AIR FORCE SENIOR NCO
ACADEMY COURSE SYLLABUS

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COURSE DESCRIPTION

Unlike other courses which evaluate one's knowledge and comprehension using end-of- course examinations, this course incorporates in-class exercises as well as performance tasks to assess the students' comprehension of the lesson concepts and principles. The curriculum consists of 4 modules: Mission, Leadership, Problem Solving, and Air Force Culture. Individual lessons are incorporated into these modules. The students' mastery of these modules are measured by the graded assignments. The course can be taught in-residence, or virtually.

The SNCOA program's mission is to Inspire Senior Enlisted Leader Intellectual, Emotional and Strategic Growth.

LEARNING OUTCOMES

- Shape organizational culture by promoting a healthy organizational ethos.
- Lead organizations through problem solving efforts to achieve mission success.
- Anticipate and direct transitions that lead to more effective, agile, and lethal organizations.
- Connect Air and Space organizations and capabilities to Joint Operations.

SCORING MODEL

Instructors evaluate performance tasks for quality and comprehensiveness, and assign student grades using evaluation instruments. Below is a summary of the available academic points and the weight of each in meeting course requirements and completion.

SNCOA Scoring Model and Awards

Assessments	Type	Weight %	Points	Passing Score
Leadership Position Paper	Written Product	25	100	70
Problem Solving Staff Study	Written Product	12.5	50	35
Problem Solving Briefing	Presentation	12.5	50	35

Culture Position Paper	Written Product	25	100	70
Mission Lab	Group Presentation	25	100	70
		100	1000	700

Stratifications: Students will rank their peers 1- (# of students). Only the top 10 will receive points. The points awarded will be determined by the average of their ranking among their peers.

Graduation Score Calculation:
Academic score accounts for 67.5% of the grade
Stratification accounts for 32.5% of the grade

Awards Program
The following EPME Awards are awarded at SNCOA: John L. Levitow, Distinguished Graduate (DG), Academic Achievement, Commandant's Award, and CMSgt Richard L. Etchberger Team Award. Commandants may disqualify any award candidate who fails to exhibit USAF leadership traits and characteristics, professional behavior, military bearing, respect for authority, the highest standards of dress and appearance, or exemplary standards of on- and off-duty performance to include physical fitness standards.

Eligibility:
Students who do not meet minimum passing scores on any of the performance tasks are ineligible for the John L. Levitow, Distinguished Graduate, and Academic Achievement awards. Students with one or more letters of counseling, admonition, or reprimand are ineligible for awards at the commandant's discretion.

Awards:
John L. Levitow Award: This is the highest honor awarded based on performance tasks, peer stratifications, and the capstone exercise. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each SNCOA class will have only one John L. Levitow Award recipient.

Distinguished Graduate Award: This award is presented to the top 10 percent of the class which is determined by performance tasks, peer stratifications, and the capstone exercise.

Academic Achievement Award: This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient.

Commandant's Award: This award is presented to the student who, in the Commandant's judgment, made the most significant contribution to the overall success of the class. The John L. Levitow Award winner is NOT eligible for this award; however, students academically redlined may be eligible.

CMSgt Richard L. Etchberger Team Award: The Chief Master Sgt. Richard L. Etchberger Team Award recognizes the flight most dedicated to academics, physical fitness and community involvement.

SNCOA DETAILED CURRICULUM OVERVIEW

The SNCOA provides professional military education to prepare SNCOs to strengthen organizational culture, lead and manage organizations, solve problems collaboratively, and employ resources in support of Department of the Air Force and joint operations.

The SNCOA is 198 hours of **guided discussion** classroom methodology, **experiential exercises, individual research**, and a **lab**. The Community College of the Air Force (CCAF) grants 5 semester hours for course completion.

Course Hour Breakdown	Hours
Program Orientation:	73
Leadership:	26
Culture:	28
Problem Solving:	31
Mission:	32
Capstone:	8
Total	198

PROGRAM ORIENTATION

Hours: 73 hours

Overview: The purpose of this portion of the course is for students to understand the SNCOA's purpose, policies, procedures, and requirements, participate in fitness, crosstalk with junior officers, remember the fallen, and graduate the course. These activities are not necessarily directly tied to any learning outcomes.

Outcome: N/A

ORIENTATION

Hours: 5
Overview: This is the introductory day of the SNCOA Course and consists of six main points. It is the foundational module for the course and designed to help students adjust to the SNCOA learning environment.
Performance objective: Receive information on the SNCOA's purpose, policies, procedures, and requirements.

