

# **SNCO Foundations 700 Syllabus**

## **MISSION**

The mission of the Foundations 700 is to prepare SNCOs for increased responsibilities by developing their leadership capabilities and expanding their understanding of the military profession to achieve national strategic objectives.

## **FOUNDATIONAL OUTCOMES**

1. Articulate leadership objectives and influence the trajectory of future endeavors with clarity and precision.
2. Merge the capabilities, proficiencies, and aptitudes of subordinates with those of other teams to collectively achieve mission objectives.
3. Integrate competencies essential to operate effectively at the senior non-commissioned level.
4. Formulate effective approaches to cultivate and provide guidance for the growth of subordinates, colleagues, and disciplined teams.

## **CURRICULUM OVERVIEW**

The SNCO Foundations 700 is 32 hours (4 academic days) of guided discussion classroom methodology and experiential exercises. The course is designed to meet specific objectives associated to each of the four course learning outcomes. These learning outcomes are divided into the broad areas of:

<u><b>Course Hour Breakdown</b></u>	<u><b>Hours</b></u>
Program Orientation:	1
Sharpening Organizational Culture:	12
Strategic Alignment:	10
Team Building Activity:	2
Reflective Time:	2
CAPSTONE:	5
<b>Total</b>	<b>32</b>

## **COURSE REQUIREMENTS**

### **1. READINGS**

Before each lesson, students are expected to complete all assigned readings (if applicable) for the day.

Students are encouraged to read the explanation given in the syllabus before reading the assigned materials.

## **2. CLASSES**

Students will attend class for guided discussions, experientials, case studies, & interactive activities. These discussions and activities will complement the readings and students are expected to contribute positively to the classroom environment.

## **3. PARTICIPATION**

Student participation in classroom discussions and activities is vital to the success of the course. Students must prepare for each lesson by completing all the assigned readings. Each student is expected to contribute to the discussion.

## **4. REFLECTIVE QUESTIONS**

The purpose of reflective questioning is to provide students the opportunity to reflect on the course content covered throughout the day. These topics focus on key competency areas to strengthen the foundation of their Air Force career and the effect they have on themselves, their unit, and their mission. While the SNCO tier is a critical part of leading teams to contribute to Air Force mission execution, there is value in ensuring our SNCOs continue their own self-development and consider ways to apply these lessons to their units. Utilizing group discussions while answering these questions also reinforces networking and peer collaboration. Reflective questions will be administered at the end of Day of Education (DOE) 1 and DOE 2.

## **5. TEAM ACTIVITY**

At the end of DOE 3, students will participate in a team building activity. This is meant to build comradery and esprit de corps and apply lesson concepts from DOE 1 and DOE 2. SNCOs play a unique and critical role in ensuring team success and this activity is an opportunity to relate competencies with team dynamics and resiliency.

## **6. CAPSTONE INSTRUCTIONS**

On DOE 4, students will complete a CAPSTONE project. The CAPSTONE requires students to reflect on strategic alignment principles and concepts to build a strategic plan using a given scenario. Students will work in groups to critically assess the alignment between an organization's strategy, manager's style(s), and the dynamic military emerging environments for optimal compatibility and adaptability.

## **7. END OF COURSE SURVEY**

The survey is administered to 100 percent of the student body after the entire curriculum is delivered to determine the overall effectiveness of SNCO Foundations 700.

## Lessons, Readings, and Objectives

**LESSON NAME:** Program Orientation

**Method of Engagement:** Guided Discussion/Experiential

**FOUNDATIONAL OUTCOME:** Utilize techniques and competencies necessary to build rapport and collaboration.

**LESSON OBJECTIVE:**

- Assist students in mastering the competency of leading teams.

**LESSON INTENT:** The intent of this lesson is to introduce SNCO 700 with an overview of the topics covered. Additionally, this lesson will cover the instructions for the Capstone group project.

1. Introduction
2. Program Outline
3. Networking Activity
4. Conclusion

**REQUIRED READINGS:** None

### Sharpening Organizational Culture

**LESSON NAME:** Leading Teams

**Method of Engagement:** Guided Discussions

**FOUNDATIONAL OUTCOMES:**

- Provide students with the foundational skills and knowledge needed to develop, advise, and lead teams successfully.
- Offer guidance that facilitates continued development of leadership and management skills.

