

DEPARTMENT OF THE AIR FORCE
Thomas N. Barnes Center for Enlisted Education (AETC)
Maxwell AFB, AL 36118

1 Apr 12

NONCOMMISSIONED OFFICER ACADEMY
STUDENT GUIDE

PART I
COVER SHEET

LESSON TITLE: CF01, SUCCESSFUL LEARNING

TIME: 4 Hours

METHOD: Informal Lecture, Guided Discussion

LESSON REFERENCES:

Air Force Manual (AFMAN) 36-2236. *Guidebook for Air Force Instructors*, 12 November 2003.

Bloom, Benjamin S., Max D. Englehart, Edward J. Furst, Walker H. Hill, and David R. Krathwohl. *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain*. New York: McKay, 1956.

Halpern, Diane F. *Thought and Knowledge: An Introduction to Critical Thinking*. New Jersey: Lawrence Erlbaum Associates, 1996.

Hopson, Barrie, and Mike Scally. *Time Management: Conquering the Clock*. California: Pfeiffer & Company, 1993.

Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective Domain*. New York: McKay, 1964.

Mayer, Jeffrey J. *If You Haven't Got The Time To Do It Right, When Will You Find The Time To Do It Over?* New York: Fireside/Simon & Schuster, 1990.

Mayer, Jeffrey J. *Time Management for Dummies*. California: IDG Books, 1995.

McGee-Cooper, Ann and Duane Trammel. *Time Management for Unmanageable People*. New York: Bantam Books, 1994.

University of Northwestern Ohio, Virtual College. *Learning Styles Evaluation*, 14 December 2000.

STUDENT PREPARATION: Read this student guide, complete the Adult Learning Style Profile and scoring sheet, read and be familiar with IDDP scenarios, and complete the homework exercises. Bring student guide and profile to class.

PART IA

STUDENT LEARNING OUTCOME: Students who complete the Successful Learning lesson are better prepared to accomplish all NCOA in-residence coursework as evidenced by their comprehending the concepts of Successful Learning.

COGNITIVE OBJECTIVES: Comprehend successful learning concepts and their impact on individual success throughout the NCOA experience.

TERMINAL COGNITIVE SAMPLES OF BEHAVIOR:

1. Explain how successful learning concepts impact individual success throughout the NCOA experience.
2. Give examples of how successful learning concepts impact individual success throughout the NCOA experience.
3. Predict the impact of applying successful learning concepts throughout the NCOA experience.

ACTIVITY STATEMENT: Fully participate in all discussions and activities.

AFFECTIVE OBJECTIVE: Value the concepts of Successful Learning.

PART IB

ORGANIZATIONAL PATTERN: Topical

LESSON OUTLINE

CONTENT
INTRODUCTION Attention, Motivation, and Overview
MP 1: Time Management's Role In Successful Learning
MP 2: Keys To Successful Learning
MP 3: Levels of Learning
MP 4: Learning Outcomes, Objectives and Samples Of Behavior
MP 5: Teaching Methods
MP 6: IDDP Structured Thinking Process/Critical Thinking
MP 7: Homework Review
MP 8: Leadership Profile Measure
CONCLUSION Summary, Remotivation, and Closure

Part II

Student Reading

One of the academy's most important responsibilities is to deliver course material in a manner that facilitates learning. On the same note, one of your most important responsibilities is to learn all that you can in order to become an even more effective leader. While here at the academy, your success depends entirely on the effort you put forth. Therefore, what follows is information designed to help you have a positive and rewarding learning experience.

This *Successful Learning* guide explains the educational process used to achieve desired levels of learning here at the NCOA. We begin by explaining the importance of time management along with the keys to successful learning. Next, we describe the levels of learning and explain how to use objectives and samples of behavior to help you prepare for class as well as exams. Then we examine teaching methods used here at the academy, provide a few effective study tips, and explain how the course is designed. Next, we introduce you to EPME's structured thinking process called IDDP, which stands for Identify, Differentiate, Determine, and Predict. Finally, we will highlight the institutional competencies used to build the curriculum. With our roadmap in place, let us begin with the time management's role in successful learning.

Time Management's Role In Successful Learning

Most students find the course emotionally, physically, and mentally rigorous and thus quickly discover that time is their most precious resource. The pace is very demanding given the myriad of reading, writing, researching, and speaking assignments that are purposely due one right after the other. Students tell us they experience moderate to severe stress throughout the course and they also say that it takes good time management to cope with the stress.

As the saying goes, "those who fail to plan, plan to fail," so here are a few tips from recent graduates to help you manage your time:

1. Don't be caught off guard—ensure you understand all assignment requirements;
2. Seek clarification early—ask for clarification well ahead of the due date;
3. Know and follow the schedule— always look ahead to prevent surprises;
4. Prioritize—make a list of everything you must accomplish and prioritize the list based on the schedule and your work habits;
5. Get organized— establish a routine for homework, studying, and playing and then stick to it;
6. Budget your time—don't spend so much time working on one assignment that you

neglect the rest of your work;

7. Avoid burnout—do not be afraid to build “no studying” time into your schedule. Constant study leads to stress and fatigue, and can actually lower performance; and
8. Do not procrastinate!

KEYS TO SUCCESSFUL LEARNING

Learning Defined

Though the academic world has many definitions of learning, EPME defines learning as *the process that changes the way people think, feel, or behave*. We know learning has occurred when students miss questions on pretests but get very similar questions correct on final exams.

The Learning Process

1. Do all prescribed pre-class activities:

2. Listen and participate in class:

3. Take notes:

4. Study and Practice:

5. Testing (*formative exercises*):

6. Additional study after formative exercises:

7. Test taking (*Summative Evaluations*):

8. Lifelong learning:

Adult Learning Style Profile

ADULT LEARNING STYLE PROFILE INSTRUMENT

(Adapted from Learning Style Form, developed by Dr. Ray Barsch)

Directions: Read each statement and then circle the number in the appropriate box to indicate your feelings. Work quickly—do not sit and ponder. THERE IS NO RIGHT OR WRONG ANSWER. When finished, follow the instructions for scoring. Answers to each statement helps determine your learning style (visual, auditory, or tactile/kinesthetic). There is no one best learning style; however, each style does have its advantages and disadvantages

COMMENTS	Often	Sometimes	Seldom
1. I remember things better when people tell them to me rather than when I read them.	5	3	1
2. I follow written directions better than oral directions.	5	3	1
3. I like to write things down or take notes for visual review.	5	3	1
4. I bear down extremely hard with pen or pencil when writing.	5	3	1
5. I require oral explanations of diagrams, graphs, or visual directions.	5	3	1
6. I enjoy working with tools (cooking, woodworking, mechanical).	5	3	1
7. I am skillful and enjoy developing and making graphs and charts.	5	3	1
8. I like to learn something new by talking rather than reading about it.	5	3	1
9. I remember best by writing things down several times.	5	3	1
10. I can understand and follow directions using maps.	5	3	1
11. I do better at academic subjects by listening to lectures and tapes.	5	3	1
12. I handle objects (coins, keys, pencils) while studying, reading, and conversing.	5	3	1
13. I learn to spell better by repeating the letters aloud, not by writing them.	5	3	1

14. I understand a news article better by reading it than by listening to the radio.	5	3	1
15. I chew gum, smoke, eat, or drink while studying/working.	5	3	1
16. I remember something best by picturing it in my head.	5	3	1
17. I like to make, build, or create things as I learn.	5	3	1
18. I would rather listen to a good lecture or speech than read about the subject.	5	3	1
19. I am good at working and solving jigsaw puzzles and mazes.	5	3	1
20. I prefer listening to news on the radio or TV rather than reading about it.	5	3	1
21. I like to learn most by building, making, or doing things.	5	3	1
22. I enjoy researching an interesting subject by reading relevant material.	5	3	1
23. I feel comfortable touching others, hugging, handshaking, etc.	5	3	1
24. I follow oral directions better than written directions.	5	3	1
25. I enjoy learning by going places and seeing things.	5	3	1
26. I like to draw, color, sketch, and paint things.	5	3	1
27. I doodle during meetings, lectures, or while listening on the phone.	5	3	1
28. I enjoy listening to music.	5	3	1
29. I like to shape or make things with my hands (clay, ceramics, dough, etc.).	5	3	1
30. I read aloud (or whisper) to myself when trying to understand new written material.	5	3	1

SCORING PROCEDURES

Adult Learning Style Profile

1. Place the point value on the line next to its corresponding item number:

OFTEN = 5 Points		SOMETIMES = 3 Points		SELDOM = 1 Point	
AUDITORY		VISUAL		TACTILE	
Question #	Points	Question #	Points	Question #	Points
1		2		4	
5		3		6	
8		7		12	
11		9		15	
13		10		17	
18		14		21	
20		16		23	
24		19		25	
28		22		27	
30		26		29	
Profile Score Total		Profile Score Total		Profile Score Total	

2. Total each column to arrive at your profile score total under each heading.

3. Write your profile scores (highest, middle, and lowest) on the appropriate lines below.

Highest Score: _____	Middle Score: _____	Lowest Score: _____
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If your score reads something like: Auditory = 30 Visual = 27 Tactile = 20, it indicates you are an auditory learner first, a visual learner second and a tactile learner last. Put another way, you learn best by hearing and/or verbalizing what it is you are trying to learn. When you cannot hear and verbalize what you hear, your BEST mode of learning is being denied you, but you can still learn through the VISUAL and TACTILE modes.

