigned POC” problems

The Intellectual and Leadership Center of the Air Force

- We propose retaining Project X with modifications to facilitate an enhanced focus on repeating the experiential HOW loop.
- Each flight will complete a total of 16 Project X challenges spread across 4 different days.
- The 3 Project X student-leaders will lead 1 challenge during each iteration. They will provide an action plan to their Flight CC and lead the debrief process afterwards. There will not be repetition in terms of the challenges each flight will attempt, but there should be modified rules and constraints that require the student-leader to adapt his or her action plan.
- The remaining challenge for each iteration will not have a leader assigned. This will test each flight’s ability to accomplish challenges in situations where there is not a named leader – a scenario that mimics some real world experiences.



FLEX



- Competencies covered
 - Strategy & Doctrine
 - Joint & Combined Relationships
 - Effective communication
 - Teambuilding
 - Leadership
 - Critical Thinking
- Valuable team opportunity to apply air doctrine basics
 - 2 POCs/flight to rotate as JAOCs
- More repetition is necessary
 - Multiple matches for each flight JAOC
 - Test different strategies
 - Points earned contribute to overall flight standing
 - Structured debrief & journals
 - Complete experiential loop and internalize competencies



2 practice matches
3 matches for points
1 FLEX Field Day Tournament for points

The Intellectual and Leadership Center of the Air Force

- We believe that FLEX is a valuable opportunity to apply air doctrine basics. However, as currently incorporated into SOS – the necessary repetition is significantly lacking. With only one practice match and one match for points, the instructor-led debrief largely fell flat.
- Instead we propose 2 practice matches, 3 matches for points, and a culmination FLEX Field Day bracketed tournament to crown the SOS FLEX champion and implement Col Ritchey’s vision of Field Day as an opportunity for decompression at the end of SOS.
- Our proposal will allow two student-leaders to serve as the JAOC and plan their flight’s campaigns for air superiority. The repetition and structured debriefs will allow all to complete the experiential loop and internalize key competencies, including AF doctrine.
- Instead of surmising “well, if we had only had more talented athletes, we might have achieved air superiority more often” – the effective debrief process will require students to identify contributing factors and focus on root causes so that they can adapt their strategy and execution through repeated opportunities to complete the HOW loop.



Team Challenges



- **Competencies covered**

- Effective communication
- Leadership
- Teambuilding
- Critical Thinking
- Strategy & Doctrine
- Values & Ethics

- **Resource-constrained problem-solving exercises**

- Apply academic concepts
- Reward innovation
- Execute more frequently
- Points earned contribute to flight ranking
- Structured debrief
- Complete experiential loop and internalize competencies



10 total team challenges throughout SOS

- 2 negotiation/debate events (2 POCs/flight)
- 2 ADWAR scenarios (2 POCs/flight)
- 6 real-world indoor/outdoor challenges (3 POCs/flight)

The Intellectual and Leadership Center of the Air Force

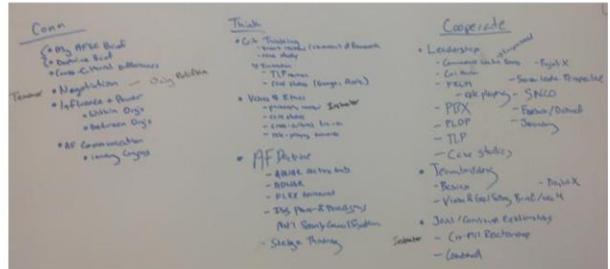
- We propose to significantly increase the remaining number of team challenge opportunities.
- Instead of 1 ADWAR scenario, we would like to see 2. We have assessed that most flights spent more time practicing ADWAR than any other flight challenge. While these practice sessions are valuable for learning the basics of ADWAR – we believe that students will more effectively internalize the concepts if the first ADWAR challenge is prior to the doctrine and strategy academic lessons and briefs – almost a pre-test and post-test structure.
- Next, we would like to add two negotiation and debate events.
- And finally we propose doubling the number of team leadership problem and team challenge events. A key part of these challenges that should change is that the rules should reward innovation.
- Increasing the number of opportunities will allow each student-leader to benefit from the debrief/feedback process and adjust their action plan for their second challenge.