**FOUNDATIONAL COMPETENCIES:** Team Building

**LESSON OBJECTIVES:**

- Identify and explain the stages of team building.
- Comprehend team roles and how it enhances leader effectiveness and mission accomplishment.
- Utilize different leadership styles and behaviors to inspire, lead, and motivate followers to achieve personal, professional, and organizational success.

**LESSON INTENT:** The intent of this lesson is to introduce students to various cultural dimensions within team building.

1. Team Roles
2. Coaching and Mentoring

3. Elements of Successful Teams
4. Team Building Stages

**REQUIRED READINGS:** None

**LESSON NAME:** DEIA (Diversity, Equity, Inclusion, and Accessibility)

**Method of Engagement:** Guided Discussion, Group Research

**FOUNDATIONAL OUTCOME:** Empower students to create an organization that successfully fosters an inclusive culture where all members are empowered to make their fullest contributions to the success of the group, and where unnecessary barriers to success have been eliminated.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Versatility

**LESSON OBJECTIVES:**

- Align DEIA goals with the organization's overall strategic objectives.
- Promote a culture of mutual respect, trust, and open communication within teams.
- Build diverse teams, overcome hindrances, and lead diverse teams effectively.
- Gain insights into military service barriers, racial disparity, diversity initiatives, and the role of experiences in flight leadership.
- Encourage students to draw on the experiences of others to inform their flight leadership, promoting an inclusive and successful team environment.

**LESSON INTENT:** The intent of this lesson is to provide students with a comprehensive understanding of the importance of diversity, not only from a moral standpoint but also from a strategic viewpoint. Raise awareness about military service barriers and racial disparities, emphasizing the role of the Barrier Analysis Working Group (BAWG) in addressing these issues.

1. DEIA Concepts and Application
2. Diversity Obstacles
3. Military Diversity Initiatives

**REQUIRED READINGS:** None

**LESSON NAME:** Conflict Management

**Method of Engagement:** Guided Discussion, Experientials

**FOUNDATIONAL OUTCOMES:**

- Intends to persuade, convince, or impress others to elicit their support to make specific impacts or achieve effects on others.
- Develop the knowledge, skills, and attitudes necessary to effectively identify, address, and resolve conflicts within a team or organization.

**FOUNDATIONAL COMPETENCIES:** Versatility

**LESSON OBJECTIVES:**

- Gain a comprehensive understanding of conflict management to include underlying reasons for conflict in the work center, and the common barriers that impede conflict resolution.
- Develop effective strategies and skills for approaching and managing conflicts in work centers.
- Develop a comprehensive understanding of the collaborative conflict resolution strategy.

**LESSON INTENT:** The intent of this lesson is to facilitate the knowledge, skills, and strategies necessary to effectively address, resolve, and prevent conflicts in various aspects of life, especially in the context of workplaces and interpersonal relationships.

1. What is Conflict Management
2. Resolution Strategies
3. Collaborative Strategy

**REQUIRED READINGS:** None

**LESSON NAME:** Psychological Safety

**Method of Engagement:** Guided Discussion

**FOUNDATIONAL OUTCOME:** Restructure challenges to enable the emergence of innovative and all-encompassing solutions, embracing the concept of problem finding in addition to problem solving.

**FOUNDATIONAL COMPETENCIES:** Team Building

**LESSON OBJECTIVES:**

- Describe the meaning of Psychological Safety.
- Identify & apply the stages of Psychological Safety.
- Recognize the danger signals of Psychological Safety.

**LESSON INTENT:** The intent of this lesson is to highlight the importance of psychological safety and its place in leadership and the work environment.

1. What is Psychological Safety
2. Stages of Psychological Safety
3. Building a Psychologically Safe Environment
4. Measurements of Psychological Safety

**REQUIRED READINGS:** None

**LESSON NAME:** Team Emotional Intelligence

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOME:** Discuss Team Emotional Intelligence concepts and methods for applying them to develop teams.

**FOUNDATIONAL COMPETENCIES:** Versatility, Team Building

**LESSON OBJECTIVES:**

- Describe Team Emotional Intelligence and why it is essential to leaders.
- Apply the guidelines for developing Emotional Intelligence to improve supervisory skills.

**LESSON INTENT:** The intent of this lesson is to provide team leaders practical usage of the Team Emotional Intelligence framework. The students will explore the importance of Emotional Intelligence as part of their leadership skillset, and how it's utilized to develop team members.