If your score reads something like: Visual = 33 Auditory = 24 Tactile = 19, it indicates you are a visual learner first, an auditory learner second and a tactile learner last. Put another way, you learn best by seeing what is going on. When you cannot see what is going on, your BEST mode of learning is being denied you, but you can still learn through the LISTENING and TACTILE modes.

If your score reads something like this: Tactile = 34 Visual = 27 Auditory = 27, it indicates you are a tactile learner first, a visual learner second and an auditory learner last. Put another way, you learn best by doing. You take notes during class, but rarely have to look at them afterwards. It helps you to recall information when you are moving around or have something in your hand.

Auditory Learners

Auditory learners use hearing to process information. When given a choice, strong auditory learners will sit where they can easily hear the speaker and where outside sounds will not interfere. Some auditory learners will sit to one side, on the side of their strongest ear. Many times, these are the people who find it easier to understand the words from songs on the radio and announcements on public address systems.

Characteristics

- Prefers to hear information
- Has difficulty following written directions
- Has difficulty with reading and writing
- May ***not*** look speakers in the eye, instead may turn eyes away in order to focus more on listening

Learning Tips

- Use audio cassettes or CDs for reading and lectures (when available)
- Participate in discussions, ask questions, and repeat given information
- Summarize or paraphrase written material, and record the information
- Talk to yourself—review the material
- Discuss the material with someone else

Visual Learners

Visual learners need to see the big picture. They may choose a seat where they can see the whole stage or the whole screen. They may like the back seat so everything is out in front, and they can see it all. These are the people who survey the scene, who like to sightsee and who do see the forest despite the trees.

Characteristics

- Needs to see it to learn it—must have mental picture
- Has strong sense of color
- Has artistic ability
- Has difficulty with spoken directions

- Overreacts to sounds
- Has trouble following lectures
- May misinterpret words

Learning Tips

- Use visuals (graphics, films, slides, illustrations, doodles, charts, notes, and flashcards) to reinforce learning
- Use multicolored highlighters to organize notes
- Write directions down
- Visualize words, phrases, sentences to be memorized
- Write everything down; review often

Tactile Learners

Tactile/kinesthetic learners have the need to touch and feel things. That is they want to feel or experience the lesson themselves. Given a choice, strong kinesthetic learners will be right in the middle of the action. These are the people who tear things apart to see how they work and then put them back together without the directions. Tactile learners are the ones who immediately adjust the seat, mirror, radio, and temperature in the car.

Characteristics

- Prefers hands-on learning/training
- Can put a bicycle together without the directions
- Has difficulty sitting still
- Learns better when involved
- May be coordinated and have athletic ability

Learning tips

- Make a model, do lab work, role play, “be the ball”
- Take frequent breaks
- Copy letters and words to learn how to spell and remember facts
- Use a computer
- Write facts and figures over and over
- Read and walk, talk and walk, repeat...

Guide to Student Guides

All student guides use the same basic organization and design.

Part I: This part of the student guide (SG) contains the lesson name, length, method of delivery, references used to develop the lesson, and student preparation. Pay close attention to the student preparation notes because they explain what you need to do to prepare for the classroom and/or auditorium portions of the lesson.

Part IA: This part includes student learning outcomes, the cognitive objectives and their samples of behavior (SOB), and the affective objectives. Pay close attention to the SOBs, they let you know what is evaluated and how it is evaluated.

For example, the cognitive objective “Comprehend Unit Discipline” is at the comprehension level of learning which includes three distinct levels of comprehension: translation, interpretation, and extrapolation. Thus an example of an interpretation SOB might be, “*Explain the relationship between unit discipline, unit morale and mission accomplishment.*” This SOB is asking you to take what you learned from reading materials, stage lectures, and classroom discussions, interpret it well enough to explain the relationship using lesson principles, but in your own words.

On the other hand, an SOB at the extrapolation level might look like this, “*Predict the outcome of actions, decisions, and behaviors involving Rights of the Accused, Preventative Discipline, and Unit Discipline principles in simulated situations.*” In this case you are one level above interpretation because now you describe a future state using lesson principles and, as before, using your own words. Because there is such a fine line between interpretation and extrapolation, you will find it very beneficial to pay close attention to what the SOBs are asking you to do.

Part IB: This part includes the lesson outline which is another way of saying it is a roadmap for key lesson principles.

Part II: This part includes all reading material and homework assignments. The student preparation notes, mentioned earlier, will help you understand what to do with homework assignments. Most of the time you will complete homework assignments out of class, however a few assignments are note takers completed during stage lectures.

Page Numbering System: Page numbers include the module abbreviation, the lesson, the type of document, the page number and, occasionally page numbers indicate a change. Here are two examples:

CF01SG - 2: CF=course foundation, 01=second lesson in the module, SG=student guide, 2=page number

C2_ CF01SG - 27: everything is the same as the above example except the C2_ indicates page 27 has undergone two changes since the lesson’s inception. (*example only*)

With the student guide covered, we would like to offer just a few tips to help you get the most out of your academy experience.

Levels of Learning

All professional military education (PME) courses include cognitive and affective objectives and both types target three levels of learning.

The affective domain is the feeling or internalization component of learning. This means learners assign personal value to the content of the lesson. Knowing the various levels of affective learning, and the affective learning objectives in the NCOA curriculum will help you understand what the Air Force expects of NCOs who complete the course.

Affective Levels of Learning

Receiving is the affective domain's first level of learning. At this level, learners pay attention and actively listen to presentations. Learners may employ selective attending by making an effort to filter out other messages or distractions that threaten to interrupt their reception of lesson material.

Responding is the affective domain's second level of learning. For deeper levels of learning to occur, listening to, or simply receiving a message is not enough. After receiving the intended message, you must do something with it. Therefore, responding involves some sort of action or response, such as complying with an Air Force directive or performing some voluntary action and obtaining satisfaction from it. Responding behaviors, at the highest level, reflect interests and activities that bring personal satisfaction.

Valuing is the affective domain's third level of learning. A person at the valuing level responds to a message or action by assigning some worth or value to them. For example, at first you accept, later prefer, and finally commit yourself to something because of its perceived worth or value. When you value something, you have a deep appreciation for it. Commonly used terms associated with valuing are *attitudes* and appreciation.

Nearly all lessons in the NCOA curriculum have an affective (attitude) component at the **VALUING** level. Achieving the affective learning objectives requires a great deal of involvement on your part. Just acquiring the comprehension and application levels of learning is tough enough, but you may need to privately confront your own perceptions and feelings about ideals the Air Force expects you to value. Ultimately, you need to be willing to discuss your reservations or reluctance, as well as your acceptance and promotion of Air Force policies, both in and out of the classroom. Failure to do so will hold you back from working through critical issues that are foundational to becoming an effective leader. This aspect of internal transformation and development as a leader is expected.

Cognitive Levels of Learning

The cognitive domain is the thinking or reasoning component of learning. In this type of learning, students acquire knowledge by using their mental faculties; this is the type of learning required to become a critical thinker. Understanding the levels of cognitive learning and the cognitive learning objectives used in the NCOA curriculum will help you understand what the Air Force expects of all who graduate from its NCO academy.