Flight Think Tank Project



- Competencies covered
 - Effective communication
 - Leadership
 - Critical Thinking
 - Teambuilding
- Every Captain needs Think Tank
 - Captains take team approach to strategic thinking back to AF
- Six different strategic problems
 - Senior mentor/SME for each squadron
 - Two 7-person groups/flight
 - Sq/CC awards points to best solutions



Week 1- Individual student BBPs
Week 2- 7-person group briefs in flight
Week 3- Consolidated flight brief to Sq/CC
Week 4- 1 flight brief/Sq to SOC/CC
Week 5- SOC/CC selects briefs for AF leaders

The Intellectual and Leadership Center of the Air Force

- We have been forced to exercise deep critical thought, communicate our radical ideas & cooperate with our team towards a common solution.
- We have applied the concepts we have been learning... received valuable feedback... and grown as individuals and as a team.
- We can personally attest to the power of learning through experience. It is this passion & success that we would like to import to every flight & Captain at SOS so they can all transform into officers who can lead Airmen through the evolving challenges we will continue to face as an Air Force.
- We propose transforming the individual critical analysis project into a group endeavor so that each graduated Captain takes a team approach to strategic thinking back to the Air Force.
- Each squadron would have a different real-world strategic problem to tackle with a senior mentor/SME available in person or by phone to provide feedback to each flight.
- Each flight would be divided into two 7-person groups to mimic the RAND Corporation's own Think Tank construct.
- Each student would be required to submit an individual BBP at the end of week 1 to facilitate the brainstorming process and ensure the best ideas are communicated to the group.
- The two 7-person groups would brief the entire flight at the end of the second week and the flight would then create a consolidated flight brief that would compete against the other flights in their squadron. The squadron CC would award points on a bell curve, with the winning flight briefing the SOC/CC. The SOC/CC would have the option of selecting any number or no briefs to go forward to appropriate AF leaders.
- This project gives our General Officers the ability to tap into the bright young minds in the Air Force and not leave any intellectual capital on the table. Most importantly, Flight Think Tank will offer the opportunity to transform every Captain at SOS into a leader prepared to lead in the 21st Century.
- We considered whether every SOS student would remain motivated to be a valuable member of each Think Tank group, but like it or not, even the less motivated among us remain leaders in our Air Force. To move the Air Force forward, we need to raise the bar for all Captains graduating from SOS.



Additional SOS Components



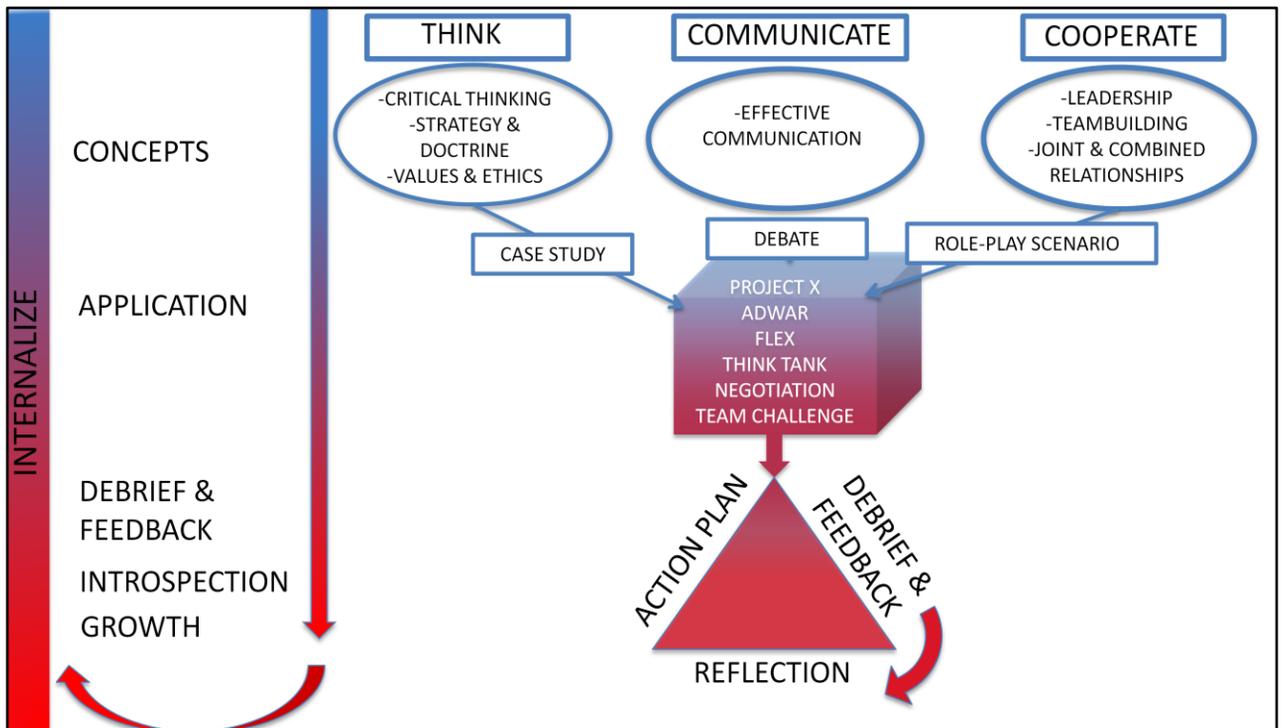
Introspection and Individual Development
Journaling
Personal Leadership Development Plan
Promotion Board Exercise
Optional AFSC-Specific Mentoring

