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

AIRMAN LEADERSHIP SCHOOL
STUDENT GUIDE

PART I
COVER SHEET

LESSON TITLE: CF02, SUCCESSFUL LEARNING

TIME: 3 Hours

METHOD: Informal Lecture/Guided Discussion

LESSON REFERENCES:

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

Air Force Manual (AFMAN) 36-2647, *Institutional Competency Development and Management,* 25 March 2014

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.

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

Kansas University. *Strategic Instruction Model: Learning Strategies,* April 2009

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 both IDDP training scenarios, the case study and complete the sample test questions. Additionally, students will complete/print online cognitive assessments. Student reading is 13,886 words, approximately 120 minutes of reading.

PART IA

GENERAL LEARNING OUTCOME: Students who graduate from Airman Leadership School are prepared to perform first-level supervisory responsibilities, effectively lead individuals and workcenter teams as evidenced by their comprehension of Successful Learning concepts.

TERMINAL COGNITIVE OBJECTIVE: Comprehend Successful Learning

TERMINAL COGNITIVE SAMPLES OF BEHAVIOR:

1. Define Successful Learning.

2. Explain Successful Learning and/or its impact on student effectiveness.

3. Give examples of Successful Learning and/or its impact on student effectiveness.

4. Predict the impact of Successful Learning on student effectiveness.

AFFECTIVE OBJECTIVE: Value Successful Learning

ASSOCIATED LESSONS: All

PART IB

ORGANIZATIONAL PATTERN: Topical
LESSON OUTLINE

PART IC

CONTENT
INTRODUCTION Attention, Motivation, and Overview

MP 1: Concepts of Successful Learning
  A. Understanding Airman Leadership Student Guides
  B. Time Management's Role in Successful Learning
  C. Keys to Successful Learning
  D. Learning Strategies
  E. Levels of Learning
  F. Teaching Methods
  G. Air Force Institutional Competencies
  H. Airman Leadership School Course Modules

MP 2: Adult Learning Style Profile
MP 3: Student Learning Outcomes, Objectives, and Samples of Behavior
MP 4: Test Item Review
MP 5: IDDP Structured Thinking Process
MP 6: On-line Assessment Instructions
CONCLUSION Summary, Remotivation, and Closure

One of the school'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 you can in order to become an effective leader. While attending an Enlisted Professional Military Education (EPME) course, 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 in EPME. You'll begin by reading about the structure of your Airman Leadership School (ALS) student guides and you'll learn about several concepts relating to successful learning. Next, you will take the Adult Learning Style Profile to see what type of learner you are. Then you will learn about learning outcomes, objectives, samples of behavior, and test questions. You will be introduced to the EPME structured thinking process called IDDP, which stands for Identify, Differentiate, Determine, and Predict. Finally, we will highlight the institutional competencies the Air Force uses to develop EPME lesson plans.

MP 1. CONCEPTS OF SUCCESSFUL LEARNING

A. Understanding Airman Leadership School Student Guides

To start you off on the right foot, let's take a look at the different parts of a student guide. All student guides in EPME use the same basic organization and design. If you are familiar with how your student guides are structured, it will help you stay on track with your studies.

Part I: This part of the student guide 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 terminal cognitive objective(s) and the terminal samples of behavior (SOB), and the affective objective. Pay close attention to the SOBs; they let you know what is evaluated and how it is evaluated.

> An example of a SOB might be, "*Explain Unit Discipline and its impact on subordinate, NCO, Unit and mission effectiveness.*" This SOB is asking you to explain unit discipline in your own words instead of simply recalling the definition of unit discipline. Then you'll have to explain (in your own words) unit discipline's impact on subordinate, NCO, unit and mission effectiveness based upon the lesson concepts.

Part IB: This part includes the lesson outline, which serves as your roadmap for learning key concepts within the lesson.

Part II: This part includes all required reading material and homework assignments. The student preparation notes, mentioned earlier, will help you understand how to

complete homework assignments. Most of the time you will complete homework assignments outside of class; however, some assignments may require in-class work and are highlighted as such.

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

> CF02SG - 4: CF=course foundation, 02=second lesson in the module, SG=student guide, 4=page number

> C2_ CF02SG - 27: everything is the same as the above example except the C2_ indicates page 27 has undergone two changes since the lesson's inception.

Now, let's move on to time management's role in successful learning.

B. Time Management's Role in Successful Learning

Most students find this course emotionally, physically, and mentally rigorous and quickly discover time is their most precious resource. This course will be very demanding on your time. This is a college level course; therefore, you will be busy reading, researching, delivering briefings, and doing homework. Students tell us they experience moderate to severe stress throughout the course. Before you get overwhelmed with the amount of tasks and assignments…remember to step back and make a plan. There are countless time management tips you can use to successfully achieve goals, tasks, and assignments in your life. Making a simple prioritized to-do list is one frequently used time management skill.