Knowledge is the cognitive domain's first level of learning and is very basic. It only requires you to keep, remember, recall, label, recognize, and repeat information you have either heard or read. Although you already possess much knowledge about the subjects discussed in class, your reading assignments provide further information to bolster your knowledge level.

Comprehension is the cognitive domain's second level of learning. There are three levels of leaning within this domain:

1. **Translation:** Putting things in your own words.
2. **Interpretation:** What was the main idea...; Can you distinguish between...; What is the relationship between...
3. **Extrapolation:** What do you think could have happened next...; what can you predict...

At this level, you see relationships, concepts, and abstracts beyond the simple remembering of material. It requires you to demonstrate an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas more thoroughly in order to draw conclusions from, and solve problems using that same information. To demonstrate the comprehension-level of learning, we usually require students to show a relationship between two related concepts. The combining of two or more concepts results in a principle...which you will hear called lesson principles.

Application is the cognitive domain's third level of learning. To demonstrate this level of learning, you must identify lesson principles from among other lesson principles in simulated situations. After identifying the lesson principle, you must then apply your knowledge and comprehension of lesson principles to solve the problem or deal with the issue appropriately and effectively.

The levels of learning build upon each other. You must *know* a subject before you can *comprehend* it. You must *know* and *comprehend* lesson principles before you can *apply* them.

ALL EPME lessons follow this same basic pattern: student reading and homework assignments prepare you for classroom discussions by providing foundational knowledge. That is, the reading generally provides definitions and examples of concepts so you are better prepared to discuss the material and comprehend lesson principles. Comprehension of lesson principles allows you to apply them in simulated situations and when you return

to home station. Come to class fully prepared to participate—it is a firm expectation. In addition, your contributions help your flight mates gain a better understanding of the material. Something you say may help turn on a few light bulbs for other students, so do not hesitate to speak up.

Learning Outcomes, Objectives, and Samples Of Behavior

Student Learning Outcome: These statements explain the behavior NCOs are expected to demonstrate after each lesson. Please note that these statements outline student expectations not instructor performance.

Affective Objectives: Many of the lessons in the NCOA curriculum have an affective (attitude) component. For example, you are expected to know the Air Force Core Values, but as a NCO, you must accept and adopt them as part of your own value system. Affective objectives are utilized in almost all lessons and are written at the **VALUING** level. Reaching these affective learning objectives will require a great deal of involvement on your part. You are not only challenged with acquiring comprehension of the subject, but at times you may need to privately confront your own perceptions and feelings about ideals the Air Force expects you to value. Ultimately, you need to be willing to discuss your reservations or reluctance, as well as your acceptance and promotion of Air Force policies, both in and out of the classroom. Failure to do so will hold you back from working through critical issues that are foundational to becoming the military professional the Air Force needs. This aspect of internal transformation, or development, as a leader is expected, but it is entirely up to you. This is your time to prepare yourself, physically and mentally, for the new roles you will be assuming.

Terminal Cognitive Objectives: These statements explain cognitive learning outcomes and almost always begin with either know, comprehend, or apply.

Terminal Cognitive Samples of Behavior: These statements explain the knowledge, skill, or attitude students are expected to demonstrate at the end of a lesson. You can quickly and easily determine the depth of learning expected by the first word of the statement. For example words like, recall, label, and identify require only rote memory whereas words like describe and explain require you to describe a concept or explain a principle in your own words.

Many EPME lessons require you to demonstrate the interpretation level of comprehension by explaining the relationship between two or more concepts. To do this, you must first thoroughly comprehend both concepts before you can explain how ‘Concept A’ **impacts** ‘Concept B.’ This gets a bit tricky because you may find that ‘Concept A’ can impact “Concept B” positively, negatively, both, or not at all. On the other hand, when ‘Concept X’ **enhances** ‘Concept Y’, the relationship is **exclusively positive**.

Finally, some samples of behavior require you to demonstrate application of lesson principles...the highest level of learning. This means you must use your understanding of

underlying concepts to understand which lesson principle is in play and to solve a simulated problem. You will know you are dealing with application level of learning whenever you see a sample of behavior statement containing the phrase “*apply lesson principles to simulated situations.*”

Sample Test Questions Exercise: Indicate the correct answer by circling a, b, or c.

1. TSgt Shelby listens as the NCOA instructor says, “The course is rigorous so you’ll want to manage your time wisely because your achievements depend entirely on the effort you put forth. Invest time in reviewing lesson objectives and samples of behavior because they help you prepare for in class sessions as well as exams. Although we use various teaching methods to appeal to all learning styles, most students find it takes effective study habits, critical thinking, and effective use of EPME’s structured thinking process to make it through the course.”

The comments **BEST** explain _____ concepts and how they contribute to individual success.

- a. time management
 - b. successful learning
 - c. teaching methods and effective study habits
2. The day before graduating, TSgt Shelby is showing her dad, a military retiree, around the campus when he asks, “What was the hardest part of the course?” Shelby replies, “The schedule was hard at first because I was juggling reading, writing, and homework assignments plus marathon study sessions with my flight. I finally settled into a routine that helped me pay attention in class, take good notes, and actively participate in classroom discussions. However, I would have to say the hardest part for me was the public speaking. Thank goodness, my flight got together to practice all the time.

TSgt Shelby’s comments **BEST** illustrate _____ and how they contribute to individual success.

- a. time management concepts
 - b. study and practice habits
 - c. steps of the learning process
3. While talking with another instructor, TSgt Bright says, “I’m concerned about one of my students, SSgt Shelby. Although she completes all assignments, I wish she would participate more during classroom discussions. I know she takes notes because she shares them with the flight, but she barely passed her briefing evaluations, and that is because the flight helped her practice so much. Although I have seen her study with the flight, most of the time, she studies alone. This morning she failed the formative exercise, by only question, but still, she failed to meet the academic standard. I

counseled her about additional study but I'm not sure she can pass the summative.”

TSgt Shelby's _____ will **MOST** likely result in her being _____.

- a. effective use of the Steps of the Learning Process; successful
- b. ineffective use of the Steps of the Learning Process; unsuccessful
- c. effective use of the IDDP Structured Thinking Process; successful
- d. ineffective use of the IDDP Structured Thinking Process; unsuccessful

Criterion Objectives: Criterion objectives are specialized types of cognitive objectives. They are more specific and are used when greater detail is needed to describe the desired learning outcome. You will find criterion objectives used in all of the student guides for your communication skills assignments. Criterion objectives are broken into three distinct components: conditions, performance, and standards. We will briefly examine each of these.

1. Conditions. Conditions describe the testing environment, to include problems, materials, and supplies that will be included (or specifically excluded) from a measurement situation.

2. Performance. This is observable student behavior, or the product of that behavior, acceptable to the instructor as proof that learning has occurred.

3. Standards. Standards are the qualitative and/or quantitative criteria against which student performance or the product of that performance will be measured to determine successful learning.

Activity Statements: One other type of cognitive objective used at the NCOA is the activity statement. This lesson—CF01, *Successful Learning*—contains an excellent example of an activity statement. You will notice there is not a level of learning defined within the activity statement like there is in normal cognitive objectives. In this lesson, the activity statement says, “*Fully participate in all discussions and activities.*” Therefore, the requirement is simply for you to participate in some way.

Teaching Methods

Informal Lecture

The informal lecture relies on periodic feedback, input from you thus considerable verbal interaction between us is possible, and expected. The delivery style is conversational; we will often directly address one another. I will typically use this method to explain briefly subjects or processes before proceeding with some other activity or method.

Guided Discussion

The guided discussion is an instructor-controlled group process in which students share information and experiences to achieve a learning objective.

In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant. Students are encouraged to learn about the subject by actively sharing information, experiences, and opinions. The flow of communication centers on students, not on instructors. This does not mean the instructor is passive; rather, the instructor must be ready to interject questions, provide interim summaries, and keep the discussion on track.

Most PME lessons begin with an informal lecture to introduce a portion of the content and then transition to a guided discussion to facilitate sharing and spontaneous interaction on the subject. Be prepared for a combination of teaching methods in a single lesson throughout the NCOA course.

Individual Projects

To complete individual projects, you will interact with things, data, or persons as necessary. An important aspect of your progress is feedback *intended to identify areas that need improvement*.

Case Study Analysis

Case studies help bridge the gap between classroom theory and practice. They provide opportunities to apply previously learned concepts and principles to simulated situations.

