

**Technical Report on the United States Air Force Academy's
Leadership Reaction Course**

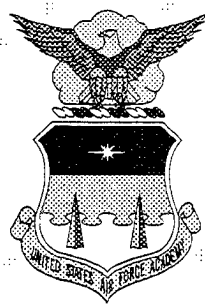
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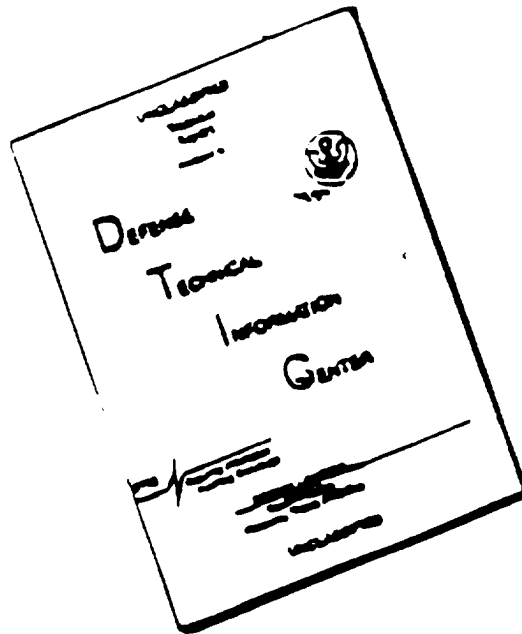
FINAL REPORT

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Introduction

The purpose of this technical report is to describe and document the history, operation, and learning objectives of the Leadership Reaction Course (LRC) at the United States Air Force Academy. Because there is no single location for this information to date, this report will serve as a comprehensive collection of available documentation on the history, purpose, and operation of the LRC. In addition to documenting the operation of the LRC, this report provides a foundation for future research efforts into the effectiveness of the LRC as an experiential "low ropes" course. To provide a comprehensive account of the LRC, this report includes a brief introduction to the principles of experiential learning, a summary of major events in the history of the LRC, and a physical and procedural description of the course. This report also explains how the course is presently being used and concludes with a description of the learning objectives the LRC attempts to achieve.

Experiential Learning

Leadership, followership, teamwork, communication, and problem solving: although these objectives can be (and are) taught in the classroom, the LRC provides unique teaching advantages over the classroom. These advantages stem from the characteristics of the LRC as an outdoor, experiential training course. Outdoor courses, like the LRC, are action-oriented; they are based on experiential learning concepts. By definition, experiential learning requires that students actually undergo the concepts to be learned rather than learn the concepts through "symbolic

representations" (e.g., reading about them and/or listening to lectures about them). For example, experiential learning requires that students learn about teamwork by working as a team rather than solely by reading about it.

Experiential learning theory also suggests the advantages stemming from active learning are critically important to the long-term retention and generalization of the LRC training objectives. According to Coleman (1976), classroom and experiential learning differ in important ways. Perhaps the most fundamental difference is in the sequence of steps through which the learner proceeds. In the classroom, students typically learn symbolically (i.e., through the spoken word and written text), which greatly increases the speed, efficiency, and practicality with which information can be related to others. For example, learning a new software package by exploration without documentation is a much less efficient learning experience than learning the software with the assistance of a written manual or classroom instruction. However, classroom teaching is only effective if students can learn and apply general principles from the lessons to generate action across many similar but unique situations, a concept known as "transfer of training" (Baldwin & Ford, 1988). Unfortunately, in the classroom, learning is often measured using the same symbolic methods with which the information was taught. That is, we most often both teach and test with spoken and written words. Although the use of symbols reduces the time needed to teach, most students never actually get to experience whatever is being learned; in the classroom, the student may learn about but probably never practices teamwork principles. Even in less extreme cases when classroom exercises are included, the students are only active in the last step, when they apply the general principle learned to the exercise.

Experiential learning reverses the steps of the learning process from the sequence observed in the classroom. By definition, experiential learning requires students to act and observe the consequences of their actions. Action is the first thing to occur in the experiential learning process. After the action and observation stages, the students should proceed to a period of reflection, during which they can develop rules that apply to the specific situation. When sufficient situations have been encountered, the student is able to derive general principles that may apply across many similar situations (e.g., communication and helping are required for successful team activities). In fact, there is considerable empirical support for the notion that doing and explaining may involve independent processes which draw on unconnected knowledge bases (Broadbent, 1986; Reber, 1976).

The experiential learning context also provides other benefits; foremost among them is that the experiential nature of a course ensures successful students practice certain skills and use the knowledge required to complete the course. For example, the LRC requires students to help each other to negotiate the tasks. Each task can only be completed by mutual assistance, such as by giving a teammate a helping hand or forming a human chain. Therefore, completion of the course suggests students learned the cooperative behavior necessary to succeed on each specific task. If the course is effective, the student will be able to transfer the general principle that cooperative behavior is necessary to team success across many different situations (e.g., when the helping behavior is catching another's error on a checklist). At the LRC, rather than only reading and listening to lectures about teamwork, the student experiences and applies leadership and teamwork across several different situations.

Because experiential learning occurs in an action context, the use of the LRC to teach leadership and teamwork skills also eliminates the requirement to translate knowledge from a symbolic medium to an action medium. Because students actually experience the concepts to be learned, there should be much less ambiguity about what teamwork means in a specific situation. The experiential nature of the learning is especially important for the LRC training objectives because these skills must be applied in real, and often dangerous settings, rather than paper and pencil, testing settings.

A third, extremely important benefit arises from the intrinsic motivation generated by the active nature of the learning environment. According to Coleman (1976) students who are interested and engaged are less likely to forget the information learned. This is precisely the outcome hoped for in all training. Rather than forgetting the information after the next test, the experiential nature of the LRC should help students retain the lessons learned about leadership, teamwork, etc., for a longer period of time. One of the best ways to enhance retention is to evoke the self-referent effect (Rogers, Kuiper, & Kirker, 1977). Because personal experience is necessarily self-referent, leadership lessons are likely to be remembered better and longer. Finally, when students successfully complete the LRC tasks, the active nature of the learning provides students with the self-efficacy or task-specific confidence that builds with a history of successful task completion (see Bandura, 1986, for an extended discussion of the relationship between self-efficacy and performance). Practicing the skill objective helps students overcome their fear of trying something for the first time. The LRC also provides students a "safe" setting in which to fail, a setting where they can learn from their mistakes without facing the serious consequences that can come from making leadership mistakes on the job.

Outdoor Training Evaluation Research

Anecdotal reports of attitudinal reaction measures administered to students completing the course have consistently indicated enthusiastic and positive reactions among participants. These results are consistent with the results reported by other researchers, indicating that outdoor training courses are usually quite popular among participants in a variety of settings (Petrini, 1991; Steinburg and Petrini, 1991). Despite their popularity, only a few research studies have reported the evaluation results assessing the effectiveness of such outdoor training courses (Wagner & Roland, 1992).

Program evaluation research indicates multiple levels of criteria are most useful in assessing the extent to which any training meets its stated objectives (Kirkpatrick, 1983; Ostroff, 1991; Trost, 1985). A first and most important step in developing and evaluating training is the identification of specific, measurable objectives for the training. Once training is completed, four levels of evaluation can be assessed: reaction, learning, behavior and results (Kirkpatrick, 1983). Reaction measures assess the extent to which participants liked and felt satisfied with various aspects of the training, while learning measures assess the extent to which participants learned material presented in the training. Behavioral criteria are usually more difficult to measure; they assess the extent to which participants' behavior changes, and/or are transferred back to the job, as a result of the training. Results criteria assess the extent to which training contributes to increased performance of the participants' organization (e.g. increased profits, efficiency, etc.).