COMMANDANT'S TIME

Hours: 17
Overview: Commandant's time is meant for the Commandant or other speakers of opportunity to address the class. Guest speakers can include military leaders at all levels, base agencies and organizations, local community leaders, Air University professors, etc.
Objective: n/a

REFLECTIVE REINFORCEMENT

Hours: 5

Activity statement: Participate in reflective reinforcement of previously learned material.

Purpose of activity: Student learning is improved if they are given "reflection time" in between learning experiences. Reflective Reinforcement provides students the opportunity to pause between learning episodes and process new material. It gives students room to continue a discussion they might have had during the instruction or think of new thoughts that are applicable to what they've just learned. This time allows students' brains the opportunity to make connections between the new material they've just learned and what they already know. Reflective Reinforcement provides students the time to clear their minds in preparation for the next block of instruction.

FITNESS

Hours: 26

Purpose of activity: The primary intent of this activity is to provide students an opportunity to participate in a physical fitness program that is enjoyable, rewarding, and safe. Students with annotated medical restrictions documented on a completed AF Form 422, *Medical Profile* or AF Form 469, *Duty Limiting Condition Report* must adhere to their profile and participate to the level of their abilities.

INDEPENDENT RESEARCH

Hours: 2

Purpose of activity: Students will be allowed to research independently or in small groups in order to complete module and lesson assignments.

COMBINED OPERATIONS

Hours: 8

Activity statement: Participate in crosstalk with junior officers.

Purpose of activity: The primary intent of Combined Operations is to provide students an opportunity to engage with Company Grade Officers in ways that will build and enhance mutual trust, respect, and professional relationships.

WARRIOR DAY

Hours: 4

Activity statement: Based on the times listed on the schedule, students will participate in activities designed to enhance the warrior ethos and promote resiliency. AFSNCOA may develop its own schedule, content, activities, etc. for the time provided.

Purpose of activity: The primary intent of Warrior Day is to provide students an opportunity to focus on remembering and honoring the fallen through a variety of team-building activities.

GRADUATION

Hours: 6

Activity Statement: Students will listen to guest speakers such as former CMSAFs and MAJCOM CCMs, complete end-of-course surveys, receive graduation diplomas and awards, and participate in a retreat ceremony (if SNCOA leadership chooses to have a retreat ceremony).

Purpose: Give students diplomas and motivate students before heading back to their home organizations.

PEER FEEDBACK AND STRATIFICATION

Hours: 0 (completed after duty hours)

Activity Statement: Students will give one another peer feedback based on observed behaviors. Students will utilize the Canvas LMS to provide written feedback to peers, and will stratify their classmates based on a "most-valued member" to "least-valued member" scale.

Purpose: Peer feedback given in the LMS is primarily used to increase a student's self-awareness, while stratification is included in awards calculations within the program.

LEADERSHIP MODULE

Hours: 27

Module Learning Outcome: Lead and direct transitions that lead to more effective, agile, and lethal organizations

Performance Objectives: See individual lessons.

LESSON 1: INTRODUCTION TO LEADERSHIP

Hours: 0 (video completed after duty hours)

Lesson Strategy: Students will watch videos relating to agility and innovation within the Air Force, and then move on to conduct a brainstorming session on what they already know about these concepts. The lesson will culminate with the instructor giving the students a quick assignment overview.

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students for the Leadership module by introducing them to the concepts of innovation and agility, and giving a brief overview of what the graded assignments will entail. The instructor should not be going in-depth on reviewing the assignment, instead giving a quick 3-5 sentence overview of the assignment and then referring the student to the LMS for further details.

Performance Objectives
Know location of graded assignment rubrics and instructions

LESSON 2: INNOVATION AND AGILITY WITHIN ORGANIZATIONAL STRUCTURES

Hours: 4

Lesson Strategy: Students will conduct small group research on a number of organizational structures, and then teaching one another about the concepts they learned. Their research should focus on summarizing the organizational structure, advantages and disadvantages of each structure, and the short and long term affects each structure can have on innovation and agility.

Lesson Purpose/Relevance: After learning the material in class and reflecting, students should evaluate their home unit organizational structure and determine which structure would best lend itself to organizational innovation and agility while still ensuring mission accomplishment.