Some schools teach manual tasks—the *practice* of the job—missile operations or vehicle maintenance, for instance. Usually, the more specific the task, the more closely the school tends to fit training to job requirements. Theory and practice come together. Engine mechanics, for instance, train on actual engines or mock-ups in shops similar to those found on the job.

Some schools teach abstract or mental skills—the *theory* of a job—like strategies for limited warfare or, as here at the NCOA, an aspect of professional military education. In schools where the subjects are abstract, students tend to be less involved with the specific tasks they will encounter later on the job.

Theory and practice may be far apart. Because the NCOA curriculum does not relate directly to Air Force specialty codes, bridging the gap between school concepts and reality is sometimes a challenge. Case studies and lesson-specific scenarios are teaching methods designed to meet this challenge. In the case study, students analyze a simulated, but realistic, situation to achieve an educational objective.

Case studies and scenarios contain common problems encountered by military members. Its greatest value; it presents opportunities for students to apply previously learned concepts and principles to first identify the problem and then solve it. However, gaining the most value from a case study or scenario requires active listening, full participation, and a high degree of maturity on your part.

Case studies and scenarios also help develop critical thinking skills. Diane Halpern, professor of psychology and author of *Thought and Knowledge: An Introduction to Critical Thinking*, says that critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking is described as thinking that is purposeful, reasoned, and goal directed—the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task.

Critical thinking also involves evaluating the thinking process—the reasoning that went into the conclusion arrived at and the kinds of factors considered in making a decision. Critical thinking is valuable to the learning process and is also a characteristic of effective leadership.

Appropriate vs. Effective and Most Effective

While processing case studies and scenarios, you'll hear your instructor ask the following three questions:

Are the characters' actions, decisions, or behaviors appropriate or inappropriate?

Are the characters' actions (decisions or behaviors) effective or ineffective?

Are the characters' actions (decisions or behaviors) most effective?

Many people use appropriate and effective interchangeably. However, when dealing with leadership and management principles, the words mean two very different things.

Appropriate and inappropriate equate to right and wrong, or if you prefer, correct and incorrect. The main thing to remember is there is no degree of right or wrong—no sliding scale. Depending on the lesson principle being discussed, actions, decisions, and behaviors are either appropriate (right) or inappropriate (wrong).

On the other hand, a sliding scale accurately describes degrees of effectiveness that is actions, decisions, and behaviors can be ineffective, least effective, mostly effective, and most effective.

For example, you observe an Airman in uniform, outdoors, and not wearing a hat. According to the lesson principles (*Enforcing Discipline*), you must correct the Airman. Choosing to correct the Airman is the appropriate (correct) decision. Which also makes choosing not to correct the Airman an inappropriate decision...there is no degree of right or wrong...in other words you cannot be more right or more wrong in making the decision to correct or not correct the Airman.

However, in the above scenario, when actually correcting the Airman (corrective counseling), your behavior can range from least effective (a very public verbal reprimand) to most effective (correcting the Airman in private). Note that both behaviors are effective,

that is the Airman puts his hat on. However, in most cases, public verbal reprimands are less effective than private corrections—thus we see a sliding scale of effectiveness.

We can also be ineffective. For example, when conducting corrective counseling we should ensure the counselee completely understands what is expected. Suppose you reprimand the Airman for not wearing his hat, but never actually state you expect him to immediately get his hat and wear it. The Airman could walk away without realizing you want him to get his hat and put it on, thus the counseling is ineffective. How many times have you been in a counseling session where the expected behavior is never actually stated?

Small Group Activities (*Experiential Learning Activities*)

These include small group (2 to 6 students) activities and large group (flight, two or more flights, or entire class) activities. The activities focus on having students work together to achieve specific learning outcomes. Many students are amazed at how much they learn while participating in these fun activities.

Course Modules

The NCOA course consists of 223 hours of curriculum divided into four modules.

Supplemental Curriculum includes course introduction, in-processing, commandant's welcome, flight room, and auditorium orientation. Students hear from local officials and learn about Air University (AU), The Barnes Center for Enlisted Education, and the NCOA's policies, procedures, and course expectations.

Military Professional, woven throughout the course, it includes classroom discussions, Human Performance, Ethical Leadership, Air Force Culture, Airmanship, and Diversity.

Unit Manager includes lessons that focus on organizational management functions, human resource management issues, and leadership challenges that all NCOs face at home station and in deployed and joint environments. The module focuses on helping NCOs drive change and execute missions through the use of effective leadership and management tools.

Operational Airman includes lessons cross-cultural competence, joint organization, joint Warfighter, and the Air Force nuclear enterprise. The module focuses on promoting the notion that the responsibilities of protecting our nation, preventing future conflicts, and prevailing against adversaries require NCOs to fully understand the joint environment and to be prepared to help leadership make informed decisions.

Managerial Communicator includes writing and speaking assignments that focus on expressing ideas clearly, concisely and with impact. NCOs must be able to help leaders make informed decisions on a wide range of topics including morale, discipline, mentoring, well-being, recognition, and the professional development of enlisted members. The module focuses on helping NCOs articulate policies, decisions, and directions that

motivate and inspire others to achieve a common goal while ensuring a free flow of information up, down, and across organizations by encouraging open expression of ideas and opinions.

With course modules covered, it is time to explore the IDDP Structured Thinking Process used here at the NCOA.

IDDP Structured Thinking Process

NCOs spend the majority of their time solving problems, but most of us never give much thought to how we go about it. If we stop and think about it, we solve almost every problem using the same process over and over. First, we identify what's going on, then we decide whether what we see is right or wrong or effective. If we decide what we see is effective, we usually move on to other things. On the other hand, if we decide that what we see is inappropriate or ineffective, we determine what should be done and then take action to correct the situation or fix the problem. We take particular actions because we believe the outcome will be positive.

Now, if you had to describe the above steps using just four words, what four words would you choose? Dr. Hunter, Dean of EPME in the late 90s, chose the words Identify, Differentiate, Determine, and Justify and designed curriculum around these four words, or to be more accurate, these four steps. Later, the word predict was added and the word justify removed as a stand-alone step and added as a sub-step to each primary step.

Dr. Hunter and his team, and deans that followed Dr. Hunter have consistently used the four steps when designing scenarios and case studies. Over the years, it has proven to be a simple method for helping students think through course material in a structured manner. Students who use the process correctly report a much deeper understanding of lesson concepts and principles and thus become more effective leaders.

Using the IDDP Structured Thinking Process

During the classroom session, your instructor will walk you through the IDDP Structured Thinking Process by asking questions associated with each step of the process. The scenarios below are simple training scenarios. The first scenario covers the **IDENTIFY** step only whereas the second scenario covers the entire IDDP process.

Scenario 1: First, you'll be asked to briefly explain what's going on in the first scenario by providing a very brief (30-60 second) synopsis. Then, you'll be asked to name the main character(s) and briefly explain what you know about them. Finally, you'll be asked to identify which traits under the core values' are evident in the scenario. The instructor stops processing the scenario after the **IDENTIFY /Justify** step because the scenario has no actions, decisions, or behaviors to consider.

Scenario 2: Your instructor will begin the scenario with the **IDENTIFY /Justify**

step, but because scenario two includes actions, decisions, or behaviors, the instructor will continue on through the rest of the IDDP process as outlined below.

In the ***DIFFERENTIATE/Justify*** step you'll be asked to make a distinction between actions, decisions, or behaviors that are appropriate/inappropriate, and/or effective/ineffective. If the differentiation is inappropriate or ineffective, you'll move on to the determine step. On the other hand, if the differentiation is appropriate or effective, you'll skip the determine step and go directly to the predict step.

In the ***DETERMINE/Justify*** step you'll be asked to establish a proper course of action based on lesson principles.

In the ***PREDICT/Justify*** step you'll be expected to predict the likely outcomes of the selected course of action. This is where the rubber meets the road. NCOs who grasp the concepts taught in EPME are very effective at solving problems. They are not only able to identify the true problem; they are able to select the most effective course of action because they also fully understand the impact (future outcome) of their decisions.

By now you're probably wondering why the word ***Justify*** follows the verbs identify, differentiate, determine, and predict. Its purpose is to prompt you to justify your answers based on lesson principles. It also helps your instructor assess your level of understanding of the concept or principle under discussion. Finally, it provides an opportunity for you to practice critical thinking. Perhaps an example or two would help clarify this point.

In order to fully understand how to use the IDDP process, you must understand its relationship to lesson principles.