1. Understanding Emotional Intelligence
2. Team Emotional Intelligence Actions

**REQUIRED READINGS:** None

**LESSON NAME:** Growth Fixed Mindset

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOME:** Displays grit in accomplishments of difficult long-term goals. Works strenuously toward challenges; maintains effort and interest over years despite failure, adversity, and plateaus in progress.

**FOUNDATIONAL COMPETENCIES:** Versatility

**LESSON OBJECTIVES:**

- Define and differentiate between growth and fixed mindsets.
- Describe the benefits and limitations of each mindset.
- Identify strategies to develop a growth mindset and apply them to personal goals.
- Recognize the importance of a growth mindset in achieving success and overcoming challenges.

**LESSON INTENT:** The intent of this lesson is to introduce students to fixed and growth mindsets, fostering their belief that intelligence and abilities can be developed through effort.

1. Growth and Fixed Mindsets
2. The Impacts and Barriers
3. Strategies for Developing a Growth Mindset

**REQUIRED READINGS:** None

**LESSON NAME:** Change Management

**Method of Engagement:** Guided Discussion

**FOUNDATIONAL OUTCOME:** Provide students with the foundational skills and knowledge needed to develop, advise, and lead teams successfully. Offer guidance that facilitates continued development of leadership and management skills.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication

**LESSON OBJECTIVES:**

- Identify areas needed for change.
- Demonstrate how to complete a change process.
- Recognize sources of resistance and how to overcome during change implementation.

**LESSON INTENT:** The intent of this lesson is to introduce students to fixed and growth mindsets, fostering their belief that intelligence and abilities can be developed through effort.

1. Organizational Readiness for Change
2. Change Execution
3. Handling Resistance

**REQUIRED READINGS:** None

## **Strategic Alignment**

**LESSON NAME:** Resource Management: Finance

**Method of Engagement:** Guided Discussion

**FOUNDATIONAL OUTCOME:** Understand how to carefully and responsibly administer resources placed under an SNCO's control with the intent to maximize readiness and lethality to improve organizational performance.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication

**LESSON OBJECTIVES:**

- Describe the role of a resource advisor.
- Explain Fiscal Year/Calendar Year funding milestones.
- Explain the unit annual budget.

**LESSON INTENT:** The intent of this lesson is to provide a deeper understanding of Resource Management through the Defense Budgeting process for SNCOs.

1. Resource Advisor
2. Funding Milestones
3. Unit Annual Budget

**REQUIRED READINGS:** None

**LESSON NAME:** Resource Management: Manpower

**Method of Engagement:** Guided Discussion, Experientials

**FOUNDATIONAL OUTCOME:** Understand how to carefully and responsibly administer resources placed under an SNCO's control with the intent to maximize readiness and lethality to improve organizational performance.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication

**LESSON OBJECTIVES:**

- Explain Manpower Requirements and Authorizations.
- Identify Unit Manpower Document (UMD) attributes.
- Examine personnel management concerns when filling UMD positions.

**LESSON INTENT:** The intent of this lesson is to provide a deeper understanding of Resource Management through Manpower Allocation process for SNCOs.

1. Manpower Requirements and Authorizations
2. Unit Manpower Document (UMD)
3. UMD exercise

**REQUIRED READINGS:** None

**LESSON NAME:** AFFORGEN

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOME:** Articulate leadership objectives and influence the trajectory of future endeavors with clarity and precision.

**FOUNDATIONAL COMPETENCIES:** AF Doctrine, Versatility

**LESSON OBJECTIVES:**

- Discuss the need for AFFORGEN.
- Explain the fundamentals of AFFORGEN.
- Define AFFORGEN Connect.

**LESSON INTENT:** The intent of this lesson is to provide an overview of the new way the Air Force will project forces to the Combatant Commanders.

1. Why AFFORGEN
2. AFFORGEN Fundamentals
3. Air Task Force (ATF)
4. AFFORGEN Connect



**REQUIRED READINGS:** A1 – ATF Paper; AFFORGEN Lexicon Memo

**LESSON NAME:** DIME-FIL

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOMES:**

- Adapts, helps others adapt, or implements change with the goal of ensuring unit goals are properly aligned to the desired end state. Also considers and organizes activities and resources to achieve a desired goal; thinks on a large and small scale, long- and short-term
- Intends to persuade, convince, or impress others to elicit their support to make specific impacts or achieve particular effects on others

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication

**LESSON OBJECTIVE:** Apply DIME-FIL principles and utilize its elements in real world scenarios at the SNCO level.

**LESSON INTENT:** The intent of this lesson is to provide students with an overview of The Air Force Purple Book to better understand the foundational strategies all military branches utilize to complete the common goal of National Security.