Objectives:

- Compare and contrast a variety of organizational structures
- Compare and contrast how organizational structures impact innovation and/or agility
- Discuss military organizational structures and how they promote/hinder innovation and/or agility

LESSON 3: EFFECTIVE ONBOARDING AND TRAINING IN ORGANIZATIONS

Hours: 6.5

Lesson Strategy:

Students will begin the lesson by watching a video of Basic Trainees reciting the Airman's Creed and receiving their Airman's coin, discussing how Airmen transition from motivated, energized, hopeful recruits to service members with less motivation as time goes by. Students will then individually examine how their personal onboarding experience has been, determining if the experience was tailored to them as an individual, or if they were treated more like a number. Students will then watch a video of CMSgt Skibitsky discussing Cannon AFB, and discuss the right time for onboarding to truly begin.

Next, students will divide into groups and research best practices re: onboarding. They will then take that information and craft the ideal onboarding process for an Air Force unit, ultimately showcasing that process to their peers.

The class will then watch a TED talk entitled "why we need to treat our employees as thoughtfully as our customers" and discuss common pain points identified in their own onboarding processes upon which they reflected earlier. They'll also talk about what their home units are currently doing, and what they, as SNCOs, can do to eliminate pain points in their organizations. They will discuss commonalities between pain points in both onboarding and training, and compare and contrast ways to eliminate pain points in both.

Lesson Purpose/Relevance:

The purpose of this lesson is to get SNCOs to examine seemingly transparent processes, such as onboarding and training, and realize the effect those processes have on how valued and included unit members feel. Students should realize that investing in unit members as individuals early on in their tenure at the unit will promote their investment back into the unit, ideally bringing forth innovative, creative ways in which to conduct operations, and increasing the organization's lethality.

Objectives:

- Describe effective onboarding practices that promote a sense of worth and motivation in new arrivals
- Design an effective onboarding process tailored to military unit needs that promotes agility and/or lethality
- Discuss best practices in training programs that capitalize on knowledge, skills, and abilities of new arrivals
- Explain the role of a SNCO in building and maintaining effective onboarding and training programs

LESSON 4: INNOVATION, AGILITY, AND LETHALITY

Hours: 4.5

Lesson Strategy: Students will begin the lesson by recalling agile and innovative military actions that have taken place throughout the course of U.S. history, from the revolutionary war to the Global War on Terror and beyond. Students will then watch documentaries highlighting innovative military tactics used by the Doolittle Raiders and in the Battle of IA Drang. They will discuss how innovation and agility allowed the units to become more lethal on the battlefield. The students will then read a number of contemporary articles which discuss how creativity, innovation, agility, and talent management all enable military organizations to be more lethal in the 21st century and beyond. Finally, students will relate all lesson concepts discussed to their home organizations, and discuss how they can foster an environment that encourages creative, innovative, and agile thinking as a means to increasing lethality of the force.

Lesson Purpose/Relevance:

The purpose of the lesson is to tie all of the leadership lessons to lethality, and have the students walk away with the notion that the lessons we teach in the leadership module are not just about optimizing work center performance or agility, but that there is a true warfighting reason as to why we need our military units to be agile and

innovative. Students should understand that military organizations that fail to be innovative and/or agile ultimately lose within the battlespace.

Objectives

- Summarize the relationship between innovation, agility, and lethality
- Identify examples of how innovation and agility increase lethality in home organizations
- Discuss where home organizations can improve innovation, agility, and lethality

LESSON 5: LEADING A MULTI-GENERATIONAL WORKFORCE

Hours: 6

Lesson Strategy: Students will conduct research on how a variety of generations think, behave, and communicate, and teach those ideas to one another. All research for this lesson must be done from peer-reviewed articles to ensure that good scientific data is being used. After teaching one another, students will watch a video and discuss how to balance treating people as individuals with addressing the needs of groups within their organization. Students will then conduct research at home on how to best lead and train members of different generational groups. Students will present their findings in a 15-minute presentation to their peers.

Lesson Purpose/Relevance: Students should be able to levy a variety of methods to better connect with people around their unit. Students should be able to balance how to identify the commonalities that exist between members belonging to the same generation with the needs and abilities of individuals.

Objectives:

- Explain how to lead multiple generations of Airmen within an organization to build a more agile, innovative environment
- Explain how Generation X, Millennials, Generation Z prefer to learn, communicate, and process information
- Discuss ways to balance the needs of individuals with best practices for engaging with groups

LESSON 6: THE REALITY OF CHANGE MANAGEMENT

Hours: 4

Lesson Strategy: Students will begin by independently reading articles on change management issues that often occur within organizations. Next, in small groups, students will synthesize the content gleaned from the individual articles and create a presentation for the rest of the class that shows their findings and provides recommendations on how to best implement the change management concepts within their home units. Students will then watch a TED talk on how leaders can inspire action by integrating the "why" into their work center. Students will individually attempt to explain the "why" of their own home organization, with peers providing feedback on if they are describing "what" they do or "why" they do it. Finally, students will discuss how ensuring people know the vision of their organization can inspire people to buy in to organizational change.