A typical principle statement calls for a relationship between two or more concepts stated in terms of a conclusion. Here is one example of a principle statement:

“Comprehend team building's impact on mission accomplishment”

Did you notice the stated conclusion? The word *impact* implies a relationship exists between *team building* and *mission accomplishment*. However, the statement does not say whether that impact is positive or negative. We do that on purpose to encourage you to examine both sides of an issue.

By the way, we use the following concepts throughout the course to build principle statements:

- 1) NCO Effectiveness, 2) Mission Accomplishment, 3) Unit Effectiveness, 4) Subordinate Performance/Conduct, 5) Team Effectiveness/Performance

Since lesson principles describe the learning outcome, expect to see the above concepts show up in various lessons as part of the lesson's principle statements e.g. “*Comprehend*

the relationship between stress management and subordinate performance/conduct.”

Now, let's look at an example of the IDDP process in action using our stress management principle statement. See figure 1 for a visual representation. Below is an excerpt from the L&M Case Study.

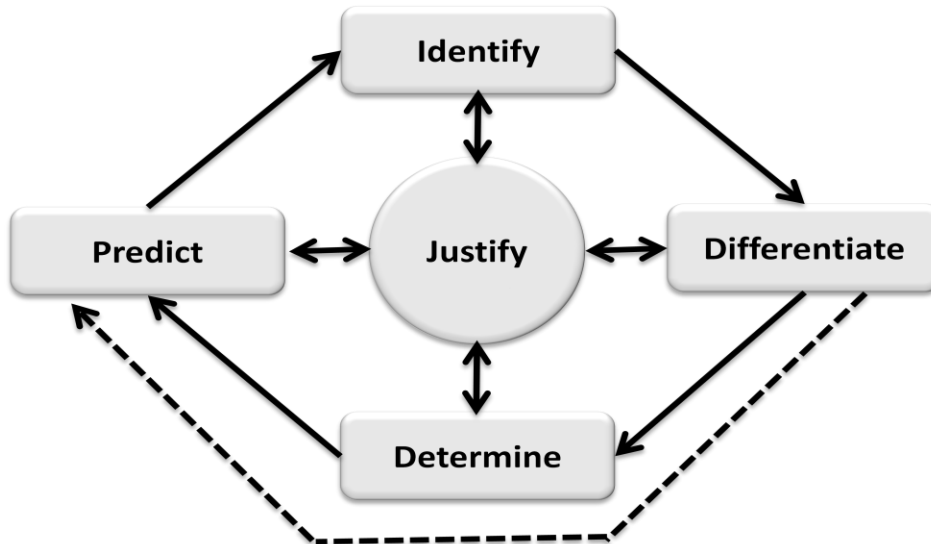


Figure 1 IDDP Model

- 1 SMSgt Williams called White's supervisor, Master Sergeant (MSgt) Browning. MSgt
- 2 Browning told him she had noticed changes in SSgt White's behavior. For example, instead
- 3 of taking a break for lunch, SSgt White ate junk food at his desk while he took call-ins at the
- 4 same time. White had been working late, but never seemed to catch up with his paperwork.
- 5 SSgt White had also criticized the unit and had not attended the last two unit picnics. MSgt
- 6 Browning arranged to meet with SMSgt Williams to talk more about SSgt White.

Here is an example of the IDDP process in action based on the scenario above.

Instructor: What’s going on in this storyline?

Students: SSgt White’s behavior has changed, he seems overworked, and he talks bad about the unit, and avoids unit functions.

Instructor: Who are the main characters and what do we know about them?

Students: SSgt White works in the Demand Processing Unit (DPU) of Base Supply. (We also know from previous paragraph that White has a C/d PPS)
MSgt Browning is SSgt White’s supervisor.

Instructor: What lesson principles are evident in this storyline? (*Identify question*)

Students: Organizational Stress (*Identify answer*)

Instructor: Where do you see organizational stress? (*Continuation of the Identify step*)

Students: On Lines 3 – 5 (*Continuation of the Identify step answer*)

Instructor: Why is that organizational stress? (*Justify question*)

Students: Because SSgt White does not take breaks, eats at his desk while still taking calls and although he works late he never catches up with his paperwork. (*Justify answer*)

At this point, you might think students did a good job of justifying their answer, but upon closer examination, we see they only repeated text from the paragraph.

The question, ‘why is that organizational stress’ is asking students, who identified the statements “*does not take breaks*”, “*eats at his desk while still taking calls*” and “*works late but never catches up with his paperwork*” as stress, to justify why they believe the statements relate to organizational stress. In our example here, the students failed to justify their answer because they did not tie the statements to concepts associated with stress.

Next, we’ll use the same example, but this time we’ll show how to justify answers based on lesson concepts and principles. We’ll pick up the scenario at the question, “Why is that organizational stress?”

Instructor: Why is that organizational stress? (*Justify question*)

Students: (*Justify answers*) In the stress lesson we learned about psychological, physiological, and behavioral symptoms associated with stress. We also learned about overload and role ambiguity.

In this scenario, we see SSgt White eating junk food and taking calls at his desk which are *behavioral symptoms*.

Because SSgt White never seems to catch up his paperwork, he could be experiencing *work overload* which may be caused by unrealistic deadlines,

insufficient training, emotional fatigue, etc. At this point in the case study, we can't say for certain what's causing SSgt White to not complete his work.

Finally, we know SSgt White recently moved to the DPU, he is a C/d, and he may not have enough information to perform all duties satisfactorily, which is an indicator of *role ambiguity*.

Instructor: Nice job. So, given what we've learned so far, what do you think about MSgt Browning's actions concerning SSgt White? (*Differentiate step question*)

Students: Her actions are ineffective? (*Differentiate step answer*)

Instructor: Why do you say ineffective? (*Continuation of Differentiate step question*)

Students: (*Justify step answers*) Because in the stress lesson we learned the first thing we must do is recognize the symptoms of stress and then take action to reduce it or mitigate its effects.

In this scenario we know MSgt Browning notices SSgt White's change in behavior and all of the other symptoms because she tells SMSgt Williams about them. However, rather than discuss the issue with SSgt White she arranges to meet with SMSgt Williams instead.

Instructor: What should MSgt Browning do? (*Determine step question*)

Students: (*Justify step answer*) In the stress lesson we learned about organizational stress management methods such as job redesign, subordinate involvement, personnel job placement, and improving the work environment. MSgt Browning should speak with SSgt White, which is subordinate involvement, to first determine what's causing his stress and then use the appropriate stress management methods to reduce his stress. For example, she may be able to reduce White's workload.

Instructor: (*Predict step question – positive impact*)

Let's assume MSgt Browning follows your advice. What can you **Predict** will be the impact on SSgt White and the DPU?

Student: (*Predict step answer – positive impact*)

According to stress management lesson principles, if she takes action to reduce the organizational stressors, SSgt White's personal situation will improve which will have a positive impact on his health and morale which in turn will improve the quality and quantity of his work. Additionally, his improved performance and morale will have a positive impact on the DPU's overall production and workforce.

Instructor: (*Predict step question – negative impact*)

Well said! Now, let's assume MSgt Browning, who up to this point has done nothing to help SSgt White, decides to ignore your advice, what can you **Predict** will be the impact on SSgt White and the DPU?

Students: (*Predict step question answer— negative impact*)

According to stress management lesson principles, if she does not take action to reduce the stressors causing SSgt White's stress, his personal situation will get worse and as his situation deteriorates so will his performance which will also negatively impact the overall production of the DPU.

For example, unless SSgt White gets some relief from his stress, the quality and quantity of work will continue to suffer. He may begin to experience headaches or backaches, and if his stress continues long enough he could end up losing sleep, having family problems, become depressed, end up with high blood pressure, and even experience a heart attack.

In the above example, students have justified every answer based on lesson principles rather than simply repeating what's in the scenario text. These two examples should give you a good indication of what's expected when using the IDDP Structured Thinking Process.

With that in mind, read the following two scenarios and Successful Learning Case Study and be prepared to discuss them in class using the IDDP process. The scenarios are about the USAF core values.

Training Scenario #1

1
1 While looking over the special duty job advertisement, MSgt Sperrow reads, “Persons
2 performing this duty do what is right even if the personal cost is high. They promote a free flow
3 of information while consistently seeking feedback from all directions. They never act in ways
4 that would discredit the organization and they willingly invite examination of how they do
5 business. In short, they acknowledge their duties and acting accordingly without fail. If you are
6 sobered by the awesome task of defending the Constitution of the United States of America and
7 you want to be part of something much bigger than yourself, apply today.