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. Read your student guide thoroughly;

2. Seek clarification early—ask for clarification well ahead of the due date;

3. Know and follow the schedule—you are provided with a course schedule during your first day at ALS, use it daily! Know when your assignments are due;

4. Prioritize—make a list of everything you must accomplish and prioritize the list based on the schedule and your work habits. Recognize the difference between "have to" complete and "want to" complete tasks. Here are a couple of examples for you: At ALS you "have to" read and complete assignments while you may "want to" go out to a movie with your classmates. At home you "have to" take care of yourself or family (food, shelter, etc.) while you may "want to" go out to dinner or the mall;

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. Give more time to complex assignments;

7. Avoid burnout—do not be afraid to build "no studying" time into your schedule. Everyone needs a "brain break" now and then. Constant study leads to stress and fatigue and can actually lower performance;

8. Do not procrastinate! People procrastinate for many reasons ranging from lack of interest to fear of failure. You can overcome procrastination by working ahead and setting realistic deadlines. Another great tip that will help you at ALS is to review the Case Study daily and identify lesson concepts from the lessons you learned on that particular day.

When you practice effective time management, you will reap the benefits. Some of the benefits of effective time management include reducing and eliminating stress, getting ahead in your assignments, preventing last minute rushes to complete an assignment, and preventing poor quality work. While time management is critical to your success, it is also important to understand the learning process.

C. 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, and behave."

Elements of the EPME Learning Process

Do all prescribed pre-class activities: Most lessons have a "pre-class" reading assignment intended to prepare you for classroom discussions. Preparation outside of the classroom is important, especially if you are to be successful in answering questions, formulating responses, participating in drafting/editing documents, etc. Take a look at the "Student Preparation" located in Part I of your student guides. All students are "at risk" of being called on to answer questions during guided discussions.

Listen and participate in class: Being attentive and active in classroom discussions is a crucial part of the learning process because it allows you to expand your understanding of the material. Staying tuned in to what your classmates discuss will also allow you to achieve the appropriate level of learning. Sharing your personal experiences as they relate to lesson concepts will aid your understanding of the material.

Take notes: Developing a solid method for taking notes is **absolutely** necessary to master the material covered during ALS. You'll be learning complex leadership, management, and communication concepts; therefore, it is important to start note taking at home the night before the lecture or discussion. Notes can consist of short bullets or keywords. When you are in the classroom, don't try to write down everything that is said. A great tip is to fill in your notes from the night before with examples of lesson concepts that emerge during the guided discussions. Lastly, keep your notes organized so they are easy to reference during your study sessions.

Study and Practice: It is very important to study and practice the concepts you are learning here at Airman Leadership School both individually and in groups. Outside the classroom, it is your responsibility to develop consistent study habits. It is also important to join in with small study groups to review the material. A properly organized study group will help you understand lesson concepts you may not have understood during class. The studying you do alone and in groups will lead you towards properly applying lesson concepts and principles.

The old saying, "Practice makes perfect" is important to your success. At ALS you will experience in-class exercises (practice) and it is important that you continue to practice the things you learn after class. Similar to studying, practicing is an ongoing activity that will further your understanding of the lesson.

Formative Exercise: EPME uses formative exercises to measure learning. They are part of the learning process but are **_not_** part of the evaluation process used for computing graduation scores. There is only one formative exercise given to you before the final exam. This exercise provides you with feedback about your strengths and areas for improvement. Formative exercises are administered under the same conditions as the summative evaluation. Remember, formative exercises are **_exercises in learning_**, therefore passing them is **NOT** a requirement for graduation. This doesn't mean that you shouldn't prepare properly. You must prepare the same way for both the formative exercise and the summative evaluation.

Additional study after formative exercise: Use the feedback from your formative exercise to increase the amount of time you spend studying your weak areas. There is at least one academic day between the formative exercise and summative evaluation. Take advantage of this time to review, study, and practice. Also, use the time to seek clarification on your weak areas if needed.

Test taking (*Summative Evaluation*)**:** The summative evaluation is the measuring stick to determine whether you have met the learning objectives of the ALS curriculum. All test questions come from the learning objectives and samples of behavior which you will learn about later in this reading. The scores you receive on your summative evaluations are **_FINAL_**. The effective preparation you do at the beginning of the learning process will lead to success on the summative evaluation.

Lifelong learning: You've probably had a teacher tell you "Learning is a lifelong process." at one point in your life. Focus on becoming a more effective leader and supervisor by doing your best to comprehend lesson concepts and principles. Test scores are important; however, they are secondary to the expectation your leaders have of you. Your leaders expect you to apply what you learned at ALS when you begin to supervise Airmen back at your duty section.

Students' use of one or more of these elements enhances their effectiveness. However, use of all eight combined with an understanding of what kind of a learner you are will greatly improve your chances of successfully completing this course.

D. Learning Strategies

A learning strategy is a person's approach to learning and using information. Students use learning strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and may fail in school. Learning strategies focus on turning students into active learners. When you know how to learn and how to use what you've learned…you achieve success. More often than not, you'll have to use more than one of the following strategies to enhance your learning experience.

Strategies Related to Reading

Inference Strategy is a set of procedures readers use to comprehend written passages and answer inferential questions (questions that are not answered directly in the text).

Paraphrasing Strategy is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Self-Questioning Strategy helps students create their own motivation for reading. Students create questions in their minds or in writing, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves.

Visual Imagery Strategy is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves.

Word Identification Strategy provides a functional and efficient strategy to help challenged readers successfully decode and identify unknown words in their reading materials. The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following short syllabication (dividing words into syllables) rules.