Lesson Purpose/Relevance: Students should be better prepared to deal with the difficulties that come with implementing (or preventing) change within their home organizations.

Objectives:
- Discuss the relationship between common change management barriers and roadblocks
- Recommend courses of action when implementing organizational-level change
- Explain the relationship between knowing an organization's purpose and the ability to influence change

LESSON 7: LEADING AN EFFECTIVE, AGILE, AND LETHAL FORCE

Hours: 1

Lesson Strategy: Students will discuss the main take-aways from each of the lessons presented in the leadership module in a class-wide discussion. They will then discuss how they can leverage those lesson concepts to build more effective, agile, and lethal organizations. They will then watch a TED talk titled "what are you willing to give up to change the way we work?" and discuss, as a class, what they predict they (or people within their home organization) will have to give up in order to create a more innovative, agile, and lethal organization.

Lesson Purpose/Relevance: The purpose of this lesson is for students to recall what they learned within all lessons of the Leadership module and to discuss ways that they can implement the lesson concepts back home in their organizations. They should also recognize that in order to implement many of the concepts discussed

within Leadership, they will have to give up some semblance of control, decision-making, and/or authority. This should be the capstone lesson for the leadership module, as it ties all lessons together.

Objectives:

- Summarize the main concepts discussed within all other Leadership lessons
- Discuss ways to build more effective, agile, and lethal organizations

CULTURE MODULE

Hours: 29

Module Learning Outcome: Shape organizational culture by promoting a healthy organizational ethos

Performance Objectives: See individual lessons.

LESSON 1: INTRODUCTION TO CULTURE

Hours: 0 (video completed after duty hours)

Lesson Strategy: Students will watch videos relating to organizational culture within the Air Force, and then move on to conduct a brainstorming session on what they already know about these concepts. The lesson will culminate with the instructor giving the students a quick assignment overview.

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students for the Culture module by introducing them to the concepts of evaluating and shaping organizational culture, and giving a brief overview of what the graded assignments will entail. The instructor should not be going in-depth on reviewing the assignment, instead giving a quick 3-5 sentence overview of the assignment and then referring the student to the LMS for further details.

Performance Objectives
Know location of graded assignment rubrics and instructions

LESSON 2: SOCIAL MEDIA AND THE ORGANIZATION

Hours: 4

Lesson Strategy: Students will begin the lesson by evaluating the effectiveness of multiple social media posts made by USAF leaders. They will then read articles on

the pros and cons of befriending bosses and subordinates on social media, and discuss their opinions on these topics, as well as identify best practices for SNCOs. Students will then evaluate the impact toxic online cultures have on USAF work centers, potentially evaluating toxic websites live in the classroom. Finally, the lesson will end with a debate on whether or not social media is a boon or a hindrance to production within an organization. All lesson concepts will be linked to how a SNCO can leverage social media to build a culture of trust and respect within an organization.

Lesson Purpose/Relevance: Recognizing the benefits, while being aware of the pitfalls of social media usage, SNCOs will be equipped to leverage this tool to foster a climate of trust and respect in their home units.

Objectives:

- Explain how units can leverage social media to build an environment based on trust and respect
- Identify potential 2nd and 3rd order effects of being connected with subordinates, peers, and supervisors on social media
- Explain positive and negative effects online cultures can have on an organization

LESSON 3: RESILIENCY

Hours: 5

Lesson Strategy: This lesson leverages in-class activities to have students examine multiple resiliency-related incidents that can occur within an organization. Students will share their own experiences, as well as leverage tools on the Air Force resiliency website and SAPR.mil in order to evaluate best methods of presenting, responding to, and recovering from resiliency-related incidents.

Lesson Purpose/Relevance: Students will be armed with a myriad of USAF and DOD-approved and recommended tools to help them lead organizations through resiliency-related incidents.

Objectives:

- Identify potential impacts a resiliency event may have on unit members
- Recommend to leadership COAs in response to a resiliency-related event
- Identify ways to rebuild unit trust and cohesion after a resiliency-related event

LESSON 4: MISSION COMMAND

Hours: 4

Lesson Strategy: Students will divide into groups and research the seven different aspects of mission command and its relation to building a climate of trust and respect amongst members of an organization. Students will then teach each other about the topics they researched in preparation for their outcome-long project, with each group teaching a portion of the seven Mission Command principles.