Training Scenario #2

1 While reading the special duty advertisement, MSgt Sperrow notices TSgt Ware standing in his
2 doorway and asks, “What do you want?” TSgt Ware replies, “Boss, do you have a few minutes
3 to discuss an issue? MSgt Sperrow says, “I have a few minutes, come on in.” After several
4 minutes of heated discussion, MSgt Sperrow reluctantly consents to TSgt Ware submitting his
5 subordinate SrA Brown for the upcoming quarterly awards. Later that month, TSgt Ware sees
6 the quarterly award winners announced via email and is pleasantly surprised to see SrA Brown’s
7 name on the list of winners. He decides to congratulate her in person right away. As he walks
8 up to SrA Brown’s office he sees MSgt Sperrow shaking hands with SrA Brown and then hears,
9 “I’m truly surprised. I had no idea TSgt Ware was considering me.” MSgt Sperrow replies,
10 “Well, he didn’t want to be bothered but with a little arm twisting, I finally convinced him to
11 submit you.” Since MSgt Sperrow and SrA Brown had not seen him yet, TSgt Ware turns and
12 silently walks away.

Successful Learning Case Study

1 As soon as the instructor wrapped up the 3-hour case study lesson and put the flight on break, the
2 flight sergeant TSgt Mosher walked over to TSgt Phillips and said, “You’re usually one of the
3 most talkative members of this flight, but you’ve hardly said a word, what’s wrong?” Phillips
4 replies, “To tell you the truth I’m worried about the test tomorrow.” Concerned, Mosher asks,
5 “Why?” Phillips says, “Because every time the instructor asked, what lesson principles are in
6 the next storyline, everyone seemed able to quickly identify and call out lesson principles while I
7 just sit here completely lost.” Mosher says, “But, you’ve always engaged during lesson
8 discussions.” Smiling, Phillips replies, “Of course, I love telling war stories I always enjoy a
9 good debate. The guided discussions are the best part. However, to tell the truth I prefer
10 discussing to reading so I usually just skim through the reading material.” Mosher inquires, “I
11 noticed you missed our flight’s study session last night, did you forget about it?” Phillips replies,
12 “No I didn’t forget, I just didn’t get back in time.” Mosher asks, “Back?” Phillips explains, “I
13 go home every weekend to give my wife a break from our three little boys. I leave after class on
14 Friday and come back late Sunday. The 4-hour drive is tough but it keeps my wife and kids
15 happy.”

16 TSgt Mosher states, “Well, the entire flight is meeting at 1900 hours to go over the case study
17 one last time. You should come to the session. We go over everyone’s case study notes to be
18 sure we’ve covered all the lesson principles.” Phillips asks, “Case study notes?” Mosher says,
19 “Remember way back to day two when the instructor told us to read the case study after each
20 lesson and, use the IDDP model to make notes about lesson principles?” Phillips responds, “I
21 don’t remember him saying anything about a model. What did you call it?” TSgt Mosher
22 replies, “You know the structured thinking model.” Sounding frustrated, Phillips responds, “I
23 wished he’d write things like that down instead of always just telling us.” Mosher says, “The

24 instructor did say if you had a problem with his teaching style to let him know. Have you
25 discussed with him your wish for him to write things down?” Phillips says, “No.” Mosher asks,
26 “Well, you did read the case study and make notes right?” Handing over his case study, Phillips
27 says, “Sure, but probably not to your level of detail.” Thumbing through the case study, Mosher
28 says, “Dude, there aren’t any notes here! Do you have any other notes?” Phillips responds, “Not
29 really.” Putting on his flight sergeant hat, Mosher asks, “What have you been doing all this
30 time?” Sounding a little defensive, Phillips says, “How am I supposed to take notes when our
31 instructor talks all the time? I wish he’d put notes on the board or use PowerPoint so we can take
32 notes.” Mosher says, “I can’t do anything about the instructor’s teaching style but I can
33 guarantee that if you come to our study session tonight it will help you.” Phillips responds,
34 “Perhaps, what time is the meeting?”

Critical Thinking

Definition of Critical Thinking:

“The art of analyzing and evaluating thinking with a view to improve it; critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and sociocentrism.ⁱ Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.”

Elements of Thought: The three critical attributes of the elements of thought are:

- a. **Analytic Thinking:** To break up a whole into its parts, to examine in detail so as to determine the nature of, to look more deeply into an issue or situation. All learning presupposes some analysis of what we are learning, if only by categorizing or labeling things in one way rather than another.
 - b. **Evaluative Thinking:** To judge or determine the worth or quality of. Evaluation has “a logic” and should be carefully distinguished from mere subjective preference. The elements of its logic may be put in the form of questions which may be asked whenever an evaluation is to be carried out:
 - (1) Are we clear about what precisely we are evaluating?
 - (2) Are we clear about our purpose? Is our purpose legitimate?
 - (3) Given our purpose, what are the relevant criteria or standards for evaluation?
 - (4) Do we have sufficient information about that which we are evaluating? Is that information relevant to the purpose?
 - (5) Have we applied our criteria accurately and fairly to the facts as we know them?
 - c. **Creative Thinking:** The ability to create by having or showing imagination and artistic or intellectual inventiveness (creative writing), and/or the ability to stimulate the imagination and inventive powers
1. **Clarity:** To make easier to understand, to free from confusion or ambiguity, to remove obscurities. Clarity is a fundamental perfection of thought and clarification a fundamental aim in critical thinking. The key to clarification is concrete, specific examples. Questions include:
 - a. Could you elaborate further?
 - b. Could you give me an example?
 - c. Could you illustrate what you mean?

2. **Accuracy:** Free from errors, mistakes, or distortion. Correct connotes little more than absence of error; accurate implies a positive exercise of one to obtain conformity with fact or truth; exact stresses perfect conformity to fact, truth, or some standard; precise suggests minute accuracy of detail. Accuracy is an important goal in critical thinking, though it is almost always a matter of degree. It is important to recognize that making mistakes is an essential part of learning. It should also be recognized that some distortion usually results whenever we think within a point of view or frame of reference. We should always think with this awareness in mind, with some sense of the limitations of our own, the text's, the teacher's, and the subject's perspective. Questions include:
 - a. How could we check on that?
 - b. How could we find out if that is true?
 - c. How could we verify or test that?
3. **Precision:** The quality of being accurate, definite, and exact. The standards and modes of precision vary according to subject and context. Questions include:
 - a. Could you be more specific?
 - b. Could you give me more details?
 - c. Could you be more exact?
4. **Relevance:** Bearing upon or relating to the matter at hand; relevant implies close logical relationship with, and importance to, the matter under consideration. Questions include:
 - a. How does that relate to the problem?
 - b. How does that bear on the question?
 - c. How does that help us with the issue?
5. **Depth:** The intellectual complexity or difficulty of thought. Questions include:
 - a. What factors make this a difficult problem?
 - b. What are some of the complexities of this question?
 - c. What are some of the difficulties we need to deal with?
6. **Breadth:** The range of knowledge and understanding of a particular subject. Questions include:
 - a. Do we need to look at this from another perspective?
 - b. Do we need to consider another point of view?
 - c. Do we need to look at this in other ways?
7. **Logic:** Correct reasoning or the study of correct reasoning and its foundations. The system of principles, concepts, and assumptions that underlie any discipline, activity, or practice. The set of rational considerations that bear upon the truth or justification of any belief or set of beliefs. The set of rational considerations that bear upon the settlement of any question or set of questions. Questions include:

- a. Does all this make sense together?
 - b. Does your first paragraph fit in with your last?
 - c. Does what you say follow from the evidence?
8. **Significance:** the quality of having importance or being regarded as having great meaning. Questions include:
- a. Is this the most important problem to consider?
 - b. Is this the central idea to focus on?
 - c. Which of these facts are most important?
9. **Fairness:** Treating both or all sides alike without reference to one's own feelings or interests. Questions include:
- a. Do I have any vested interest in this issue?
 - b. Am I sympathetically representing the viewpoints of others?

Consider the critical thinking concepts above as you engage in discussions, case studies, scenarios, and study sessions. Because critical thinking is such an integral part of effective leadership, and because it is interwoven throughout the course, students are expected to apply critical thinking at all times.