Strategies Related to Storing and Remembering Information

FIRST-Letter Mnemonic Strategy is a strategy for independently studying large bodies of information that must be mastered. Specifically, students identify lists of information that are important to learn, generate an appropriate title or label for each set of information, select a mnemonic device for each set of information, create study cards, and use the study cards to learn the information.

LINCS Vocabulary Strategy helps students learn a meaning of new vocabulary words using powerful memory enhancement techniques. Strategy steps cue students to use visual imagery, associations with prior knowledge, and key-word mnemonic devices to create study cards and to study the cards to enhance comprehension and recall the concept. (See Attachment 1 for example)

Paired Associates Strategy is designed to help students learn pairs of informational items, such as names and events, places and events, or names and accomplishments. Students identify pairs of items, create mnemonic devices, create study cards, and use the study cards to learn the information.

Word Mapping involves breaking words into their structural parts (any of the minimal grammatical units of a language, each constituting a word or meaningful part of a word, that cannot be divided into smaller independent grammatical parts such as the prefix, suffix or root); attaching meaning to each word part; making a prediction about the meaning of the unknown word based upon the meaning of each part; and checking the dictionary for the definition. (See Attachment 2 for an example)

Test-Taking Strategy

The Test-Taking Strategy is designed to be used while taking classroom tests. Students allocate time and priority to each section/question on the test, they carefully read and focus on important elements in the test instructions, recall information by accessing mnemonic devices, systematically and quickly progress through the test, make well informed guesses,

check their work, and take control of the testing situation. EPME tests are purposely designed to test your comprehension of course material in a way that clearly separates students who know and comprehend the material from students who do not know the material. Test design also eliminates the usefulness of many non-value *Test-Taking Strategies* that students, who do not know the material, depend on to pass exams.

<u>**Two examples below are strategies that students should not rely on when testing:**</u>

<u>Word Association</u>: This strategy involves matching words, statements, and phrases from the scenario/problem statement with one of the alternatives. Students who rely on this strategy will usually select the wrong answer because EPME tests use word-association to describe the right answer and to distract. Therefore, only students who truly comprehend the concept will be able to differentiate between the correct answer and the plausible distracters.

<u>Grammar/Spelling</u>: This strategy involves looking for grammar and/or spelling errors. Here is an example:

> SrA Sheldon's actions **BEST** describe an:
>
> a. Initial feedback
> b. Performance feedback
> c. Corrective feedback

Did you catch the mistake? Proper grammar requires use of "an" before words that begin with a vowel and the use of "a" before words that begin with a consonant. Given this rule, and assuming the institution demands proper grammar, the only possible answer to this question is alternative 'a'.

<u>**E. Levels of Learning**</u>

All enlisted professional military education (EPME) 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 EPME will help you understand what the Air Force expects of you upon completion of 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. At this level, learners do not assign value to the 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. At this level, although learners may take satisfaction in how they answer a question or perform an action, they still have not assigned value to the material.

Valuing is the affective domain's third level of learning. A person at the valuing level responds to messages or actions 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 EPME 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 EPME curriculum will help you understand what the Air Force expects of all who graduate from its EPME courses.

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 learning 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. The Terminal SOBs are examples concepts

combined to form a principle. "Give examples of *Unit Discipline (concept #1) and/or its impact on mission effectiveness (concept #2).*

Application is the cognitive domain's third level of learning. To demonstrate this level of learning, you must identify lesson concepts from among other lesson concepts in simulated situations. After identifying the concepts, you must then apply your knowledge and comprehension of those concepts 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 concepts 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 and comprehend the material. Comprehension of lesson concepts allows you to not only apply them in simulated situations in EPME, but also apply them upon returning to home station. Come to class fully prepared to participate—it is a firm expectation. In addition, your contributions (personal examples, experiences, and understanding) 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.

F. Teaching Methods

Informal Lecture

The informal lecture relies on periodic feedback from students, therefore considerable verbal interaction between students and instructors is possible, and expected. The delivery style is conversational and is often used to explain subjects or processes before proceeding with some other activity or method.

Guided Discussion

The guided discussion is a facilitated process in which students share information and experiences to achieve a learning objective. During guided discussions, instructors ask questions designed to prompt students to interact while refraining 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 is student centered. 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 EPME 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.

Individual Projects

To complete individual projects (activities, exercises, performance evaluations, etc.), you will interact with things, data, or people as necessary. An important aspect of your progress is constructive, clear and concise 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.

EPME curriculum does not relate directly to Air Force specialty codes; therefore, bridging the gap between school concepts and reality is sometimes a challenge. Case studies and lesson-specific scenarios help students to bridge the gap. In the case study, students analyze a simulated, but realistic situation to achieve an educational objective. Additionally, case studies and scenarios contain common problems encountered by military members. They present opportunities for students to apply previously learned concepts and principles to first identify the problem and then to solve it. However, gaining the most value from a case study or scenario requires active listening, full participation, and a high degree of maturity.

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 critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. Critical thinking involves evaluating one's thinking process—the reasoning that went into the conclusion and the kinds of factors considered in making a decision. Critical thinking 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 characters' actions, decisions, or behaviors appropriate or inappropriate?