1. DIME-FIL Overview
2. Research Activity

**REQUIRED READINGS:** None

**LESSON NAME:** National Strategies

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOMES:**

- Articulate the advantages inherent in possessing strategies that encompass both proactive and reactive systems thinking approaches.
- Critically assess the alignment between and organization's strategy, manager's style(s) and the dynamic military emerging environments for optimal compatibility and adaptability.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication, Emerging Threats

**LESSON OBJECTIVES:**

- Explain how Air Force Core Missions tie into NMS
- Recognize GPC threats to the security environment
- Relate Air Force reorganization efforts to unit or MAJCOM goals

**LESSON INTENT:** The intent of this lesson is to demonstrate how students' missions support the objectives of National Strategy.

1. National Strategic Documents
2. The Security Environment

**REQUIRED READINGS:** None

**LESSON NAME:** Strategic Planning

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOMES:**

- Intends to persuade, convince, or impress others to elicit their support to make specific impacts or achieve effects on others.
- Demonstrates concern for working well or for competing against a standard of excellence. Adapts, helps others adapt, or implements change with the goal of ensuring unit goals are properly aligned to the desired end state. Considers and organizes activities and resources to achieve a desired goal; thinks on a large and small scale, long-and-short term.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication

**LESSON OBJECTIVES:**

- Explain the concepts of strategic planning and mission command.
- Evaluate different strategic planning models and approaches.
- Develop strategic goals and objectives.
- Apply strategic thinking and decision-making skills.

**LESSON INTENT:** The intent of this lesson is for students to enhance their strategic planning skills by providing them with a comprehensive understanding of the strategic planning process and its application within their roles and responsibilities.

1. Air Force's Six Fights
2. Strategic Goals and Objectives
3. Mission Command
4. Mission, Vision, and Values
5. Priorities and Lines of Effort
6. SWOT Analysis

**REQUIRED READINGS:** None

**LESSON NAME:** Mission Type Orders

**Method of Engagement:** Guided Discussion, Group Work

**FOUNDATIONAL OUTCOMES:**

- Enable military personnel to effectively plan, coordinate, and execute missions. Empower teams to carry out their assigned tasks with precision to contribute to the successful accomplishment of mission objectives.

- Decision-Making: Equip military leaders and personnel with the tools and knowledge needed to make informed decisions, adapt to changing situations, and respond effectively to unexpected challenges during missions.
- Leadership and Communication: Enhances leadership and communication skills. Articulate mission objectives, tasks, and priorities clearly to their subordinates. Foster teamwork and cohesion.

**FOUNDATIONAL COMPETENCIES:** AF Doctrine

**LESSON OBJECTIVES:**

- Explain the purpose of each Mission Type Order
- Classify when to utilize each kind of Mission Type Order

**LESSON INTENT:** The intent of this lesson is to provide a deeper understanding of Mission Type Orders and how to generate the appropriate order depending on the situation.

1. MTO Overview
2. Aligning with a Mission Type Order

**REQUIRED READINGS:** None

**LESSON NAME:** Capstone

**Method of Engagement:** Group Work

**FOUNDATIONAL OUTCOMES:**

- Offer guidance that facilitates continued development of leadership and management skills.
- Assist students in engaging in strategic leadership at the 9-skill level.
- Instruct on the use of frameworks and models to make sense of the current work context and to go beyond managing into a proactive stance that will take the organization forward.

**FOUNDATIONAL COMPETENCIES:** Strategic Thinking, Communication, Emerging Threats, AF Doctrine, Versatility, Team Building

**LESSON OBJECTIVE:** Critically assess the alignment between an organization's strategy, manager's style(s), and the dynamic military emerging environments for optimal compatibility and adaptability.

**LESSON INTENT:** The intent of this lesson is to empower students to practically apply lesson concepts garnered from the entirety of academic curriculum to realistic scenarios.

1. Introduction to Capstone Assignment
2. Capstone Prep
3. Student Briefings

**REQUIRED READINGS:** None