Air Force Institutional Competencies

Several years ago, SNCOs, NCOs, officers, and civilians from around the Air Force, met in Washington DC for the purpose of developing a set of competencies that apply to Airmen at all levels of the Air Force. Comprised of subject matter experts, this think tank invested thousands of hours in developing the Institutional Competency List (ICL) by drawing from various documents such as AFI 36-2618, Enlisted Force Structure, Air Force Doctrine Document 1-1, the Air Force core values, and the CJCSI 1805.01, to name a few. This monumental effort resulted in the Institutional Competencies List. This list identifies three broad categories (organizational, people/team, and personal) and includes eight specific competencies and 24 sub competencies (see table below).

INSTITUTIONAL COMPETENCIES

ORGANIZATIONAL	PEOPLE/TEAM	PERSONAL
1. Employing Military Capabilities	5. Leading People	7. Embodies Airman Culture
a. Operational and Strategic Art	a. Develops and Inspires Others	a. Ethical Leadership
b. Unit, Air Force Joint and Coalition Capabilities	b. Takes Care of People	b. Followership
c. Non-adversarial Crisis Response	c. Diversity	c. Warrior Ethos
		d. Develops Self

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> 2. Enterprise Perspective <ul style="list-style-type: none"> a. Enterprise Structure and Relationships b. Government Organization and Processes c. Global, Regional and Cultural Awareness d. Strategic Communication 3. Managing Organizations and Resources <ul style="list-style-type: none"> a. Resource Stewardship b. Change Management c. Continuous Improvement 4. Strategic Thinking <ul style="list-style-type: none"> a. Vision b. Decision-making c. Adaptability | <ul style="list-style-type: none"> 6. Fostering Collaborative Relationships <ul style="list-style-type: none"> a. Builds Teams and Coalitions b. Negotiating | <ul style="list-style-type: none"> 8. Communicating <ul style="list-style-type: none"> a. Speaking and Writing b. Active listening |
|--|--|--|

Given the fact that the institutional competency list is the EPME foundational document that drives all EPME curriculums, let us take a closer look at each competency and its corresponding sub-competencies. Keep in mind the descriptions provided are very broad and designed to include all ranks from SrA to General. Put another way, ALS, NCOA and AFSNCOA teach only those knowledge, skills, and attitudes required at their respective levels

ORGANIZATIONAL (broad category)

1. Employing Military Capabilities (competency)

- a. Operational and Strategic Art: This sub-competency requires an understanding of operational and strategic art in conventional, peacekeeping, and homeland defense operations along with an understanding of doctrine and an understanding of the use of innovation and technology in the employment of lethal and non-lethal force.
- b. Unit, Air Force, Joint and Coalition Capabilities: This sub-competency requires an understanding of the capabilities of the Air Force across air, space, and cyberspace and how Air Force capabilities relate to and complement other service capabilities. It also requires an understanding of interdependencies and interoperability across services, agencies, departments, and coalition partners.

- c. Non-adversarial Crisis Response: This sub-competency requires knowledge of the national security implications of peacekeeping operations, humanitarian relief operations, and support to civil authorities, both foreign and domestic. It also requires an understanding of the need for engagement before and after warfighting and crisis response, along with the need for integrated involvement with interagency and multinational partners and the need for multipurpose capabilities that can be applied across the range of military operations.

2. **Enterprise Perspective (competency)**

- a. Enterprise Structure and Relationships: This sub-competency requires an understanding of the organizational structure and relationships between the Air Force, the Department of Defense, Joint Staff, the joint commands, the defense agencies, and other elements of the defense structure. It also requires an understanding of how one's function or unit fits into its parent organization and how one's parent organization relates to its external environment, e.g. supporting and supported organizations, the public, Congress, etc.
- b. Government Organization and Processes: This sub-competency requires an understanding of the essential operating features and functions of the Air Force, DoD, the national security structure, other related executive branch functions, and Congress, to include: leadership and organization; roles of members/committees/staffs; authorization, appropriation and budget processes; acquisition policy and procedures; and interdependencies and relationships.
- c. Global, Regional and Cultural Awareness: This sub-competency requires an awareness of regional and other factors influencing defense, domestic, and foreign policy. It also requires an understanding of foreign cultural, religious, political, organizational, and societal norms and customs.
- d. Strategic Communication: This sub-competency requires the ability to inform and *appropriately* influence key audiences by synchronizing and integrating communication efforts to deliver truthful, timely, accurate, and credible information. It also requires the ability to formulate institutional messages to tell the Air Force story.

3. **Managing Organizations and Resources (competency)**

- a. Resource Stewardship: This sub-competency requires the ability to identify, acquire, administer, and conserve financial, informational, technological, material, warfare, and human resources needed to accomplish the mission. It also requires the ability to implement "best practice" management techniques throughout an organization.
- b. Change Management: This sub-competency requires the ability to embrace, support, and lead change by understanding the change management process, including critical success factors, common problems, and costs. It also requires the ability to perceive opportunities and risks before or as they emerge.

- c. **Continuous Improvement**: This sub-competency requires the ability to originate action to improve existing conditions and processes by using appropriate methods to identify opportunities, implement solutions, and measure impact. It also requires the ability to sustain a commitment to improve processes, products, services, and people while anticipating and meeting the needs of both internal and external stakeholders.

4. **Strategic Thinking (competency)**

- a. **Vision**: This sub-competency requires the ability to take a long-term view and build a shared vision that clearly defines and expresses a future state. It requires the ability to demonstrate innovative and creative insights/solutions for guiding and directing organizations to institutional needs; for formulating effective plans and strategies for consistently achieving goals and maximizing mission accomplishment, and for anticipating potential threats, barriers and opportunities while encouraging risk-taking.
- b. **Decision-making**: This sub-competency requires the ability to identify, evaluate, and assimilate data and information from multiple streams and then differentiate information according to its utility. It also requires the ability to use information to influence actions and decisions, to use analytic methods in solving problems and developing alternatives, to make sound, well-informed and timely decisions despite conditions of ambiguity, risk and uncertainty. Finally, this sub-competency requires the ability to analyze situations critically to anticipate 2nd and 3rd order effects of proposed policies or actions and then establish metrics to evaluate results and to adapt/implement feedback.
- c. **Adaptability**: This sub-competency requires the ability to maintain effectiveness when experiencing major changes in work tasks or environment. It also requires the ability to adjust to change within new work structures, processes, requirements and cultures, while also responding quickly and proactively to ambiguous and emerging conditions, opportunities, and risks.

PEOPLE & TEAMS (broad category)

5. **Leading People (competency)**

- a. **Develops and Inspires Others**: This sub-competency requires the ability to help and motivate others to improve their skills and enhance their performance through feedback, coaching, mentoring, and delegating. It also requires the ability to empower others and guide them in the direction of their goals and mission accomplishment while also inspiring them to transcend their own self-interests and embrace personal sacrifice and risk for the good of the organization and mission.
- b. **Takes Care of People**: This sub-competency requires the ability to put people first by attending to the physical, mental, and ethical well-being of fellow airmen and their families, by creating an environment where Airmen take care of Airmen 24/7, 365 days a year, including leaders, peers and subordinates. It also requires the ability to integrate

wellness into mission accomplishment and to establish work-life balance through time management and by setting clear expectations/priorities.

- c. Diversity: This sub-competency requires the ability to leverage the value of differences in perspectives, approaches, preferences, race, gender, background, religion, experience, generation, thought, and other factors. It also requires the ability to leverage diversity for mission accomplishment, to foster a tolerant environment, to show respect for others regardless of the situation and to treat people in an equitable manner.

6. **Fostering Collaborative Relationships (competency)**

- a. Builds Teams and Coalitions: This sub-competency requires the ability to build effective teams for goal and mission accomplishment and improved team performance. It also requires the ability to contribute to group identity while fostering cohesiveness, confidence, and cooperation. Finally, this sub-competency requires the ability to attend to the interests, goals, and values of other individuals and institutions while also developing networks and alliances that span organizational, service, department, agency, and national boundaries.
- b. Negotiating: This sub-competency requires an understanding of the underlying principles and concepts applied before, during and after a negotiation in order to attain desired mission outcomes while maintaining positive, long-term relationships with key individuals/groups. It also requires the ability to use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people, to anticipate and addresses conflict constructively, to anticipate and to prevent counter-productive confrontations. Finally, this sub-competency requires the ability to persuade and influence others while building consensus, gaining cooperation and effective collaboration.