> Are characters' actions, decisions, or behaviors effective or ineffective?

> Are 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 concept/principle being discussed, actions, decisions, or behaviors are either appropriate (right) or inappropriate (wrong).

> On the other hand, a sliding scale accurately describes "*degrees of effectiveness*" i.e. actions, decisions, or behaviors can be ineffective, least effective, somewhat effective, mostly effective, and most effective (similar to the ratings of an operational readiness inspection…unsatisfactory, marginal, satisfactory, excellent, and outstanding).

For example, you observe an Airman in uniform, outdoors, and not wearing a hat. According to the lesson (*Standards and 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, 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, i.e. the Airman puts his hat on. However, in most cases, public verbal reprimands are less effective (in both the short and long term) than private corrections—therefore 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, therefore 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.

G. 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 Volume 2, *Leadership*, the Air Force Core Values, and the CJCSI 1805.01, to name a few. This great 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).

ORGANIZATIONAL	PEOPLE/TEAM	PERSONAL

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

Response d. Leverage Technology	c. Diversity	d. Develops Self
2. Enterprise Perspective a. Enterprise Structure and Relationships b. Government Organization and Processes c. Global, Regional and Cultural Awareness d. Strategic Communication	6. Fostering Collaborative Relationships a. Builds Teams and Coalitions b. Negotiating	8. Communicating a. Speaking and Writing b. Active listening
3. Managing Organizations and Resources a. Resource Stewardship b. Change Management c. Continuous Improvement		
4. Strategic Thinking a. Vision b. Decision-making c. Adaptability		

Institutional Competencies – A Detailed Examination

Given the fact that the institutional competency list is the EPME foundational document that drives all EPME curricula, let's 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.

   d. Leverage Technology**:** This sub-competency recognizes how technology improves AF Warfighting and capability and interoperability with joint, coalition, interagency, and non-governmental organizations.

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. <u>Develops and Inspires Others</u>: 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. <u>Takes Care of People</u>: 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. <u>Diversity</u>: 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. <u>Builds Teams and Coalitions</u>: 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. <u>Negotiating</u>: 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. <u>Ethical Leadership</u>: 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. <u>Followership</u>: 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 the alternating role of leader/follower.

    c. <u>Warrior Ethos</u>: 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. <u>Develops Self</u>: 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. <u>Speaking and Writing</u>: 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. <u>Active listening</u>: 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.

H. Airman Leadership School Course Modules

All EPME courses consist of a certain number of hours that target specific learning outcomes. All EPME courses have the following modules based on learning outcomes published by Air University. (Note: Some levels of EPME use different names. For example, the ALS level uses Expeditionary Airmen in place of Joint Warfighter used at the AF SNCO Academy.)

Course Foundation familiarizes students with the educational processes used to achieve desired levels of learning. Students take charge of their own learning by reading the student guide, completing self-awareness instruments, completing homework assignments and applying the information to gain as much as possible from the course.

Supplemental Curriculum includes course introduction, in-processing, commandant's welcome, and flight room and auditorium orientations. Students learn the individual school policies, procedures, and course expectations.

Profession of Arms, woven throughout the course, includes classroom discussions, fitness, drill and ceremony, and guest speakers. At ALS, your Professional Airmen lessons

address this module.

Leadership and Management includes lessons that focus on organizational management functions and human resource management issues that all Airmen face at home station and in deployed and joint environments. At ALS, your Supervisor of Airmen lessons address this module. This module focuses on helping NCOs solve problems, drive change, and execute missions using effective leadership and management tools.

Joint Warfighter includes lessons on policy, strategy and doctrine, cross-cultural competence, and joint organization and planning. At ALS, the Expeditionary Airmen lessons address this module. This module focuses on promoting the fact 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. These lessons will give you the knowledge and awareness of the Joint Environment.

Communication includes written and performance based (verbal communication) 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. You'll have one communication lesson at ALS titled Supervisory Communication to address this module.   This 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.

Now that we've covered what it takes to be successful at learning, let's move on to the Adult Learning Style Profile. Take a few moments to complete the questionnaire on the next page. The Learning style profile will tell you what type of learning style(s) you prefer.

MP 2. 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:_____

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's 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 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.

Take some time to review the characteristics and learning tips for the different types of learners.

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…

MP 3. STUDENT LEARNING OUTCOMES, OBJECTIVES AND SAMPLES OF BEHAVIOR

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

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

Terminal Cognitive Samples of Behavior: These statements explain the knowledge, skill, or abilities students are expected to demonstrate at the end of a lesson. Because they

usually begin with *Explain*, *Give example*, or *Predict*, you can easily determine the depth of learning expected. As mentioned earlier, explain is simply describing a concept in your own words whereas predict is describing a future state.

Many EPME lessons require you to demonstrate comprehension by explaining the relationship between two or more concepts. To do this, you must first understand both concepts and then you can explain how 'Concept A' **impacts** 'Concept B.' Students with a solid grasp of the material can explain how 'Concept A' impacts 'Concept B' positively, negatively, both, or not at all. They can also explain why the impact is sometimes **exclusively positive.**

Affective Objectives: Many EPME lessons have an affective (attitude) component. For example, you are expected to know the Air Force Core Values, but as an Airman, 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 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. The Air Force expects internal transformation or development as a leader from all NCOs. This is your time to prepare yourself both physically and mentally for your new role as a supervisor.