Studies evaluating outdoor training have primarily focused on reaction and self-reported behavior change criteria. For example, Wagner and Roland (1992) presented self-report data showing significant improvements in overall work group functioning after outdoor courses but no

differences in individual behavior. Supervisors reported significant improvements in group functioning 15 and 18 months after training. While the self-report data may be biased, the supervisor evaluations provide validity evidence for the outdoor courses studied.

In another study, Polley and Eid (1990) conducted an evaluation of a challenging outdoor leadership program for Norwegian naval cadets. They found sociometric nominations of the most-liked leader and coworker predicted leader and group effectiveness during the exercise but also that the exercise changed the cadets' perceptions of the most effective leader. As Polley and Eid (1990) pointed out, participant reactions can be an important area for evaluation research of leadership training programs such as the LRC.

Overall, research providing empirical data, tested theory, and future research directions for evaluating the effects of experiential learning activities, such as outdoor training, is lacking. In addition, although instruments for assessing leadership behavior in organizational settings are well-established (see Bass, 1990; and Clark & Clark, 1990 for reviews), many are self-report measures, which can result in misleading results due to common sources method bias, which results when the data from the same source are used to determine the relationships between variables (e.g., between self-reported learning and self-reported effectiveness). Furthermore, methods for assessing leadership and teamwork behaviors and performance outcomes in outdoor training courses are lacking and require additional research and development.

Low vs. High Ropes

According to the definitions provided by Wagner, Baldwin, and Roland (1991), the LRC qualifies as a "low ropes" course. Their research into the types of experiential training first distinguishes between wilderness training and outdoor centered training. Wilderness training

focuses on the acquisition of outdoor skills, such as kayaking, survival, or rock climbing techniques. Outdoor centered training usually (but not always, see Wagner, Baldwin, & Roland, 1991 for a discussion of outdoor centered training which takes place indoors, such as at indoors ropes courses) takes place outdoors but focuses on training objectives more directly relevant to organizational settings, such as leadership and teamwork. The LRC also focuses on organizationally relevant skills and, thus, qualifies as an outdoor centered training activity.

Wagner, Baldwin, and Roland (1991), further classified outdoor centered training activities into "high" vs. "low" ropes courses. The authors defined "high ropes" courses, such as 60 foot tower climbing tasks, as having tasks of greater height, physical difficulty, and risk, whereas "low ropes" courses entail minimal physical difficulty and risk and the tasks are generally closer to the ground. The LRC is classified as a "low ropes" outdoor training course because the majority of the activity takes place relatively close to the ground and involves mental and physical challenges with only minimal physical risk. An additional distinction, which remains to be verified by empirical data, is that low ropes courses are more effective for teaching group-based skills, such as leadership and teamwork, while high ropes courses are better suited for teaching individually-oriented attributes, such as self-confidence.

Description

History

The Air Force Academy's initial version of the LRC was first used during Summer 1961's Basic Cadet Training (BCT). Group Reaction Course (GRC) training, as it was called, consisted of two sessions. In the first session, facilitators gave students a one half hour pre-brief on the course. The pre-brief was presented in a classroom lecture format. The participants were

prepared for the course by receiving instruction on the fundamental traits of leadership, the basic steps to the problem solving process, and how these topics would relate to their careers in the Air Force. The pre-brief also provided the ground rules for the safety considerations on the course as well as a warm-up period during which the participants were able to stretch (Cannon & Wiley, 1964).

During the second session, students spent approximately three and one half hours completing the course. The GRC learning objectives stated the course was intended to give basic cadets an introduction to the principles and techniques of group problem solving and to provide students an understanding of the importance of discipline and teamwork in solving group problems (Cannon & Wiley, 1964). The GRC was also used to evaluate the future leadership potential of the basic cadets based on their behavior and performance on the course.

When the basic cadets went to the Group Reaction Course, they encountered nine physically challenging group tasks. Scheduling for the GRC induced an atmosphere of pressure or stress by imposing a fifteen-minute time limit on each task. The tasks were designed such that groups needed to work quickly and effectively to complete the task in the fifteen minute time limit. The GRC tasks were also physically similar to the scenarios that are used in today's version of the course which is described later in this report. Upon completion of each task, the group's performance was immediately critiqued by Group Reaction Course facilitators (Cannon & Wiley, 1961). The training outline for the Group Reaction Course is located in Appendix A.

A follow-on to the Group Reaction Course, called the Functional Leadership Course (FLC) was built in 1974. The Functional Leadership Course was relocated near the pistol/rifle range in Jack's Valley, the area in which the field training portion of the United States Air Force

Academy's basic cadet training is conducted. The Functional Leadership Course was designed to make each basic cadet aware of the nature and practice of military leadership so he could analyze why he and others succeeded or failed in a leadership position. Later, the FLC was moved to its present location in Jack's Valley (See Appendix B for a map showing this location). The new location was closer to the campground for the basic cadets during the two week, field training portion of BCT (Fellerman, 1974).

In the spring of 1990, 15-foot cement walls were built around each of the tasks to provide a more controlled learning environment for the basic cadets. The walls freed students from the distractions caused by other groups and prevented students from observing other groups solving the tasks they had not yet attempted. The concrete barriers also served as a foundation for a walkway built 15 feet above ground level. The walkway allowed course facilitators to observe the Functional Leadership Course with less disruption to the learning experience.

Procedural Description

The present day LRC is a low ropes course that focuses on strengthening five skills required for successful officership in the United States Air Force: leadership, followership, teamwork, communication, and problem solving. To achieve the LRC learning objectives, students attempt the course during a one half day training session. As with the Group Reaction Course, the three to four hour training session begins with a safety briefing (Appendix C) during which the participants are told how to complete the course safely. With any type of physical training activity, there are certain safety guidelines that must be followed to prevent injuries and accidents from occurring. The safety briefing that participants receive prior to attempting the

course prescribes allowable knot types, climbing and jumping limitations, and considerations for designated safety observers.

Students are then formed into small groups numbering 7-10 people. These small groups remain together for the remainder of the training session and form the pool from which the group chosen to attempt each task is drawn. Each small group attempts between six and nine tasks during the training period. The groups attempt the same number and order of tasks but each group starts at a different task and the groups then rotate through the tasks in order. The new version of the course has twelve tasks and retained the same fifteen minute time limit to complete each task as the Group Reaction Course. A map of the tasks' locations within the LRC is located in Appendix D.

Psychologists from the United States Air Force Academy's Department of Behavioral Sciences and Leadership facilitate training at the Leadership Reaction Course. In addition, these facilitators are assisted by a cadre of cadets trained in course facilitation. During a two-minute prebrief period before each task, the facilitators re-emphasize the skills that are relevant to the specific task the group is about to attempt. The facilitators then read a task scenario to the group. The scenario describes the goals, tools, and safety guidelines for a particular task. One or more students are designated as safety observers, depending on the size of the group and the task scenario, which specifies the size of the group to attempt the task. Students are then given 15 minutes to complete the task. Regardless of how far the group has progressed toward the solution, the facilitator stops the group after 15 minutes and begins a debrief.

The debrief consists of three main parts with the last portion left to the discretion of the facilitators. First, the facilitators detail the group's specific strengths and weaknesses. For

example, a group might have had a particularly effective leader or arrived at an unusually creative solution to the task. The next portion of the debrief informs the participants what elements of their group process could have been improved. Process improvements might include examples of better communication within the group or how to select a leader if one was not appointed by the facilitators. During the final, optional debrief portion, facilitators may give the group the “approved task solution.” This step can help students understand how the group could have done the task differently and gives the participants a “feel” for the course. After the debrief, the group moves on to the prebrief for the next task. After all the groups have completed all the tasks, they reassemble for a collective post-brief to reflect on what could be learned from the course.