PERSONAL (broad category)

7. **Embodies Airman Culture (competency)**

- a. Ethical Leadership: This sub-competency requires the ability to promote Air Force Core Values through goals, actions, and referent behaviors and to develop trust and commitment through words and actions. It also requires the ability to hold others accountable for areas of responsibility and personal actions while maintaining checks and balances on self and others.
- b. Followership: This sub-competency requires a comprehension of the essential role of followership in mission accomplishment while providing unbiased advice. It also requires the ability to align priorities and actions toward chain of command guidance for mission accomplishment. Finally, it requires the ability to exercise flexibility and to adapt quickly to alternating role as leader/follower.

- c. Warrior Ethos: This sub-competency requires the ability to demonstrate a hardiness of spirit despite physical and mental hardships – moral and physical courage, Continuously hones their skills to support the employment of military capabilities, Displays military/executive bearing, self-discipline and self-control.
- d. Develops Self: This sub-competency requires the ability to assess one’s self in order to identify personal strengths and developmental needs. It also requires the abilities of seeking and incorporating feedback on one’s performance; of being fully aware of one’s personal impact on others, of continually increasing breadth and depth of knowledge and skills, and of developing life-long learning habits.

8. Communicating (competency)

- a. Speaking and Writing: This sub-competency requires the ability to articulate ideas and intent in a clear, concise, and convincing manner through both verbal and written communication. It also requires the ability to adjust one’s communication approach to unique operational environments and audience needs. Finally, this sub-competency requires the ability to effectively create communication bridges between units, organizations, and institutions.
- b. Active listening: This sub-competency requires the ability to foster the free exchange of ideas in an atmosphere of open exchange while actively attempting to understand others' points of view and to clarify information as needed. Also required is the ability to solicit feedback to insure that others understand messages as they were intended.

That wraps up the reading portion. We believe you will find the information very helpful as you progress through the course. To check your understanding of the material presented, we have provided a few matching, fill-in-the-blank, and true/false exercises below.

HOMEWORK EXERCISES

Matching Exercise #1: Match the sub-competency description from the right column with the corresponding competency in the left column. All answers used only once.

- | | |
|--|---------------------------------------|
| 1. ___ Employing Military Capabilities | a. Adaptability |
| 2. ___ Enterprise Perspective | b. Negotiating |
| 3. ___ Managing Organizations and Resources | c. Global/Regional Cultural Awareness |
| 4. ___ Strategic Thinking | d. Diversity |
| 5. ___ Leading People | e. Active listening |
| 6. ___ Fostering Collaborative Relationships | f. Operational and Strategic Art |
| 7. ___ Embodies Airman Culture | g. Ethical Leadership |
| 8. ___ Communicating | h. Change Management |

MATCHING EXERCISE #2: (To be completed in class) Match the description from the right column with the corresponding key to successful learning in the left column. All answers used only once.

- | | |
|-------------------------------|--|
| 1. ___ Definition of Learning | a. Found in Part I of each lesson |
| 2. ___ Pre-Class Activities | b. include main ideas and supporting details |
| 3. ___ Listen and Participate | c. changes the way a person thinks, feels, or behaves |
| 4. ___ Take Notes | d. sub-competency of Develops Self |
| 5. ___ Study and Practice | e. Review your notes and seek clarification |
| 6. ___ Formative Exercises | f. measure whether students have met the learning objectives |
| 7. ___ Additional Study | g. review notes/ solidify grasp of lesson material |
| 8. ___ Test Taking | h. tuned in” and “actively involved |
| 9. ___ Summative Evaluations | i. Provides feedback about strengths/ weaknesses |
| 10. ___ Lifelong Learning | j. one indicator of how much learning has occurred |

Leadership Profile Measure (LPM-360) on-line Assessment

1. Your Instructor will provide you access to the guide, which contains detailed information for completing the assessment.
2. A link to the survey is located in the first part of the Users' Guide. You **MUST** complete the *individual assessment* by the designated day of training provided by the school.
3. When you log in to take the survey, you will see a screen where you can request supervisor, peer, and subordinate feedback. The *individual* and *supervisor's assessments* are mandatory (peer and subordinate assessments are part of the supervisor assessment).
4. You **MUST** bring your results to class for the fourth hour of the FRLD lesson. You are encouraged to take the assessment and print the results at the school well before the fourth hour of the FRLD lesson. However, you can complete the assessment and print your results at another location.
5. You are prohibited from printing your results by using your unit's resources.

Additional Notes about EPME Tests

1. Expect scenarios to include key terms and definitions associated with the concept of the correct answer, *as well as terms and definitions associated with the concepts used in the plausible distracters*. To be successful on our tests, students must be able to differentiate between the correct answer and the plausible distracters...put another way, our tests clearly separate those who know from those who do not know.
2. Explain questions are just above the knowledge level of learning. To get these questions correct, students need to be able to recognize key terms, phrases, and words (including synonyms).
3. By design, plausible distracters might be partially correct. That is why, with few exceptions, we use the words **MOST** or **BEST** in the problem statement/question. Your challenge is to know the concepts well enough to differentiate between answers that sound correct or that are partially correct and the BEST answer.
4. Give Example (Illustrate) questions are more difficult than Explain questions for three reasons.
 - a. First, scenarios are more than simple explanations of a concept. Although the scenarios still contains key words, terms and –phrases, students must be able to recognize “how the concept is being used” (i.e. interpret).
 - b. Second, unlike most K-12 and college tests, and with few exceptions, *Give Example* (Illustrate) questions only include some elements or steps of a concept. This is why just memorizing steps is not enough; students must understand the supporting information for each concept.
 - c. Third, understanding the supporting information for concepts is also vitally important because *Give Example* and *Predict* test questions use this information in the scenario. However, the words and phrases used are almost never exactly, as they appear in the student guide.

For example, one of the Steps of the Learning Process is “Listen and Participate in Class” (Step 2), but in a scenario, we may use the phrase pay attention as a substitute for listen.
5. To get *Give Example* and *Predict* test questions correct, students need to know all the key words, phrases and supporting information for concept. Then they need to interpret how key words, phrases, and supporting information are used...for example: be able to interpret “*pay attention*” as meaning the same thing as “*listen*.”
6. *Predict* scenarios are written with either a negative or a positive connotation, and sometimes tap into personal values and baggage.
 - a. Question #3 uses a negative connotation and personal values. The instructor indicates concern throughout, while describing the student using 6 of the 8 Steps of the Learning Process. The concern and instructor values are distracters. This instructor is clearly concerned about the student; however, do not let yourself get caught up in the tone of the instructor’s comments. Instead, concentrate on the fact that, despite how the instructor feels, the student accomplished 5 of the 8 Steps of the Learning Process. Given this fact, we know the student *knows what is being tested and how it is tested* (step 5) and that she will work hard (*additional study* - step 6), (hint from her briefing practices) and therefore, will **More than Likely** be successful on the summative exam.

Learning Style Exercise: In the space provided, write in the letter that corresponds to the learning style's characteristics and/or learning tips

V = Visual

A = Auditory

T = Tactile

Characteristics and Tips

LS

1. Difficulty following written directions	
2. May <i>not</i> look speakers in the eye	
3. Has difficulty with spoken directions	
4. Needs to see it to learn it	
5. Has difficulty sitting still	
6. Learns better when involved	
7. Participate in discussions, ask questions, and repeat given information	
8. Discuss the material with someone else	
9. Use multicolored highlighters to organize notes	
10. Write everything down; review often	
11. Role play, "be the ball"	
12. Take frequent breaks	

True or False Exercise: Indicate in the space provided whether the following statements, concerning the IDDP Structured Thinking Process, are true or false.

1. Using IDDP can help NCOs think through and solve problems	
2. IDDP stands for identify, determine, differentiate, and predict	
3. When actions, decisions or behaviors are appropriate and/or effective, you can skip the determine step	
4. Justify is a sub-step of each step of the IDDP Structured Thinking Process	
5. Sometimes, we have only enough information to apply the Identify step of IDDP	

NOTES

¹ Paul, Richard Dr. and Elder, Linda Dr., (2008). The miniature guide to critical thinking: concepts and tools, Fifth edition, Foundation for Critical Thinking Press. Available from: www.criticalthinking.org