Individual Assignments
"My AFSC Story" brief
"Think Tank" critical analysis BBP
2 student-led academic lessons
"ADWAR" Air Force doctrine brief
Leadership event action plans

Miscellaneous
O-4 Flight Commanders

The Intellectual and Leadership Center of the Air Force

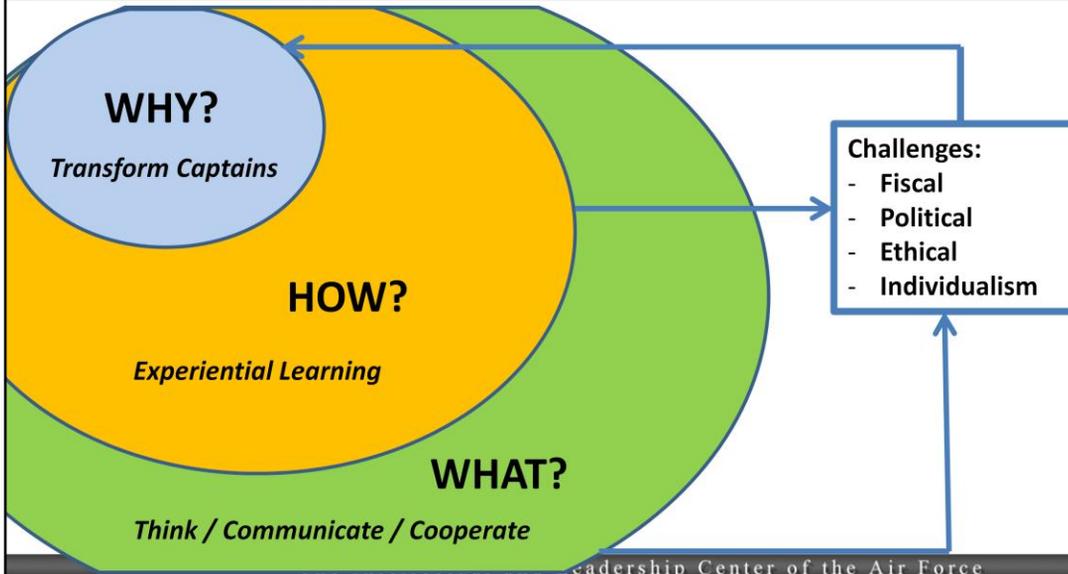
- There are several other lessons and assignments that we believe are valuable for teaching Captains how to think, communicate, and cooperate.
- Completing a Personal Leadership Development in fifth week will provide each student a tangible way to focus on leadership development after graduation
- We thought the promotion board exercise was a very valuable exercise. Coincidentally I received my PRF the day after we had the exercise last week and it was very helpful for me in having a more accurate picture of my own record.
- We have covered most of the individual assignments depicted on this slide but wanted to capture them in one place to emphasize the value we are placing on both individual and team assignments and challenges during SOS.
- Finally, we feel that O-4 Flight CCs will enhance the experience level and credibility of the instructors charged with facilitating academics and the experiential learning process for Captains attending SOS.