Example Scenario

The following is the scenario for the first task, which is called “Out Like Flint.” This excerpt is located in Appendix E - Task Descriptions, Diagrams, and Solutions.

You are being held hostage while on a humanitarian aid mission in Somalia. The cell where they are holding you will soon be overrun by friendly forces. The enemy is getting ready to move you. If you can escape now you can probably hide until your own forces reach this area. You know the guards will come for you at any minute. Speed is important. An old man, apparently an ally, has thrown one end of rope into the compound. The other end of this rope is tied to the wall of the cell on the far side of the water area. You don't know whether this is a trap to dispose of you or not. There is a possibility, if he were friendly, that other equipment is stashed on the far side of the water area. The walls are wired and anyone touching a red area will set off an alarm in the guard command post. The water is also armed to set off an alarm if any object disturbs the surface. You also know that if you reach the far side, the enemy's command post is so close that verbal communication between the wall and the command post and vice versa will be impossible. You have secured the equipment you see here. You must work quickly (p. 33).

The participants are given one 7 foot rope, two 20 foot ropes, three 4 foot ropes, and a ladder that is concealed from their view at the beginning of the task. A diagram of the task and

equipment location is shown in Appendix E. Facilitators administer time penalties for infractions of the scenario or safety guidelines, such as touching red areas, talking when it is not allowed, or using an unsafe climbing technique. The time penalties work against the 15 minute task time limit.

Each task has a specific goal or objective for the group to accomplish. The goal of the "Out Like Flint" task, for example, is for every member of the team to reach the other side of the wall and escape to the opposite side of the river using the equipment provided and operating within the restrictions described in the scenario. Task descriptions, diagrams showing starting locations for equipment, and solutions for all twelve tasks are located in Appendix E. Appendix F contains USAFA Plan 53-93, which provides an overall description of the Leadership Reaction Course.

Current Uses

The USAF Academy's 34th Training Wing (34TRW) is responsible for the routine upkeep and maintenance of the LRC. They also control the schedule for the LRC and keep the keys to the LRC equipment storage areas. The LRC is currently used by three primary groups: basic cadets during their Basic Cadet Training, upperclass cadets enrolled in the academic course, Behavioral Sciences 310 -- Leadership Concepts and Applications, and non-cadet groups attempting the course outside the two previous categories, such as the United States Air Force Space Command Lieutenant's Leadership Program and the Reach for Tomorrow program. Independent utilization by other cadet groups is discouraged due to potential negative impact on the use during the academic core leadership course.

Basic Cadet Training at the United States Air Force Academy is separated into two sessions -- first BCT and second BCT. During first BCT, the basic cadets learn about the Cadet Wing, the Academy, and the military lifestyle. During second BCT, basic cadets are pushed to their physical limits by experiencing several physically demanding courses, including the Leadership Reaction Course, the Obstacle Course, and the Assault Course. Basic cadets attempt the Leadership Reaction Course twice during their two week stay in Jack's Valley. During this portion of basic training, the Leadership Reaction Course facilitators are instructed to lessen the extreme stress and strident discipline administered during basic training to ensure students experience a more effective learning environment.

Students enrolled in the academic leadership course, Behavioral Science 310, also attend the LRC as a capstone experiential learning exercise. The LRC provides these students an opportunity to practice and observe what they have studied in the classroom. While at the Leadership Reaction Course, BS 310 students are encouraged to apply the leadership theories they learned in class. For example, to enhance problem solving efforts, students can apply what they learned about avoiding the Abilene Paradox. The Abilene Paradox occurs when groups pursue a course of action that did not appeal to any member of the group due to lack of individual assertiveness. In which groups, because of a lack of group member assertiveness, end up pursuing a course of action that did not appeal to any member of the group (Harvey, 1974). When delegating tasks, the appointed or emergent group leader might apply aspects of several contingency theories of leadership, such as the Normative Decision Model (Vroom & Yetton, 1973) or House and Dessler's (1974) Path-Goal Theory. During these sessions, BS 310 instructors from the United States Air Force Academy's Department of Behavioral Sciences and

Leadership serve as the facilitators with other officers helping as needed. Guidelines for running the course for BS 310 students are located in Appendix G. These guidelines include:

1. instructions on how to integrate the Leadership Reaction Course training experience with leadership topics from the leadership course,
2. questions instructors can use to facilitate the Leadership Reaction Course experience,
3. instructions to the cadets attempting the course,
4. instructions to instructors facilitating the course, and
5. an instructor checklist to insure students accomplished all the steps necessary to make the Leadership Reaction Course a successful learning experience.

Appendix H contains an example timetable for morning and afternoon sessions at the Leadership Reaction Course. The timetable follows the historical precedent of allowing 15 minutes for each task. However, instructors are encouraged to use some flexibility in timing to insure students successfully complete enough tasks that they remember the LRC as a positive experience.

The LRC is also used by other groups that want to improve their team-building and leadership skills. The United States Air Force Space Command Lieutenants Leadership Program, based at Peterson AFB, is one example of a non-cadet group that uses the LRC. During this one week program, the lieutenants spend one morning completing the LRC. The LRC experience is used to enhance and complement the leadership material taught in the Lieutenants Leadership Program. Psychologists from the United States Air Force Academy's Department of Behavioral Sciences and Leadership also facilitate these sessions.

A second non-cadet group that recently used the LRC is a group of "at risk" inner-city youth from the Washington D.C. area. As part of the "Reach for Tomorrow" program, these children spent one week at the Air Force Academy. The LRC objectives for this group were to

experience, possibly for the first time ever, the team-building skills required to create a feeling of trust among themselves and between them and the course facilitators.

Specific Learning Objectives

As stated earlier, the LRC attempts to strengthen five skills related to effective officership in the United States Air Force. These skills are leadership, followership, teamwork, communication, and problem solving. Each of these skills is sufficiently broad to require a lifetime to master. In a brief period of time, the LRC learning experience attempts to provide students with first-hand experience with each of the concepts as well as expert facilitation and discussion of individual and group strengths and weaknesses. The following section briefly describes each learning objective. Appendix G provides guidelines and direction for integrating academic leadership topics with LRC experiences.

Leadership

One of the main goals of the Leadership Reaction Course is to develop leadership skills that the participants will retain upon completion of the course. This includes being able to organize any group ranging from close friends to complete strangers into a cohesive team that has the ability to solve complex problems. The leadership objective also includes directing the group to accomplish the task, allocating resources, tracking progress, gathering information, and making decisions. Perhaps most importantly, the course teaches would-be leaders the necessity to listen carefully to their subordinates as well as to task instructions.

Followership

The followership objective works hand in hand with the leadership objective. Without strong leadership, followers are unsure of what direction and actions they should take. Kelley

(1988) stated that there are many elements that go into being a effective follower. Effective followers are active in providing feedback to fellow workers and their superiors. They are able to think independently and to voice their opinions when necessary. They are committed to the good of the team instead of focused on personal goals. They work in harmony with organizational goals instead of working around them. Another trait of effective followers is they are able to disagree without creating more disruption than is necessary. Facilitators observe these behaviors during LRC task completion and provide feedback to participants.

Teamwork

This objective focuses on teaching participants to put personal conflicts and problems aside to achieve the team goals. This involves being able to communicate with others and resolving arguments before they prevent the team from working as a unit. Teamwork also includes relying on the abilities of others in certain situations and, by the same token, carrying your "fair share" of the workload. LRC facilitators may discuss this objective in many different ways. One way to address the teamwork objective is to focus on Fleishman and Zaccaro's (1992) taxonomy of team functions. The taxonomy can be used to insure LRC students understand a wide variety of essential team leadership behaviors (such as work pacing and coordinating behavior).