Finally, some samples of behavior require you to demonstrate application of lesson concepts. This means you must be able to identify which lesson concept(s) are occurring and then use your knowledge 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 concepts/principles to simulated situations*."

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** describe the testing environment, to include problems, materials, and supplies that will be included (or specifically excluded) from a measurement situation.
2. **Performance** is observable student behavior, or the product of that behavior, acceptable to the instructor as proof that learning has occurred.
3. **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.

With learning outcomes, objectives and samples of behavior covered, let's take some time to learn about test item preparation.

MP 4. TEST ITEM REVIEW (Homework)

Indicate the correct answer by circling a, b, or c. Your instructor will review these questions during class.

1. TSgt Shelby listens as the 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 the EPME's Structured Thinking Process to make it through the course."

    The instructor's comments **BEST** explain _____ and its impact on NCO effectiveness.

    a. time management

    b. successful learning

    c. teaching methods and effective study habits

2. The day before graduating, SrA Hill is showing her dad, a military retiree, around the campus when he asks, "What was the hardest part of the course?" Hill 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."

    SrA Hill's actions **BEST** illustrate _____ and its impact on her effectiveness.

    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 SrA Tall, one of my students. 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, which I believe is due to the flight helping 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 one question, and failed to meet the academic standard. I counseled her about additional study but I'm not sure she can pass the summative."

    SrA Tall's_____ will **MOST** likely _____ her effectiveness.

    a. effective use of the Steps of the Learning Process; enhance

    b. ineffective use of the Steps of the Learning Process; hinder

    c. effective use of the IDDP Structured Thinking Process; enhance

       d. ineffective use of the IDDP Structured Thinking Process; hinder

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 lesson concepts.

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. <u>First</u>, 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. <u>Second</u>, 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 recognize and understand the supporting information for each concept and know whether the actions, decisions, or behaviors portrayed are appropriate/ inappropriate and/or effective/ineffective.

    c. <u>Third</u>, 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 phrases

such as *pay attention* and *answers questions* as substitutes for listen and participate.

5. To get *Give Example* and *Predict* test questions correct, students need to know all the key words, phrases and supporting information for a 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 use common personal values and experiences to make distracters more plausible.

> For example, question three uses a negative connation 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 6 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.

Students often wonder, "What should I study?" or "How should I study for an EPME style test?" We offer the following hints:

1. First, know that you are responsible for ALL information delivered throughout the course. This includes all information in the student guides, information covered during flight room discussions and activities, and specified auditorium briefings.

2. Begin by studying and memorizing all *knowledge* information. This includes terms, definitions, and concept descriptions.

3. Review and memorize the examples provided throughout the student guide and covered in class.

4. Using your foundation knowledge from 1. and 2., begin quizzing yourself and your peers by asking each other for examples of the concepts.
   Example: "Give me an example of the Competing Style of Conflict Management."

5. Once you are able to give proper examples of concepts, make it harder by giving an example of a concept and then asking peers to identify the concept.

> Example: (Scenario) A1C Blanchard says to his supervisor SrA Mosley, "Hunting season is about to start and my brother is coming to town. Can I take three weeks of leave to go hunting with my brother?" Mosley replies, "Due to mission requirements, I am willing to approve one week." Blanchard says, "If I started my leave on Wednesday, would you approve twelve days? That would let me have two weekends with my brother." Mosley responds, "I guess that would work, submit your request and I'll approve it."

> Study Group Questions: What lesson concept is evident in this scenario? Justify your answer.

Answer: The compromising style Conflict Management is being used by both Blanchard and Mosley as evidence by each giving up something (Blanchard: 3 weeks to 12 days and Mosley: 1 week up to 12 days)

6. Finally, move to the "predict" level of studying. Use scenarios (like the one above) to ask these questions:
   a. "Were SrA Mosley's actions (or decision or behavior) appropriate or inappropriate and/or effective or ineffective and why?"
   b. "What can you predict will the impact of SrA Mosley's actions (or decision or behavior) on subordinate (NCO, unit, or mission) effectiveness and why?"

7. Use scenarios and examples that include appropriate/inappropriate and/or effective/ineffective actions, decision, or behaviors and constantly switch back and forth between them.

Now, let's get into the IDDP Structured Thinking Process that you will use throughout your experience in ALS. Understanding and applying this thinking process is essential to your success at ALS.

MP 5. 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 repeatedly. First, we identify what is going on, and then we decide whether what we see is right or wrong and/or effective or ineffective. 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 a course of action to correct the situation and then take said action. 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 thinks through course material in a structured manner. Students who use the process correctly report a much deeper understanding of lesson concepts and principles.

Using the IDDP Structured Thinking Process

During the classroom session, your instructor will walk you through the IDDP process using the training scenarios at the end of this section. The first scenario covers the *IDENTIFY* step only, whereas the second scenario covers the entire IDDP process.

Scenario 1: First, you will be asked to briefly explain what is going on in the first

scenario by providing a very brief (30-60 second) synopsis. Then, you will be asked to name the main character(s) and briefly explain what you know about them. Finally, you will 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: Just like scenario number one, your instructor will begin the scenario with the *IDENTIFY/Justify* step and then, because the scenario includes actions, decisions, or behaviors, your instructor will continue through the rest of the IDDP process as outlined below.