Lesson Purpose/Relevance: Students should be able to reflect on how they currently operate in their home organization, and identify ways in which they can employ Mission Command in order to enhance unit effectiveness and build trust amongst teams.

Objectives:

- ☐ Explain Mission Command and its six core principles
- ☐ Explain the relationship between Mission Command and a culture of trust and respect
- ☐ Discuss ways to implement Mission Command concepts in home organizations

LESSON 5: ASSESSING AND SHAPING ORGANIZATIONAL CULTURE

Hours: 3

Lesson Strategy: Students will conduct deep research into how to assess and shape organizational culture, to include defining culture, various ways to assess culture, feedback, and ways to shape culture within an org. They will conduct a 4 corners exercise where they discuss all of the above-listed items in small groups, and then together as a classroom. Finally, the lesson will conclude with a wrap-up discussion where students link the lesson concepts to toxic leadership and followership, the role Senior Enlisted Leaders (SELs) play in shaping organizational culture, and how a unit's culture can shape the leaders within the organization. All lesson concepts will link to the concept of building cultures based on trust and respect as organizational leaders.

Lesson Purpose/Relevance: Students will gain the skillsets they need to both evaluate and shape cultures within an organization. Armed with a variety of tools to do this, they will be better prepared to build cultures of trust and respect back in their home organizations.

Objectives:

- ☐ Discuss factors that influence the culture and climate of an organization
- ☐ Explain various ways SNCOs can evaluate the climate of an organization
- ☐ Provide examples of ways SNCOs can shape the culture of an organization

LESSON 6: ETHICS AS AN ORGANIZATIONAL LEADER

Hours: 3

Lesson Strategy: Students will begin the lesson by watching a quick video demonstrating how different people can view the same situation as moral or immoral based on their personal worldview. The class will then divide groups and develop their own definition of "ethics," discussing the different types of ethical decisions they might face as organizational-level leaders. The class will then discuss barriers SNCOs face when making ethical decisions, the effect ethical decision-making by SNCOs has on other ranks, and how people develop their own personal code of ethics.

Next, students will divide into groups and read different ethical scenarios spread throughout the room. Each group will read the scenario and discuss a COA they would take in that specific situation. Students will then rotate and continue reading and discussing scenarios until all students have been exposed to all ethical scenarios in the room. The activity will end with a class-wide discussion on all scenarios, focusing on agreements/disagreements, unintended impacts of decision-making, and balancing personal ethics with those of an organization.
Finally, the class will have a flight-wide discussion on how SNCOs affect the ethical climates of organizations, the relationship between personal and organizational ethics, differing standards of ethics in joint or international environments, and how the students themselves can personally affect the ethical climate of their home units.

Lesson Purpose/Relevance: Students should comprehend how ethical viewpoints vary from person to person, but as organizational leaders we must always strive to make the most ethical decisions possible, as our actions, decisions, and behaviors can have a cascading influence throughout our organizations. By leveraging ethical decision-making, we can build organizations on a foundation of trust and respect.

Objectives:

- ☐ Discuss barriers to making ethical decisions
- ☐ Explain the relationship between ethics and a culture of trust and respect
- ☐ Discuss how SELs can establish an ethical climate to foster trust-based

relationships

LESSON 7: INTRODUCTION TO DEOCS

Hours: 4

Lesson Strategy: Students will familiarize themselves with the Defense Organizational Climate Survey (DEOCS) process by utilizing the authentic resources on www.DEOCS.net. Students will break into 5 groups and each research a phase of the DEOCS process, ultimately presenting their findings to their classmates. Students are mandated to use at least one visual aid directly downloaded from the DEOCS website in their presentations. At home, students will answer a series of questions and use a training DEOCS, to answer the questions and give a group presentation on their research and proposed courses of action.

Lesson Purpose/Relevance: Students will be able to guide and advise commanders who wish to conduct a DEOCS within their unit. By utilizing wholly authentic materials in this lesson from www.DEOCS.net students will have familiarity with where they can go to obtain guidance and visual aides to assist in DEOCS implementation and review in home units. The mandate for students to use visual aids from the DEOCS website is purposeful: students should be exposed to the different visual aids they can use when leading the DEOCS process back home, as many of the aids are meant to build awareness and buy-in to the process.