Communication

There are many aspects of communication the LRC attempts to teach to participants, including both verbal and non-verbal communication, assertiveness, and conflict resolution techniques (e.g., Thomas, 1979). During LRC training, participants are given an opportunity to generate ideas to complete the task, but their success or failure depends on how well these ideas

are communicated to the other people in the scenario. This helps teach the participants to deliver a well-organized description of their solution to the task. Non-verbal communication, such as becoming detached from the group or crossing one's arms in disgust, is also covered by the facilitators during the debrief. Relevant non-verbal communication might also include signals from the leader that led to some group members not participating in the task solution.

Problem Solving

The LRC also provides an opportunity for participants to practice their problem solving skills in complex situations under time pressure. Groups are given a specific mission or objective and restrictions for each task. The task solutions are not intuitive and often require the use of tools and equipment in unusual ways. For example, task 8, Dr. No's Laboratory requires the group to cross a double fence line without touching it and to bring along a barrel of explosives to destroy an enemy laboratory.

To complete the Dr. No's Laboratory task, the students must recognize the barrel of explosives is also a potential tool. The solution involves using the barrel as a fulcrum for logs which are placed through the bars of the fence rather than over the fence. Team members must use their bodies as counterweights to keep the lever (logs) from touching the fence as team members cross the fence by stepping over the fence bars by walking on the logs. The problem students typically encounter on this obstacle is functional fixedness, which occurs when group members fail to see the alternative uses for the tools and equipment they have available because they are primed to recognize only the intended use. In this case, students fail to recognize that the barrel can be both a vessel for explosives as well as a fulcrum to support a lever.

Although every situation cannot be taught on one task, students are given a chance to learn how to confront and organize complex problems under time pressure. They also experience the leadership skills required to direct a group under such conditions. Because of the emphasis on success at the LRC, students also typically experience the behaviors necessary to solve these complex problems. Facilitators sometimes assist groups as they attempt a task by asking pertinent questions, such as "Can the barrel be used for anything other than to carry explosives?" Behaviors that are debriefed typically include hints for enhancing creativity, structured problem solving methods, such as brainstorming or the nominal group technique (Delbecq, Van de Ven, & Gustafson, 1975) and problem solving pitfalls to avoid, such as functional fixation.

Conclusion

This paper provides a brief account of the Leadership Reaction Course located at the United States Air Force Academy. It draws upon previous documentation to create a single LRC document. This technical report also serves as a foundation for future LRC research. Currently, at least two more technical reports on the LRC are planned. The first will report completion rates and results describing an empirical evaluation of the skills required by each task. The second technical report will describe an effort to assess leadership behaviors on the course and relate those behaviors to performance measures on each task. These two reports will also provide a more extensive review of the theoretical and empirical literature on experiential and outdoor learning environments.

The present technical report can also serve as a guideline for facilitating the LRC. As such, it is an appropriate training tool for DFBL faculty members who are learning to work as facilitators on the LRC. To provide the fundamental background information needed to facilitate

the LRC, this report describes some of the benefits of experiential learning, the differences between low and high ropes courses, the history of the course, and provides a physical and procedural description of the course. The report also lists the current uses of the LRC and specific learning objectives it attempts to achieve.

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Appendix A

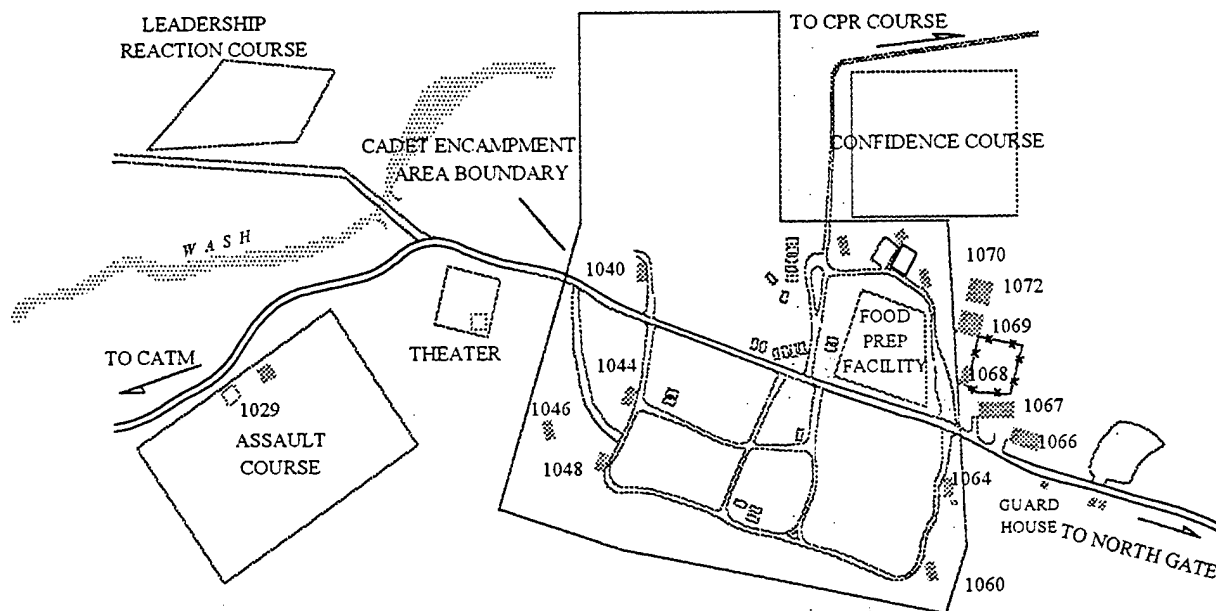
Group Reaction Course Outline

<u>Title, Purpose, and Content</u>	<u>Hours</u>
PREPARATION	:25
a. Purpose - To prepare the basic cadets for participation in the group reaction course	
b. Content -	
(1) The purpose of the group reaction course	
(2) Ground rules for the course	
(3) Group problem solving	
(4) Warm-up exercises	
GROUP REACTION COURSE	3:35
a. Purpose - To give the basic cadet an:	
(1) Introduction to the principles and techniques of group problem solving	
(2) Understanding of the importance of discipline and teamwork in solving group problems	
(3) Evaluation of leadership potential	
b. Content - The group reaction course includes nine pressure type situations, each of which must be accomplished in fifteen minutes. Each individual task will be critiqued upon its completion and a general critique will be held after completion of the entire course.	

NOTE: Unit of instruction is by squadron. The squadron will be broken down into elements which will accomplish the tasks concurrently.

Appendix B

Jack's Valley Encampment Area



Appendix C

BS 310 LRC Safety Brief

I. Introduction: Welcome cadets. Introduce yourself. Remind them it is a no hat/no salute area.

II. Purpose of LRC as a BS 310 field trip

A. Highlight of the course, an opportunity to use the principles of leadership in a challenging, applied setting (...and have fun in the process).

b. Focus on the PROCESS of applying principles of effective leadership and team performance.

III. Safety

A. Safety is of primary importance and is *everyone's* responsibility. NO ACTIVITY OR SOLUTION THAT MAY CAUSE ACCIDENT OR INJURY WILL BE PERMITTED!! If it looks or feels unsafe, it probably is.

B. Please adhere to the following safety precautions:

1. Never stand upright when on **any** structure above ground level. Crouch or sit on all walls, posts, or boards. Straddle poles/boards if possible and lock your legs.