- This slide summarizes the vision of Group 1 and our plan to transform the SOS experience.
- The left hand column depicts our modified experiential learning theory learning model – the SOS HOW loop.
- The academic lessons are the foundation and entry point at the top for teaching Captains how to think, communicate, and cooperate.
- The 18 academic lessons cover 7 core concepts that will be practiced in the classroom through case studies and role-play scenarios.
- All concepts will feed into our 6 types of challenges where student-leaders will apply the concepts they have learned through a repetition cycle facilitated by student-developed action plans, debriefs, instructor-provided feedback, and opportunities for structured introspection.
- The end state will be individual and team growth leading to internalization of the core concepts.
- We acknowledge that the current SOS curriculum and construct gets many things right.
- However, we believe that our bedrock proposals of student-led teaching, an effective debrief process, and significant increase in the number of leadership challenges available for each student to apply the concepts learned is necessary to truly make SOS an experiential learning course that graduates Captains who are



Summary



Leadership Center of the Air Force



Questions?

The Intellectual and Leadership Center of the Air Force



Back Up Slides

The Intellectual and Leadership Center of the Air Force

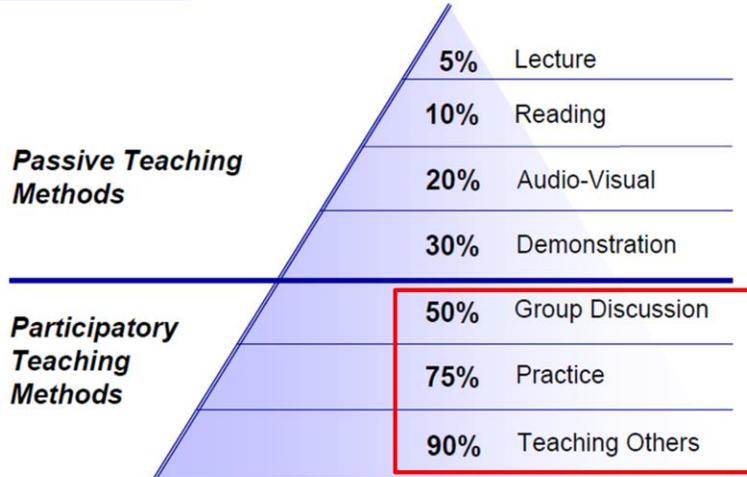


Learning Pyramid



[Back to Academics Slide](#)

Average Retention Rates



Adapted from National Training Laboratories, Bethel, Maine

The Intellectual and Leadership Center of the Air Force



An Effective Debrief



- **Mission & tactical objectives**
 - Identify what we set out to accomplish
- **Information capture**
 - Identify the information available
 - Identify which information is relevant to mission reconstruction
 - Plan for recording relevant information prior to the mission
- **Mission reconstruction & analysis**
 - Develop an accurate, effective & efficient recap of the mission
 - Identify successes, failures, errors & trends
 - Comprehend perception vs. execution vs. decision errors
 - Identify contributing factor(s) & focus on root cause(s)
 - Determine focus points for tangible solutions to the root cause(s)



Adapted from WPS Papers by Maj. Brian Gyovai & Maj. Ronald Hawkins

The Intellectual and Leadership Center of the Air Force



Academics to Cut



Lesson	Rationale
Active Listening	<ul style="list-style-type: none">• Captains are already well-versed in these topics.• Specific lessons are not necessary as these subjects will be required to successfully complete the student-led teaching and presentation requirements.
Communication Basics	
Emotional Intelligence	<ul style="list-style-type: none">• Stand alone lesson is unnecessary. This topic can be incorporated into other lessons.
Wellness	<ul style="list-style-type: none">• This subject is regularly taught during stand down days and unit training. There is no value added to including this lesson in SOS.
Diversity	<ul style="list-style-type: none">• Stand alone lesson is unnecessary. Partially covered in cross-cultural lesson. This topic can be incorporated into other lessons.
JAG	<ul style="list-style-type: none">• It is important for Captains to understand the UCMJ, military discipline, and support available from JAGs. This lesson is better taught by home station JAGs.
Senior Leader Perspective	<ul style="list-style-type: none">• GO perspective provided during lecture series. Career-specific mentoring also available. There is no value-added to this lesson.