In the *DIFFERENTIATE/Justify* step, you will 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 will move on to the determine step. On the other hand, if the differentiation is appropriate or effective, you will skip the determine step and go directly to the predict step.

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

In the *PREDICT/Justify* step, you will 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 are probably wondering why the word Justify follows the verbs Identify, Differentiate, Determine, and Predict. Justify is the cornerstone of the IDDP process and it prompts students to justify their answers based on lesson concepts/principles. For example, students **Identify** a lesson concept in a given scenario, and they must follow that up with "According to the (specific lesson)…we learned that (specific concept) was explained as…" This is a correct example of students **Justifying** their answer according to lesson concepts/principles. Simply restating the text from a given scenario/example **Is Not** properly justifying an answer. Furthermore, by having students **Justify** after each step of the IDDP process, an instructor can assess a student's level of understanding and also assess whether or not the student is guessing.

In order to understand fully how to use the IDDP process, you must also understand its relationship to lesson principles. The samples of behavior for each lesson will tell you the relationship to lesson principles. The following is an example of a sample of behavior, which also forms a principle statement: "Predict the **impact** of team building on mission effectiveness." The word impact implies a relationship between team building and mission effectiveness. However, in this particular statement does not tell students whether the impact is positive or negative. This is so students examine both the positive and negative side of the concepts.

Now, let's look at an example of the IDDP process in action using the principle statement from a stress management lesson. See Figure 1. towards the end of the student guide for a visual representation of the IDDP process. Note: this is an excerpt from a larger case study.

MSgt Abbott is the superintendent of Supply and is concerned about SrA White, the newest member of the Demand Processing Unit (DPU). Abbott calls White's supervisor SSgt Browning and hears her say, "Yes, I have noticed changes in White's behavior. For example, instead of taking a break for lunch, he eats junk food at his desk while taking customer calls at the same time and, although he works late, he never seems to catch up on his paperwork. I've also noticed he criticizes the unit and he never attends unit functions." Browning ends the call by asking Abbott to meet with her to discuss what to do about White's behavior.

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

Instructor:	What's going on in this storyline?
Students:	SrA 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:	SrA White is the newest member of the Demand Processing Unit.
	SSgt Browning is SrA White's supervisor
	MSgt Abbott is the superintendent of Supply
Instructor:	What lesson concepts 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:	*Student responses should center on one or more of the following: (Continuation of the Identify step answer)*
	…New NCOIC of the Demand Processing Unit
	…Changes in White's behavior
	…Instead of taking a break for lunch, he eats junk food at his desk while taking customer calls
	…Works late, he never seems to catch up
	…Criticizes the unit and he never attends unit functions
Instructor:	Why is that organizational stress? (*Justify question*)
Students:	Because SrA 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.

At this point, you might think students did a good job justifying their answer, but if you look closely, you will see they **only repeated text from the narrative** rather than use lesson concepts to justify what they identified as stress.

The question, "Why is that organizational stress?" is asking students, who identified statements such as *"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, students failed to justify their answer because they did not tie the statements to concepts associated with stress.

Next, we will use the same example, but this time we will show how to justify answers based on lesson concepts and principles. We will 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.
	We know from the lesson that work overload is associated with stress and we know that White never seems to catch up on his paperwork, so he could be experiencing stress, i.e. work overload caused by unrealistic deadlines, insufficient training, emotional fatigue, etc. At this point in the case study, we cannot say but we have strong indicators.
	Finally, we know White recently moved to the DPU (new NCOIC), so it's possible that he does not have enough information to perform all duties satisfactorily, which is an indicator of role ambiguity. Again, we simply don't know for sure but we have indicators of stress.
Instructor:	Nice job! So, given what we have learned so far, what do you think about SSgt Browning's actions concerning SrA 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 mitigate its effects. In this scenario, we know SSgt Browning notices SrA White's change in behavior and all of the other symptoms because she tells MSgt Abbott about them. However, she took no action to help him. It took a phone call from someone else to prompt her to discuss the issue, and to make matters worse, she wants to discuss White's behavior with Abbot rather than discuss the issue with White directly.
Instructor:	What should SSgt Browning have done and/or do now and why? (*Determine/justify 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. SSgt Browning should speak with SrA White, which is subordinate involvement, to determine first what is causing his stress and then use the appropriate stress management methods to help reduce his stress. For example, she may be able to reduce White's workload, provide additional training, assign someone to assist him, etc.

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

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

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

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

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

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

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

According to stress management lesson, if she does not take action to reduce the stressors causing SrA 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 unit.

For example, unless SrA 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 concepts/principles rather than simply repeating what is in the scenario text, or worse, giving their opinion without supporting it with lesson concepts. These two examples should give you a good indication of what is expected when using the IDDP Structured Thinking Process. With that in mind, read the following two scenarios and the successful learning case study. Be prepared to discuss them in class using the IDDP process.