2. NO JUMPING from walls, posts, platforms, or boards. 8. Sitting on the concrete obstacle partitions is prohibited.

3. Use **square knots** when tying knots (right over left, left over right).

4. Secure and spot anyone reaching for or levering equipment (poles, barrels, etc).

5. Spotters will be designated for *every* obstacle. Spotters must carefully observe all activity while keeping their arms up and ready to cradle the **head and shoulders** of anyone who might fall. **DON'T GET CAUGHT UP IN THE ACTIVITY AND FORGET YOUR RESPONSIBILITY!**

6. Empty your pockets of anything that could result in bodily injury in the event of a fall (i.e. a ball point pen causing a third nostril). Also, remove any type of jewelry such as rings, watches, bracelets, or earrings that could snag and/or catch on equipment.

7. When you've finished a station, return equipment to its original position, and spotters should rake the area before leaving. Always leave rakes with teeth facing down.

8. **QUESTIONS???** Dismiss group to their instructors.

Appendix D

KEY TO COURSE MAPS



DIRECTION OF
NORTH



COURSE TELEPHONE LOCATION



WATER TRAILER



GENERATOR



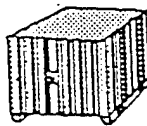
COMMAND POST TENT



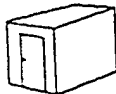
G.P. MED TENT



PORT-O-JON



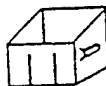
CONEX



COURSE SHED



MEDICAL STATION

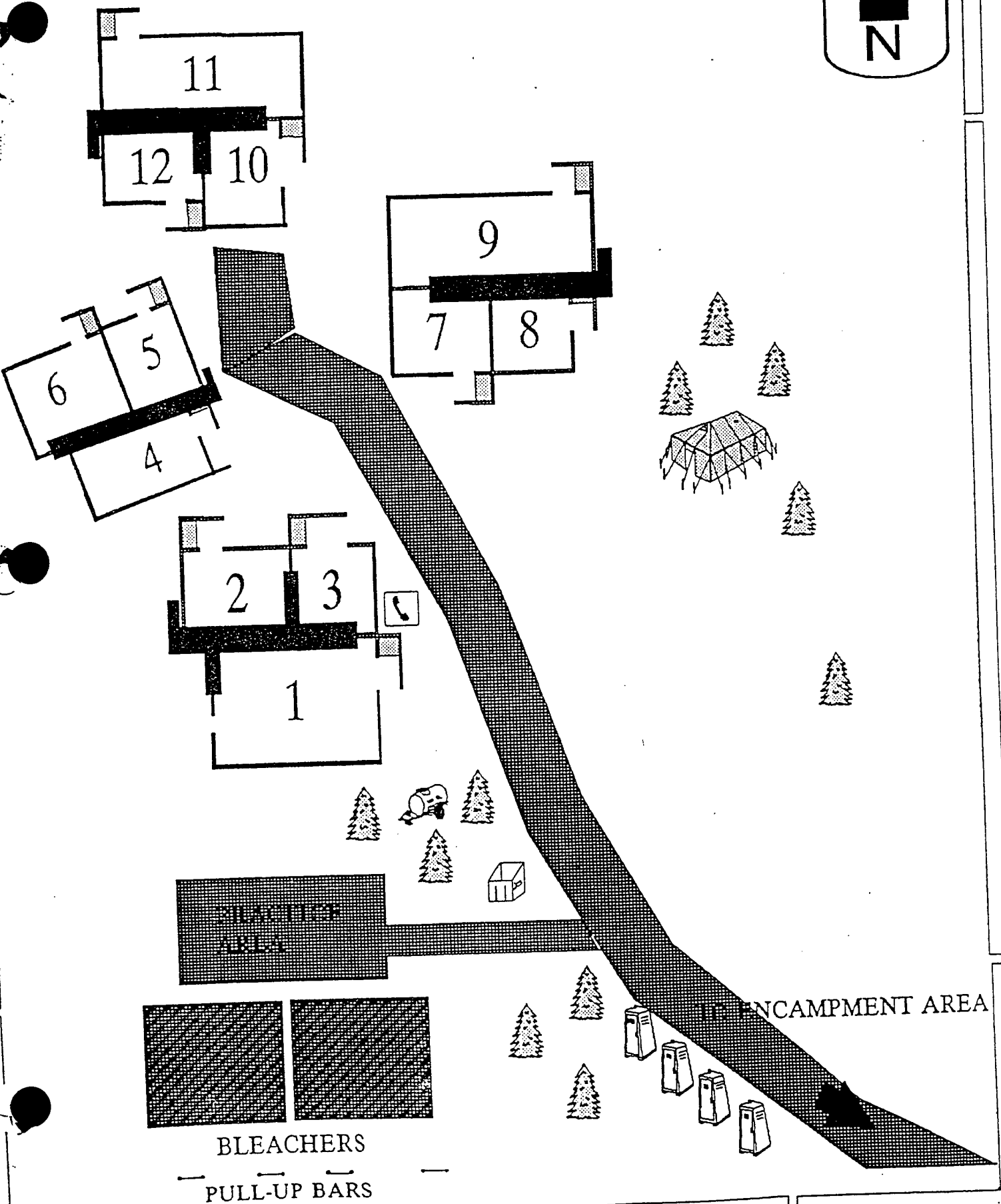
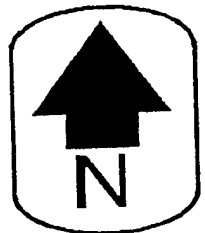


6 CUBIC YRD DUMPSTER



30 CUBIC YRD ROLLOFF

LEADERSHIP REACTION COURSE LAYOUT

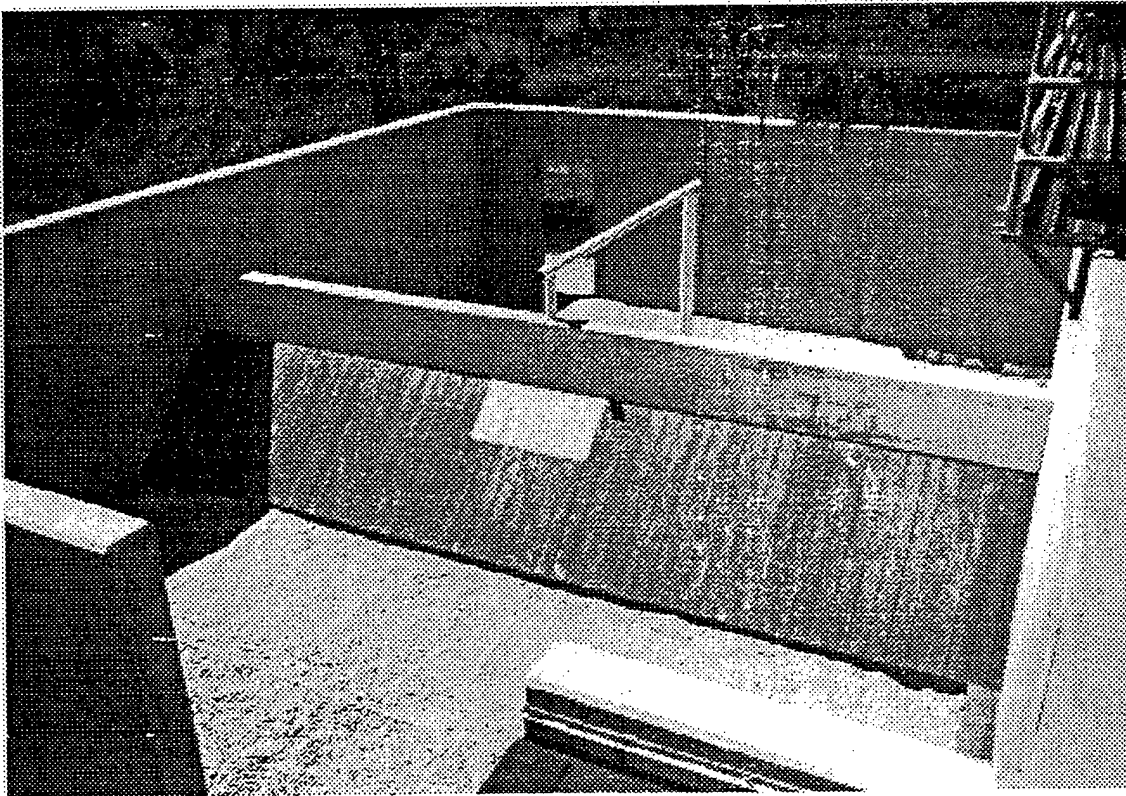


BLEACHERS
— PULL-UP BARS —

Appendix E

"OUT LIKE FLINT"