The Intellectual and Leadership Center of the Air Force

- Academics in current course we haven't addressed yet:
 - Introspection
 - Research Methods
 - Accountability



DG Program



- Team 1 general agreement on maintaining DG program
- Issues that should be reviewed:
 - Subjective nature of peer and Flight CC evaluation
 - Consider whether each student should nominate 1 fellow student in their flight and provide a written justification (or the best thinker, best communicator, and best cooperater) vice current iGecko system
 - iGecko system requiring ranking of top, middle, bottom third for a number of objectives is still very subjective
 - DG should be tied to objectives of teaching Captains to think/communicate/cooperate
 - Consider proper balance of awarding points for excelling in individual academics and leadership in different experiential events
 - Review whether PT should be a component of DG (i.e. if the AF only requires officers to pass their PT test, should points be awarded to those that excel at PT?)



History of SOS



- 1930's
 - Opportunities rare for formal military education
- 1940's
 - Only select numbers went to the Army AF Staff course
- June 1946
 - Air University activated
- Sept 1950
 - ATS closed

The Intellectual and Leadership Center of the Air Force

1930's: opportunities for formal military education was rare. Staff College was the "mecca" of learning, but only regular officers and Reserve officers could aspire for the course, and of those selected, many failed. Only a select number were then able to go to the Army Air Force Staff Course (1940's).

June 1946: Air University was being activated. Air Tactical School (ATS), Air Command and Staff School, and the Air War College.

June 1950: North Korea invades South Korea and officers are being deployed. Most schools would be consolidated or closed.

September 1950: ATS closed



History of SOS (continued)



- Climate of 1950
 - Lots of changes within military education
 - Nothing formally AVAILABLE or CONSISTENT for a junior officer school to train CGOs to become better officers, leaders and warriors
- Oct 1950
 - First Squadron Officer College Class

The Intellectual and Leadership Center of the Air Force

Take home message of 1950: A lot of changes going on, nothing solid and consistent for a junior officer school. There simply was a need for a solid program to instruct junior officers on how to be better officers, leaders and warriors.

Oct 1950: First SOS class (initially called squadron officer college)



Experiential Leadership



- Goal: Increase the number of experiential leadership opportunities at SOS
 - The best way to develop leadership is to hold a job with leadership responsibilities
 - Gen Omar Bradley
 - Experiential leadership training > classroom training (Hernez-Broom & Hughes 2004; Cronin 2001; Ibarra, Snook & Ramo 2010)
 - An individual is more likely to emerge as a leader for a task if they have acted as a leader on a similar task in the past (Stogdill 1974)
 - USAFA cadet squadron commanders more likely to be promoted to Lt Col (Didier 2012)

The Intellectual and Leadership Center of the Air Force



Lewinian Model



- Concrete experience = Application
 - Here & Now Concrete Examples
- Reflective Observation = Debrief/Feedback
 - Feedback
- Abstract Conceptualism = Introspection/Individual & Team Growth
 - Using what you learn
- Active Experimentation = Internalize Concepts

LEARNING IS A PROCESS!

The Intellectual and Leadership Center of the Air Force

Lewin's Model

Concrete Experiences = emphasis on concrete examples to test abstract ideas. "Personal experience is the focal point for learning." SOS already supports this concept b/c SOS is for captains –it is meant to teach us leadership once we already have these concrete examples in the field. Similarly, personal experience from Project X or a TLP will give us the opportunity to test leadership styles in a controlled environment.

Reflective Observation = feedback is a concept to describe social learning and problem solving process. It provides the basis for a process of goal directed action. Learning is a process. The more frequently we complete a process, the more it becomes engrained. We should take the opportunity to take part in this process as much as possible during SOS.

Abstract Conceptualism =when you take what you learn from feedback processes and assimilate it into an abstract concept

Active Experimentation = utilize these abstract concepts for new action

Concrete Experience = test those new abstract concepts

Above all, learning is a process!