Training Scenario #1 (Core Values)

1   While looking over the special duty job advertisement, TSgt Sparrow 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 act 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 (Core Values)

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

2   break, the flight leader, SrA Elm walked over to SrA Pine 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?" Pine

4   replies, "To tell you the truth I'm worried about the test tomorrow." Concerned, Elm asks,

5   "Why?" Pine says, "Because every time the instructor asked what lesson principles are in the

6   next storyline, everyone seemed able to quickly identify and call out lesson principles while I

7   just sat here completely lost." Elm says, "But, you've always engaged during lesson

8   discussions." Smiling, Pine replies, "Of course, I love telling war stories; I always enjoy a good

9   debate. The guided discussions are the best part. However, to tell the truth I prefer discussing to

10   reading so I usually just skim through the reading material." Elm inquires, "I noticed you missed

11   our flight's study session last night, did you forget about it?" Pine replies, "No I didn't' forget, I

12   just didn't get back in time." Elm asks, "Back?" Pine explains, "I go home every weekend to

13   give my wife a break from our three little boys. I leave after class on Friday and come back late

14   Sunday. The four hour drive is tough but it keeps my wife and kids happy."

15   Elm states, "Well, the entire flight is meeting at 1900 hours to go over the case study one

16   last time. You should come to the session. We go over everyone's case study notes to be sure

17   we've covered all the lesson principles." Pine asks, "Case study notes?" Elm says, "Remember

18   way back to day two when the instructor told us to read the case study after each lesson and use

19   the IDDP model to make notes about lesson principles?" Pine responds, "I don't remember him

20   saying anything about a model. What did you call it?" Elm replies, "You know the structured

21   thinking model." Sounding frustrated, Pine responds, "I wish he'd write things like that down

22   instead of always just telling us." Elm says, "The instructor did say if you had a problem with

23   his teaching style to let him know. Have you discussed with him your wish for him to write

24   things down?" Pine says, "No." Elm asks, "Well, you did read the case study and make notes

25   right?" Handing over his case study, Pine says, "Sure, but probably not to your level of detail."

26   Thumbing through the case study, Elm says, "There aren't any notes here! Do you have any

27   other notes?" Pine responds, "Not really." Putting on his flight leader hat, Elm asks, "What

28   have you been doing all this time?" Sounding a little defensive, Pine says, "How am I supposed

29   to take notes when our instructor talks all the time? I wish he'd put notes on the board or use

30 PowerPoint so we can take notes." Elm says, "I can't do anything about the instructor's teaching

31 style but I can guarantee that if you come to our study session tonight it will help you." Pine
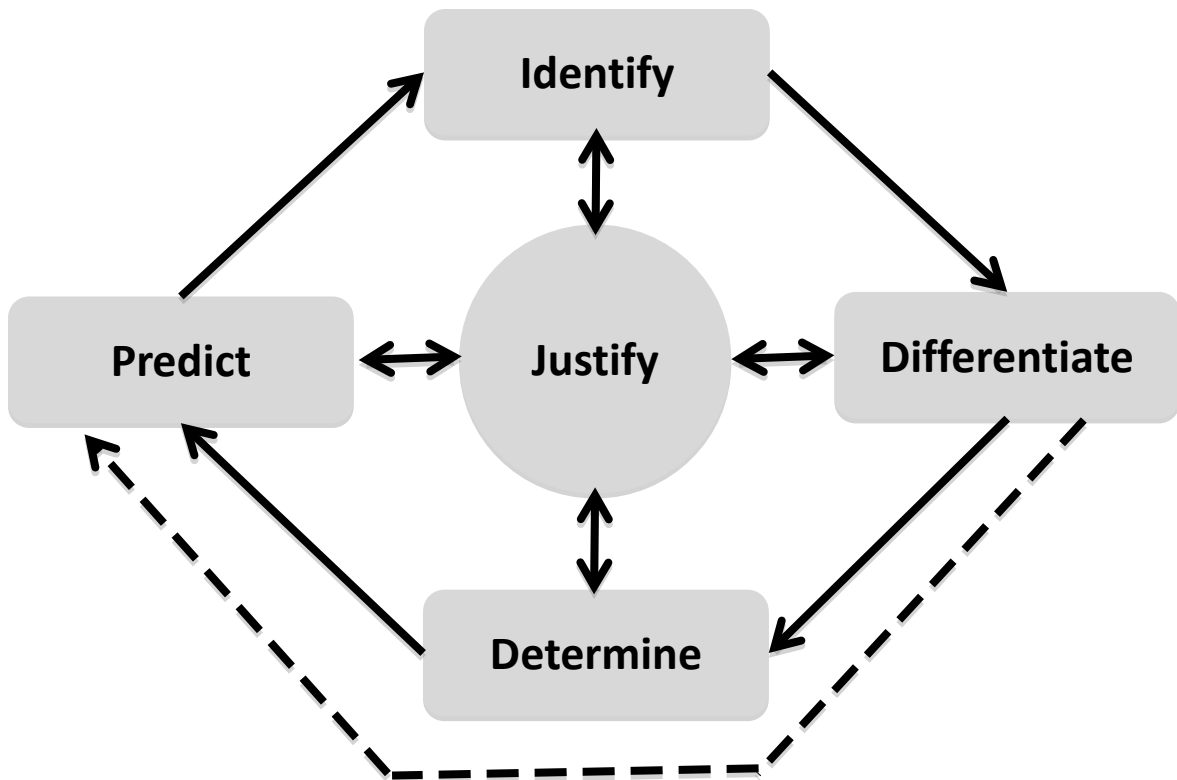
32 responds, "Perhaps, what time is the meeting?"