TASK#1



TASK 1 - "OUT LIKE FLINT"

1. NUMBER OF TEAM MEMBERS: 7

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Rope	2	20 feet long
Rope	1	7 feet long
Rope	3	4 feet long

Any other equipment found

3. SET-UP:

- Place ladder on SW side of wall near concrete pad.
- Stretch 20' rope across sand to NE wall.
- Place other rope by NE wall.

4. **TASK:** You are being held hostage while on a humanitarian aid mission in Somalia. The cell where they are holding you will soon be overrun by friendly forces. The enemy is getting ready to move you. If you can escape now you can probably hide until your own forces reach this area. You know the guards will come for you at any minute. Speed is important. An old man, apparently an ally, has thrown one end of rope into the compound. The other end of this rope is tied to the wall of the cell on the far side of the water area. You don't know whether this is a trap to dispose of you or not. There is a possibility, if he were friendly, that other equipment is stashed on the far side of the water area. The walls are wired and anyone touching a red area will set off an alarm in the guard command post. The water is also armed to set off an alarm if any object disturbs the surface. You also know that if you reach the far side, the enemy's command post is so close that verbal communication between the wall and the command post and vice versa will be impossible. You have secured the equipment you see here. You must work quickly.

5. SAFETY

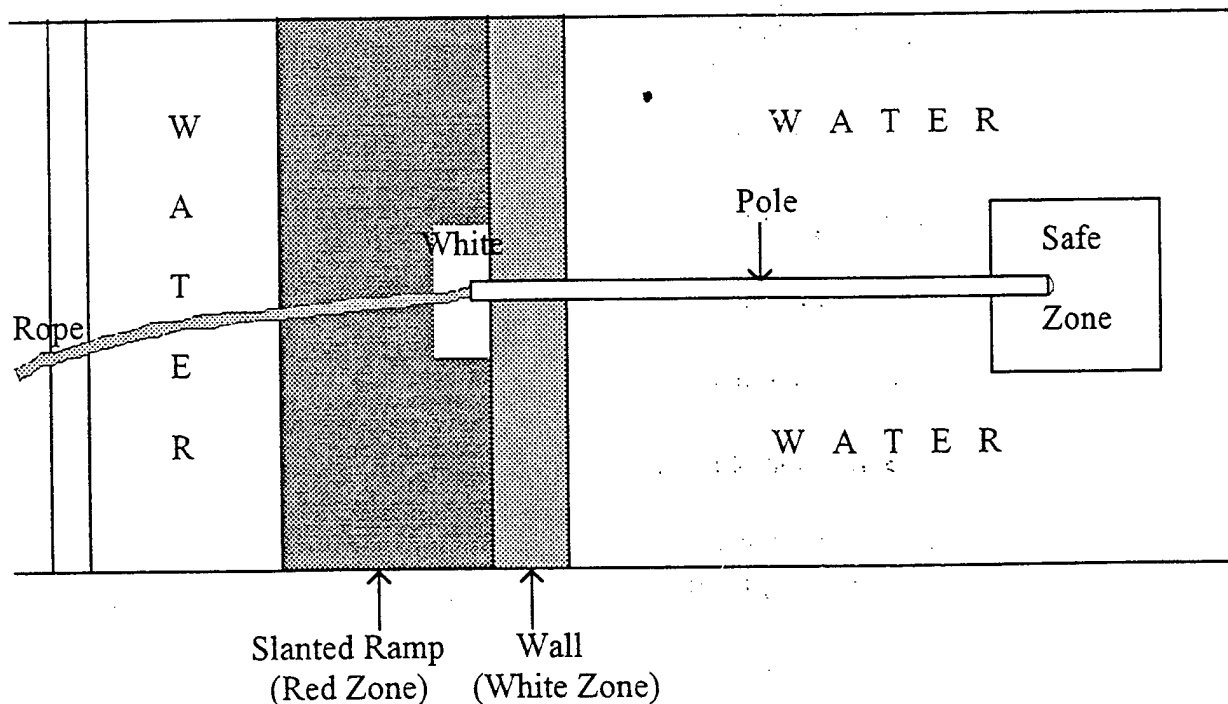
- a. Spot from land side of the wall, making sure you break anyone's fall from the wall or pipe.
- b. Make sure ladder is in a solid position before it is used for anything.
- c. Do not tell anyone about the ladder. Let the group discover it without outside help.

Not really safety

6. FOULS AND PENALTIES:

- a. Ladder touching red area or water (60 sec and reposition ladder).
- b. Talking between wall and compound or vice versa (30 sec).
- c. Cadet touching red area or water (30 sec and cadet starts again).
- d. Equipment other than ladder touching red area or water (30 sec).
- e. Help from non participants or catwalk (60 sec penalty for 1st offense and add 30 sec for each additional violation (i.e. 90 sec for 2nd violation, etc).

TOP VIEW



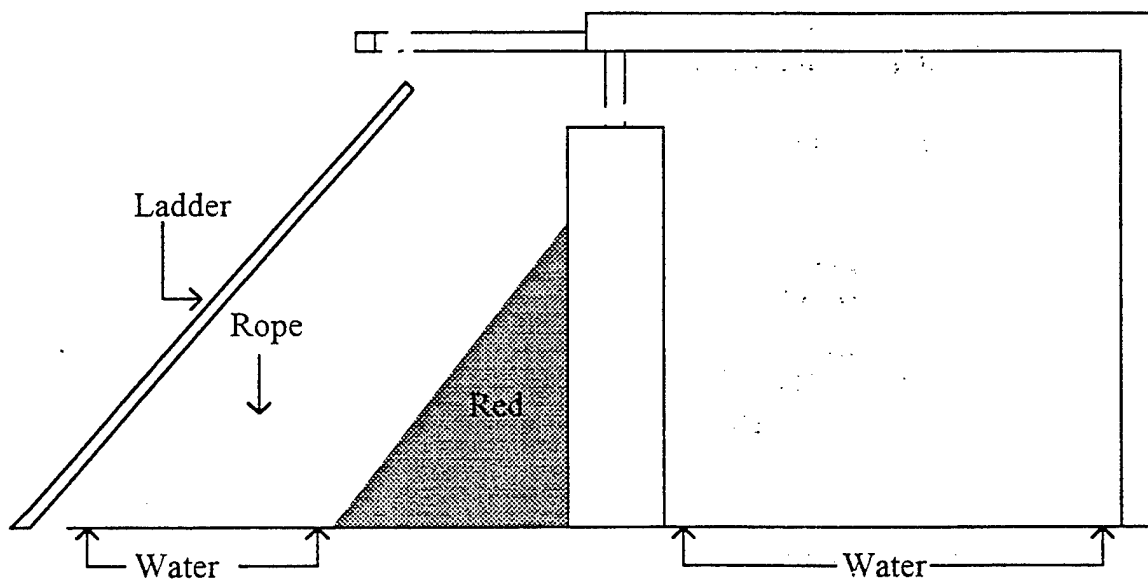
TASK 1 - "OUT LIKE FLINT"

SOLUTION:

- STEP #1:** Team should pull long rope straight while 1 or 2 members go across to wall then return to get a plan.
- STEP #2:** Team members should cross in the same way as in step #1.
- STEP #3:** Team members on the wall should pull the pole out of the tube.
- STEP #4:** Team members on the wall should slide the ladder across the pole to other members.
- STEP #5:** One member should slide out on the pole and tie the top rung of the ladder to the pole with the small rope.
- STEP #6:** All members should move up the ladder, across the pole, and jump to the sand on the other side.