Flight Think Tank



- Groups of 6-7 students tasked to analyze a strategic AF topic under Ft/CC guidance
 - “Cooperative learning promotes higher individual achievements than do competitive approaches or individualistic ones” (Johnson, Johnson & Smith 2008)
 - “Students who work in groups develop an increased ability to solve problems and evidence greater understanding of the material” (Davis 1993)
 - Students reported increased communication and conflict resolution skills from group work (Colbeck, Campbell, and Bjorklund 2000)
 - Positive student outcomes when instructors provide guidance (Bosworth 1994)



Flight Point System



Leadership Challenge	Number of Challenge Opportunities	Total Points (100)
FLEX	3 matches for points (2 each) Final tournament worth 6 points	12 points
Project X	16 total challenges - 1 point each + ½ point for innovation/no penalties/time	24 points
Negotiation	2 negotiations for 6 points each (scale)	12 points
Team Challenges	6 challenges for 3 points each	18 points
ADWAR	2 ADWAR games for 6 points each	12 points
Think Tank	1 brief to Sq/CC for points (bell curve)	12 points
Professional Points	Points deducted from 10 total	10 points

The Intellectual and Leadership Center of the Air Force

FLEX (12 points)

3 matches for points (2 points each)

2 points if you win/ 1 point if team loses by less than 10 points

Final tournament (6 points)

Double elimination/Single elimination if team loses by 10+ points in first game

1 point for every game won

Project X (24 points)

16 total challenges

(12 identified leader/4 unidentified leader)

1 point for each challenge completed

1/2 point for an innovative solution or completing task with no penalties

Negotiation (12 points)

2 negotiations for points

6 points each based on the number and quality of objectives met

Team Challenges (18 points)

6 challenges for 3 points each

2 points based objective met, 1 point for most innovative solution in squadron or achieving mission objective the fastest

ADWAR (12 points)

2 ADWAR games for points

6 points each game based on sliding scale/number of objectives achieved

If the total mission effectiveness is below 65%, zero points will be awarded.

Think Tank (12 points)

Sq/CC awards up to 10 points based on bell curve rack/stack of flight proposals; **2 points** are awarded to overall SOS idea selected and **1 point for 2nd place SOS flight**

Professional Points (10 points)

Same concept as current, but only 10 points



Example Case Studies



Harry Markham's Loyalty Dilemma

<https://mitsloan.mit.edu/LearningEdge/Leadership/HarryMarkhamA/Pages/default.aspx>

- Harry Markham, a investment advisor, is torn about whether to tell the board of the pension fund he is advising that the value of their liabilities are actually much larger than what the actuaries say they are.
- Covers ethics and fiscal issues

Design Thinking and Innovation at Apple

https://hbr.org/product/recommended/an/609066-PDF-ENG?referral=02522&cm_vc=rr_category_page.case_top_carousel

- For several years, Apple has been ranked as the most innovative company in the world, but how it has achieved such success remains mysterious because of the company's obsession with secrecy.
- Covers innovation

IR Theory in Practice Case Study: The Gulf War, 1990-1991

http://global.oup.com/uk/orc/politics/intro/baylis6e/student/cases/baylis6e_case_gulfwar.pdf

- This case study interprets the Gulf War through four different IR theories to include realist and liberal interpretations of the conflict.
- Covers international security environment

GE's Two-Decade Transformation: Jack Welch's Leadership

https://hbr.org/product/recommended/an/399150-PDF-ENG?referral=02518&cm_vc=rr_category_page.case_top_month

- GE is faced with Jack Welch's impending retirement and whether anyone can sustain the blistering pace of change and growth characteristic of the Welch era.
- Covers leadership and change management