Objectives:

- Identify where to find resources on preparing, conducting, and evaluating a DEOCS
- Discuss the 5 phases of a DEOCS
- Discuss how a DEOCS can help SELs foster a climate of trust and respect within an organization

LESSON 8: CULTURAL IMPACT OF LEADERSHIP MODELS

Hours: 5

Lesson Strategy: Students will begin by brainstorming the traits of both good and bad leaders under whom they have served during their career. Students will conduct deep research on a number of leadership models, ultimately teaching those models to one another in class. Students will then apply the leadership models to themselves,

identifying their personal leadership strengths and weaknesses in each leadership model presented during the lesson. Students will then conduct roundtable discussions of their personal leadership attributes and give each other advice on how to grow. All the while, students will be linking lesson concepts to the concept of building organizations on the basis of trust and respect.

Lesson Purpose/Relevance: The purpose of this lesson is to expose students to a variety of leadership models, driving them to reflect and decide when and where they personally should be leveraging any of the models in their home organizations in order to build organizations based on a foundation of trust and respect.

Objectives:

- Explain how various leadership models lend themselves to building organizations based on a foundation of trust and respect
- Evaluate when to employ different leadership methodologies
- Identify personal leadership strengths and weaknesses

PROBLEM SOLVING MODULE

Hours: 31

Module Learning Outcome: Lead organizations through problem-solving efforts to achieve mission success.

Performance Objectives: See individual lessons

LESSON 1: INTRODUCTION TO PROBLEM SOLVING

Hours: 3 (informal lecture 1 hour, individual briefs 2 hours)

Lesson Strategy: Students will watch videos relating to the 8-step problem-solving model, and then will be given an overview of all module assignments by their instructor.

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students for the Problem Solving module by introducing them to the concepts of the 8-step problem-solving model based on the model used within the Air Force CPI program, as well as receive an overview of what the graded assignments will entail. The instructor should not be going in-depth on reviewing the assignment, instead giving a quick 3-5 sentence overview of the assignment and then referring the student to the LMS for further details.

Objectives:

☐ Know location of graded assignment rubrics and instructions

LESSON 2: CLARIFY AND VALIDATE PROBLEMS

Hours: 4

Lesson Strategy: Students will begin by brainstorming how they usually determine problems exist within their home units. They will then research four different tools that can be used to clarify and validate problems. In small groups, they will then brief the class on the tool they researched, to include how it can be used in home organizations. Students will then watch a video on SWOT analysis, and then will conduct a SWOT on an USAF-related topic. Finally, students will end the lesson with a guided discussion linking all the tools used in the lesson to problems that exist in home organizations.

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students to begin problems solving efforts by objectively clarifying and validating that problems exist. Without the information from this lesson, subsequent steps in the 8-step problem-solving model cannot be accomplished.

Objectives:

☐ Understand tools that can be utilized to clarify and validate organizational problems
☐ Conduct a SWOT analysis to clarify the current state of an organization

LESSON 3: BREAK DOWN PROBLEMS AND ID PERFORMANCE GAPS

Hours: 6

Lesson Strategy: Students will begin by breaking down the process of making a peanut butter and jelly sandwich to use as a baseline for identifying performance gaps. They will then break into three groups and research a tool that is recommended by the USAF CPI program to break down problems and identify performance gaps. Groups will create a 15-20 minute presentation on the tool and how it can be used by SNCOs, as well as present additional resources they discovered in their studies. Students will then use those tools to conduct a value-stream map of the peanut butter and jelly process they created at the beginning of the lesson. They will then evaluate the value-stream maps created by their peers and provide face-to-face feedback on

how they can improve their process. The lesson will culminate in a guided discussion that links all lesson concepts to USAF organizations. Students will finally be given an hour to research apply the tools and techniques from this lesson and lesson 2 (Clarify and Validate Problems) to a problem in their home organization as their module project.

Lesson Purpose/Relevance: The purpose of this lesson is to prepare students to use tools that can assist in identifying performance gaps that exist within processes. Without the information from this lesson, subsequent steps in the 8-step problem-solving model cannot be accomplished.

Objectives:
- Explain tools that can be utilized to break down problems and identify performance gaps
- Explain how to apply this problem-solving step in home organizations

LESSON 4: SET IMPROVEMENT TARGET

Hours: 4

Lesson Strategy: Students will begin by watching a video on SMART goals. They will then take their peanut butter and jelly process from the previous lesson and expand on it by conducting both ideal state and future state mapping on that process. Students will remain in small groups for this activity. Students will then give a presentation on their ideal and future state maps they have created in this lesson. The instructor will then lead the class in a SMART criteria experiential where students will identify which SMART criteria is missing from specific instructions given by the instructor when being told to do things in the classroom (throw away a piece of paper, switch seats, etc.). The lesson will end with a guided discussion on how to integrate SMART criteria and ideal/future state mapping in their overall module projects.