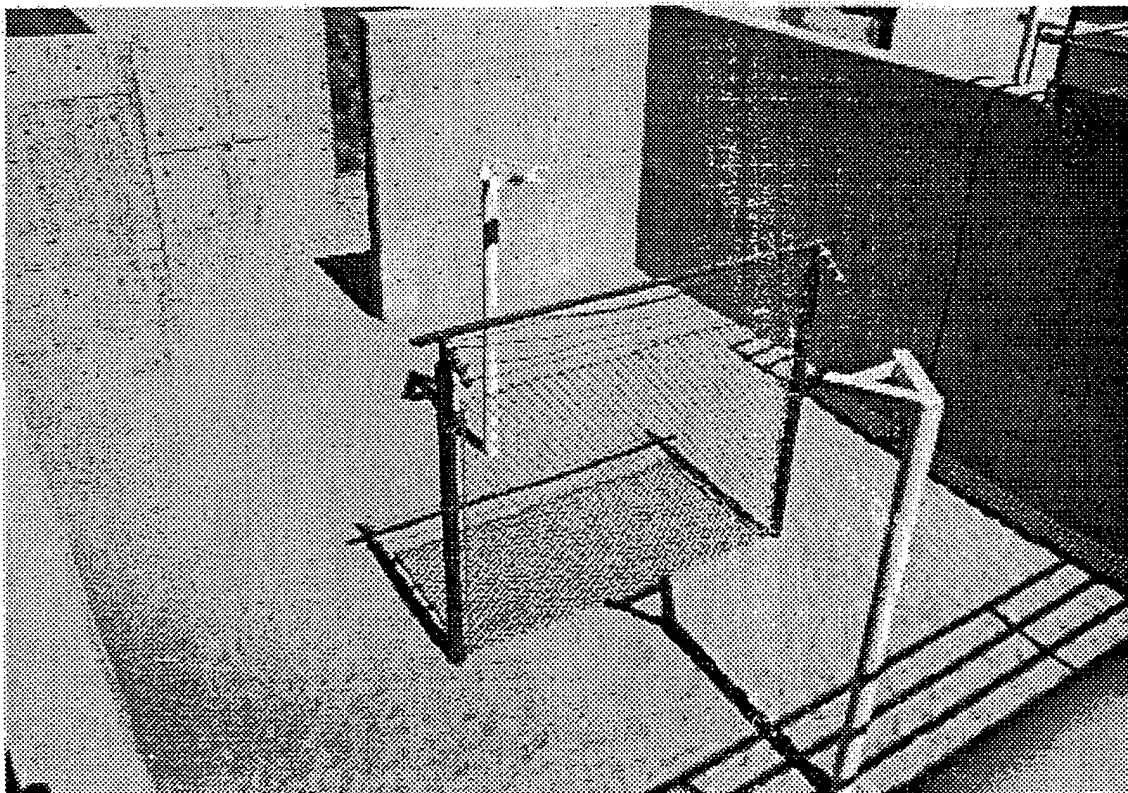
SPOTTERS SHOULD BE: On either side of the big rope/extended pole (#1,#2) and on the other side of the wall if there are extra spotters.

SIDE VIEW



"OVER THE FENCE"

TASK #2



TASK 2 - "DEMOLITION MAN"

1. NUMBER OF TEAM MEMBERS: 7

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Plank	1	10 feet
Plank	1	3 feet
Rope	1	14 feet
Charges	4	20 lbs

3. SET-UP:

a. Place all equipment on W wall.

4. TASK: You are members of a sabotage team. All members must cross this fence which encloses a power plant, set the explosive charges, and return. The explosive is volatile and must be handled very carefully. The area between the high voltage warning posts and the fence is mined. The lower red portion of the signposts and fence are electrified. Touching any part of them sets off a silent alarm. A guard patrols this portion of fence every 15 minutes. He has just passed. Begin work.

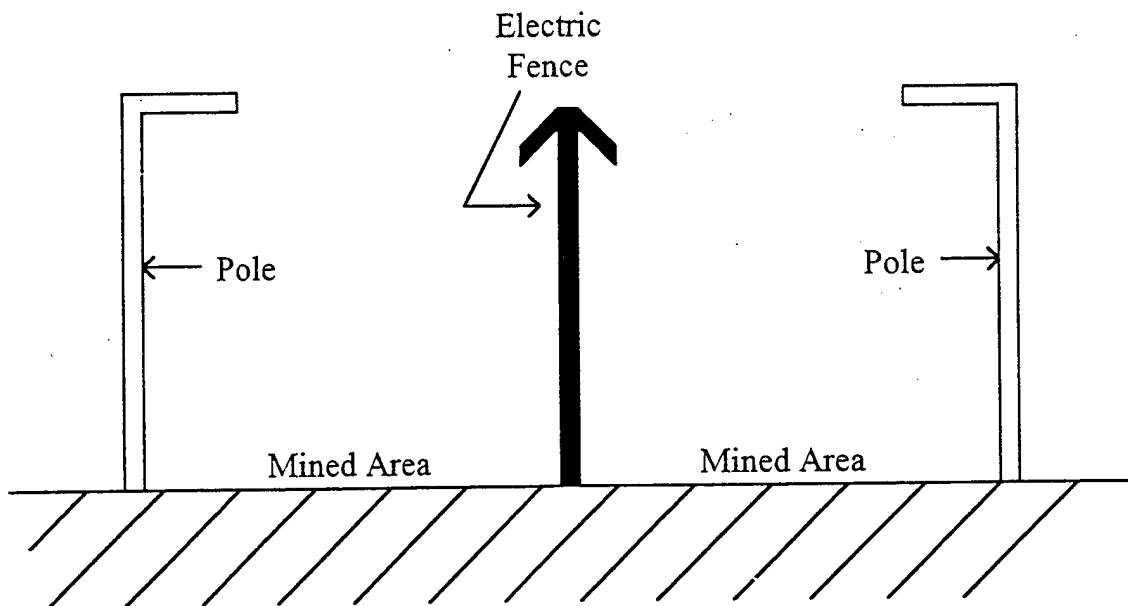
5. SAFETY:

- a. Insure that plank is firmly and securely placed any time you climb on it.
- b. Do not stand up on top of the signposts.
- c. Do not walk across plank: crawl or slide only.

6. FOULS AND PENALTIES:

- a. Rough handling of the explosives (60 seconds and forward man returns to the start).
- b. Anybody or any equipment touches the ground between the signposts and the fence, or touches the fence or lower portion of the signpost (60 seconds).

SIDE VIEW



TASK 2 - "DEMOLITION MAN"

SOLUTION:

STEP #1: Team members should use the rope provided to lash the small board to the large board.