		Week 1				
		Mon Day 1	Tue Day 2	Wed Day 3	Thu Day 4	Fri Day 5
800	Course Overview, Expectations & Assignments	Full-Range Leadership (Flt CC-led)	Effective Debrief (Flt CC-led)	Teambuilding Basics	Feedback	
900						
1000		Role Play Scenario	Debrief Exercise	Case Study	Role Play Scenario	
1100						
1200	Lunch	Lunch	Lunch	Lunch	Lunch	
1330	Polifka Lecture (SOC & Sq CCs)	My AFSC Story Briefs	Polifka Lecture (Senior Leader)	Polifka Lecture (Hero/Core Values)	Think Tank BBPs Due (Split Groups & Brainstorm)	
1430	Icebreaker & Course Overview Continued					
1530		Team Challenge 1 (Teamwork Problem)	Team Challenge 2 (Project X)	FLEX Intro (Practice)		
1630		Debrief/Feedback	Debrief/Feedback	Debrief/Feedback		

		Week 2					
		Mon Day 6	Tue Day 7	Wed Day 8	Thu Day 9	Fri Day 10	
800		Professional Communication	Critical Thinking Framework	Innovation	Values & Ethics Philosophy Review	Influence & Power	
900							
1000		Case Study	Team Challenge 3 (Complex Problem) Debrief/Feedback	Case Study	Role Play Scenario	Case Study	
1100							
1200		Lunch	Lunch	Lunch	Lunch	Lunch	
1330		Polifka Lecture (Senior Leader)	Think Tank (Brainstorm)	Polifka Lecture (Core Values)	Team Challenge 6 (Heritage) Debrief/Feedback	Think Tank (Brainstorm, combine both group ideas)	
1430							
1530		FLEX Match 1 Debrief/Feedback	Team Challenge 4 (Project X) Debrief/Feedback	Team Challenge 5 (Innovation) Debrief/Feedback	Available		
1630							

		Week 3				
		Mon Day 11	Tue Day 12	Wed Day 13	Thu Day 14	Fri Day 15
800		Negotiation (Fit CC-led)	Cross-Culture Communication	US Strategy & Doctrine	AF Strategy & Doctrine	International Security Systems
900						
1000		Role Play Scenario	Case Study	Doctrine Debate	Case Study	Case Study
1100			Lunch			
1200		Lunch		Lunch	Lunch	Lunch
1330		Think Tank (Combined ideas, brief Fit/CC)	Team Challenge 8 (ADWAR 1) Debrief/Feedbac k	FLEX Match 2 Debrief/Feedback	Polifka Lecture (Foreign Policy Expert)	Think Tank Briefs to Sq/CC
1430					Team Challenge 10 (Strategic Thinking) Debrief/Feedback	
1530		Team Challenge 7 (Project X) Debrief/Feedback	Team Challenge 9 (Negotiation) Debrief/Feedbac k	Transit		
1630				Polifka Lecture (Ops Lessons)	Mid Term Feedback	

		Week 4				
		Mon Day 16	Tue Day 17	Wed Day 18	Thu Day 19	Fri Day 20
800		Strategic Thinking	Joint Ops	Combined Ops	Civ / Mil Cooperation	Field Day FLEX Tournament Bracket
900			Case Study	Case Study	Case Study	
1000		ADWAR Doctrine Briefs	Case Study	Case Study	Case Study	
1100						
1200			Lunch	Lunch	Lunch	PIZZA!!!!
1330			Polifka Lecture (Ops Lessons)	Polifka Lecture (Mil Perspective)	Team Challenge 12 (USAFA Negotiation) Debrief/Feedback	Field Day Cont'd Debrief/Feedb ack
1430		Lunch	Think Tank (Optional)	Think Tank Briefs to SOC/CC		
1530		Team Challenge 11 (Project X) Debrief/Feedback	FLEX Match 3 Debrief/Feedbac k			
1630						

		Week 5				
		Mon Day 21	Tue Day 22	Wed Day 23	Thu Day 24	Fri Day 25
800		Think Tank Briefs to AU & AF Leaders	Team Challenge 14 (ADWAR) Debrief/Feedback	Combined Ops w/ SNCOs	SOS Wrap Up	Graduation
900						
1000						
1100						
1200		Lunch	Lunch	Lunch	Lunch	
1330		Team Challenge 13 (Outdoor Problem Solving)	Polifka Lecture (Other Agency / Service perspective)	Combined Ops w/ SNCOs	Final Course Feedback (Peer & Flt CC)	
1430						
1530						
1630			Promotion Board Exercise	Polifka Lecture (Senior Leader)		