Lesson Purpose/Relevance: The purpose of this lesson is to teach students all aspects of SMART criteria so that they can be more discerning when solving problems at home station. Future state and ideal state mapping also prepare the student to think about their personal or organization vision, and how their process improvement efforts align with that vision. Without the information from this lesson, subsequent steps in the 8-step problem-solving model cannot be accomplished.

Objectives:
- Conduct Ideal State and Future State Value Stream Mapping

• Give examples of SMART criteria
• Explain how SMART and VSM can aid in setting improvement targets to achieve mission success

LESSON 5: DETERMINE THE ROOT CAUSE

Hours: 7

Lesson Strategy: Students will begin by watching a video on the "5 whys" method of determining the root cause of a problem by examining a problem with the Jefferson Memorial. Students will then be divided into 5 groups and will each research a different methodology that can be used to determine the root cause of problem. Each group will have 220 minutes to research and craft a 15-20 minute presentation for their peers in order to teach them about the methods they researched. After the presentations, students will engage in a guided discussion that link the tools and methods discussed in this lesson to their module projects and problems that exist in their home organizations. Students will then be given an hour to research and apply the tools and techniques learned in this lesson and the previous lesson to their module-long projects.

Lesson Purpose/Relevance: The purpose of this lesson is to teach students how to determine the root cause of a problem, so that they can focus their efforts against those as opposed to symptoms of the root cause. Without the information from this lesson, subsequent steps in the 8-step problem-solving model cannot be accomplished.

Objectives:

• Summarize various root cause analysis tools that assist in problem solving efforts
• Explain how root cause analysis tools can assist in problem solving efforts in home organization

LESSON 6: DEVELOP COUNTERMEASURES

Hours: 4

Lesson Strategy: Students will begin the lesson by watching a video of an aircraft dodging missiles and discuss which countermeasures the aircraft used in order to escape. This will introduce the students to the concept that countermeasures are used against the root cause of a problem, as identified in the previous lesson. Students will

then individually read about a variety of countermeasures available in the 8-step problem-solving method, and develop countermeasures against the root cause of a problem they are working in their home organization. Each student will individually give a 3-minute briefing to answer a series of guiding questions they answered during their research, and will give each other feedback on the feasibility and effectiveness of their countermeasures.

Lesson Purpose/Relevance: The purpose of this lesson is to have students directly apply countermeasures to problems they are facing in their home organization. This should increase transfer of learning and bring relevance to the module.

Objectives:

• Develop countermeasures to root causes of problems affecting home organizations
• Discuss how to build consensus with others by involving all stakeholders appropriately
• Create clear and detailed action plans based on SMART criteria

LESSON 7: SEE COUNTERMEASURES THROUGH

Hours: 1.5

Lesson Strategy: Students will individually research 10 different ways that countermeasures can be implemented. They will then, as a class, take a multiple-choice quiz hosted in the LMS and controlled by the instructor. The quiz will serve as a way to reinforce lesson concepts and build a sense of competition among the students. There are two quizzes, and students and instructors may opt to take both if time allows. Students then spend the remainder of the lesson working on their module projects by applying the concepts learned in the lesson to an issue in their home organization.

Lesson Purpose/Relevance: The purpose of this lesson is to have students understand that creating countermeasures is not enough, and thought must be put into how the feasibility of their implementation.

Objectives:

• Know the tools used to see countermeasures through when solving problems
• Know differences of Rapid Improvement Event, Improvement Project, and Just Do It

LESSON 8: FINAL PROBLEM SOLVING ACTIONS

Hours: 1

Lesson Strategy: Students will watch a 2-minute video of a competitive runner celebrating before finishing his race, ultimately costing him the win. The students will then engage in a class-wide discussion on how to confirm and standardize results and processes after problem-solving actions have been taken.

Lesson Purpose/Relevance: The purpose of this lesson is to have students understand that problem-solving efforts must be standardized and results confirmed, so that the root cause can assuredly be eliminated and problem-solving efforts can cease on a particular project.

Objectives:

• Explain how to compare results against the baseline and targets
• Give examples of methods to standardize successful processes to achieve mission success

LESSON 9: PROBLEM SOLVING WRAP-UP

Hours: .5

Lesson Strategy: Students will have a 30-minute guided discussion over the contents and lessons covered within the problem solving module.

Lesson Purpose/Relevance: The purpose of this lesson is to have students reflect on what they have learned as a result of this module and how to apply it at home station.

MISSION MODULE

Hours: 32

Module Learning Outcome: Connect Air Force and Space Force Capabilities and Organizations to Joint Operations.