Figure 1**.** - IDDP Structured Thinking Process

MP 6: ONLINE ASSESSMENT INSTRUCTIONS

Barnes Center Cognitive Assessments

1. The following assessments complement CF05 Self-Awareness Lesson. Your instructor will provide you with instructions on how to access the site. Please complete and **PRINT** results. These assessments will be utilized at various times throughout the course.

Assessments:

1. **Electronic Conflict Management Style Preference Estimator (e-CMSPE):**
   Associated Lesson: SA06, Introduction to Negotiation
   This assessment will help you gain an understanding of which conflict management style you prefer, in turn, helping you become an even more effective leader by capitalizing on your strengths and by focusing on development needs, experiences, assignments, and training and educational opportunities to overcome weaknesses.

2. **Electronic Team Members Preferred Role Estimator (e-TMPRE):**
   Associated Lesson: SA03, Team Leader
   This assessment will help you in becoming aware of your team member role preferences, as well as the preferences of other members of a team, which enable you to better understand why you prefer a particular role on a team, contribute to the team's ability to solve Problem A while managing Problem B, enhance overall team performance, and lead teams more effectively.

3. **Electronic Cognitive Preference Estimator (-CPE):**
   Associated Lesson: CF05, Self-Awareness
   One of the key areas of focus within EPME is that of helping you as an individual and as a team member to become a more effective problem solver. This is aided by having a better understanding of the cognitive processes we all use and the variations that exist in the way each person use them.
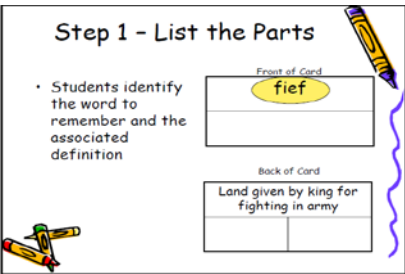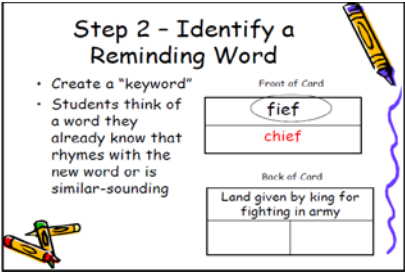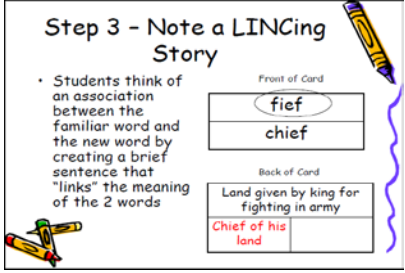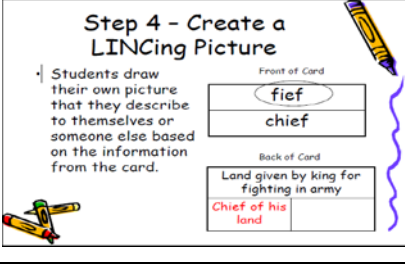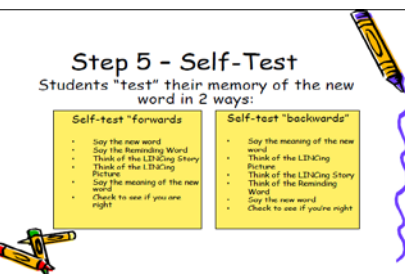
4. **Electronic Self-Assessment of Leadership Behavior (e-SALB):**
   Associated Lesson: CF04, Full Range Leadership Development and SA05, Leadership Influence
   One of the key areas of focus within EPME is that of helping you as an individual and as a team member to become a more effective leader in differing and challenging environments/situations. The e-SALB instrument was developed to help accomplish this outcome. This self-assessment instrument helps students identify their strengths and areas for improvement based on the Full Range Leadership (FRL) model.

LINC Strategy Steps	
- **Step 1: List the Parts** -- List the word on the front of a study card. -- List the most important parts of the definition on the back of the study card.	
- **Step 2: Identify a Reminding Word** -- Think of a familiar word that sounds like the new word, or part of the new word. -- Write it under the new word.	
- **Step 3: Note a LINCing Story** -- Make up a short story about the meaning of the new word that includes the Reminding Word. -- Write it on the bottom left half of the back of the study card.	
- **Step 4: Create a LINCing Picture** -- Create an image in your mind of what the word is about. -- Draw the image on the bottom right half of the back of the study card.	
- **Step 5: Self-test** -- 1. Say the new word. -- 2. Say the Reminding Word. -- 3. Think of the LINCing Story. -- 4. Think of the LINCing Picture. -- 5. Say the meaning of the new word. -- 6. Check to see if you're correct.	

Vocabulary Word Map

Directions: Write a vocabulary word in the center circle. Then fill in each book about the word.

My Definition

Something that explodes

Dictionary Definition

The tendency to catch fire

Word

Combustibility

Association

The "b" in combustibility stands for "burn".

Word Clue

Latin for "burned up"

Picture