Performance Objectives:

- Comprehend the Air Force core missions
- Connect Air Force and Space Force missions to Joint Operations
- Apply mission capabilities to existing and emerging strategic global interests

PART 1: INTRODUCTION AND AIR FORCE CORE MISSIONS

Hours: 1.25

Lesson Strategy: Students will watch an overview of the Air Force as a joint partner, as well as five 2-minute videos on each of the Air Force core mission sets, and then discuss, as a class, which core missions each of their home organizations support most closely.

Lesson Purpose/Relevance: The purpose of this lesson is to have students understand that problem-solving efforts must be standardized and results confirmed, so that the root cause can assuredly be eliminated and problem-solving efforts can cease on a particular project.

PART 2: MISSION LAB

Hours: 30.75

Lesson Strategy: Students will be put into pairs. Each pair of students will be given a strategic theme and topic(s) which they will research for the majority of the week. The students will then spend the rest of the week researching and crafting presentations that must be given at the end of the Mission Lab, with each presentation being 45-60 minutes in length. ALL INFORMATION MUST BE UNCLASSIFIED.

Instructors will conduct a daily check-in with students at the beginning of the duty day for approximately 10-15 minutes, with the remainder of each day allocated to the students to conduct research and build presentations.

Strategy Specifics:

All students will be given a joint military operations primer within the LMS where they can begin their research.

Lesson Purpose/Relevance: The purpose of this lesson is to have students understand the role the Air Force or Space Force plays in the joint environment. Students should be poised to speak intelligently, albeit conversationally, about numerous joint operations around the globe, and how the Air Force and Space Force furthers U.S. interests both at home and abroad. This lesson meets all requirements as mandated by CJCSi 1805.02 for Enlisted Professional Military Education joint items at the Senior NCO level.

CAPSTONE

Hours: 8

Activity Statement: Students will collectively examine all lessons from the course and to create a mind-map for each of the course outcomes. There is no right or wrong answer to their course mind map – rather it will be the class' observed connections amongst all lesson concepts with the final rendition being a complete and true visual representation of their learning throughout AFSNCOA.

Students will then examine all lessons and, after reflecting, construct a personal leadership philosophy, which they will then brief to the class as if they were a guest speaker at an EPME graduation, a new SNCO in a unit, etc.

Purpose: While the activities of the capstone will not be graded, they will give the students an opportunity to create and practice articulating their personal leadership philosophy based on the lessons from within the course. By practicing articulating their philosophy in the safety of an EPME classroom, students will be prepared to better speak about it upon returning to their home unit.

ATTACHMENT 1 (System Requirements)

SYSTEM REQUIREMENTS FOR SNCO ACADEMY

	Minimum	Recommended
Operating System	Windows 8, Mac OSX 10.6, or later	Windows 8.1 or later, latest Mac OSX
Processor	2 GHz processor	2.86 GHz or faster processor
Memory	4 GB of RAM or higher	8 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Wireless	WPA2 Personal Encryption capable (802.1x)	WPA2 Personal Encryption capable (802.1bg)
Internet Browser**	IE10, latest Chrome or Firefox	IE11, Safari 6, latest Chrome Version or latest Firefox Version

Antivirus	Any up to date antivirus
Acrobat Pro	Version 9+
Adobe Acrobat Reader or Adobe Acrobat Pro	Version 9+
Word Processing Program	Any word processing program that will the ability to save documents in PDF format

Mobile Devices

For devices, such as the Apple iPad, Android Tablets, or Windows Slates, it is highly recommended that you bring a keyboard and mouse that will connect to these devices since you will be required to compose several essays. External keyboards or mice will not be provided by the schoolhouse for these devices.

Wireless	WPA2 Personal Encryption capable (802.1x)	WPA2 Personal Encryption capable (802.1x)
Internet Browser	Mobile IE, Safari Mobile (latest), Chrome or Firefox	
Word Processing Program	Any word processing program that will the ability to save documents in PDF format	
Antivirus	Any up to date antivirus	
Adobe Acrobat Reader or Adobe Acrobat Pro	Version 9+	

Government Systems

Government systems should have the Standard Desktop Top (SDC) v3.4 (with Office 2010) with Google Chrome or Firefox installed and the wireless connection turned on prior to coming to the schoolhouse.

Notes:

Headphones/earbuds will be required to complete the course and are not provided by the schoolhouse.

All software, drivers, and updates must be installed prior to arriving at the schoolhouse.

Any system older than 3 years may not have the processing power to work with our current version of the Learning Management System and its components.

Smartphones are not considered a viable method to complete the course. Laptops must have current date and time set.

It is recommended to bring a CAC reader.