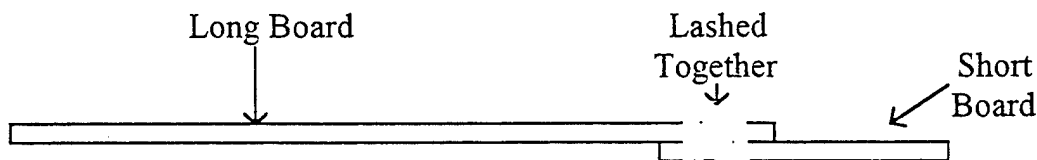
STEP #2: The strongest team member should go to the top of the pole while the other team members help him/her lay the boards across to the other pole.

- * The boards should fit into the indentions on the poles.
- * Monitor should ensure that the boards are put together safely before anyone crosses.
- * The little board should be underneath or boards will sag and hit the red fence.

STEP #3: All members should cross to the other side of the sand by crawling over the boards with the sand bags.

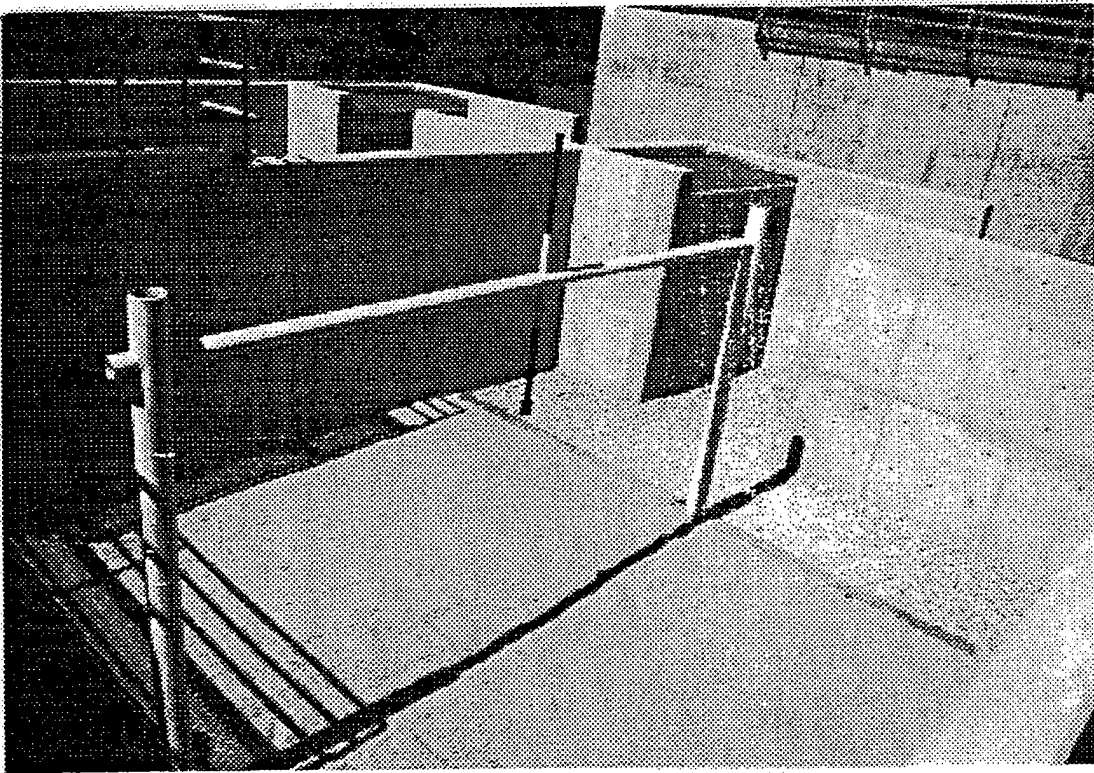
STEP #4: All members must cross back over the boards to the side of the fence in which they started **after** all members have crossed over once and the sand bags have been left on the other side of the pole/fence.

SPOTTERS SHOULD BE: Underneath anyone on the poles or crossing the board at all times!



"HO CHI MINH TRAIL"

TASK #3



TASK 3 - "HO CHI MINH TRAIL"

1. NUMBER OF TEAM MEMBERS: 9

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Rope	1	7 feet long
Rope	1	15 feet long
Box	1	About 10 lbs
Plank	1	2 in. by 4 in. by 6 feet

3. SET-UP:

- a. Place box directly underneath center perpendicular pole.
- b. Place all other equipment on W wall.

4. TASK: Your team has parachuted behind enemy lines. The mission tools tore loose during the jump and landed in the road. You cannot continue your mission without these tools. You cannot touch the road with any object because of the antipersonnel mines used by the enemy. This old gate offers help. However, the red areas have been booby-trapped and will set off a detonation at the slightest touch. You have several ropes. You cannot stay here long because the enemy may have seen you drop. The whole team must cross this road in order to reach your objective.

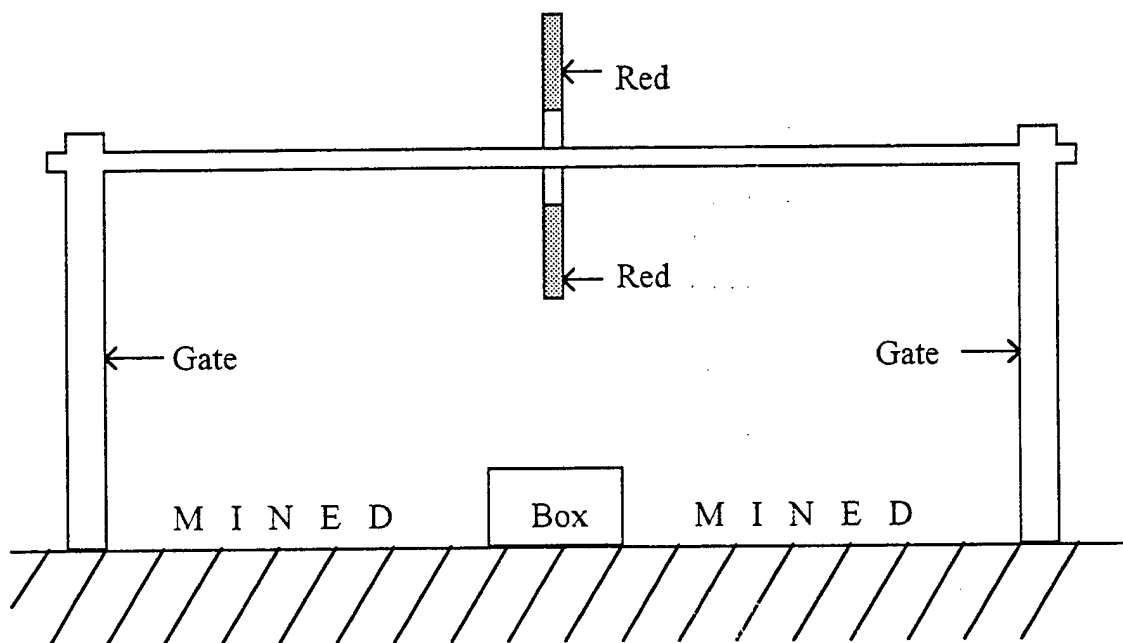
5. SAFETY

- a. If people sit on the bar to cross, spotters should follow them across.

6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touching a red area or the ground between the posts (entire team starts task again).
- b. Help from non participants or catwalk (60 sec for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

SIDE VIEW



TASK 3 - "HO CHI MINH TRAIL"

SOLUTION:

STEP #1: Tallest team member should be the last to cross.

STEP #2: All team members should move hand over hand across the top bar, jump down on the box, then continue to the other side of the sand.

STEP #3: Last team member should cross to the box with a rope, loop the rope over the bar, tilt the box with his/her feet, and carefully jump to the sand where the box had been sitting.

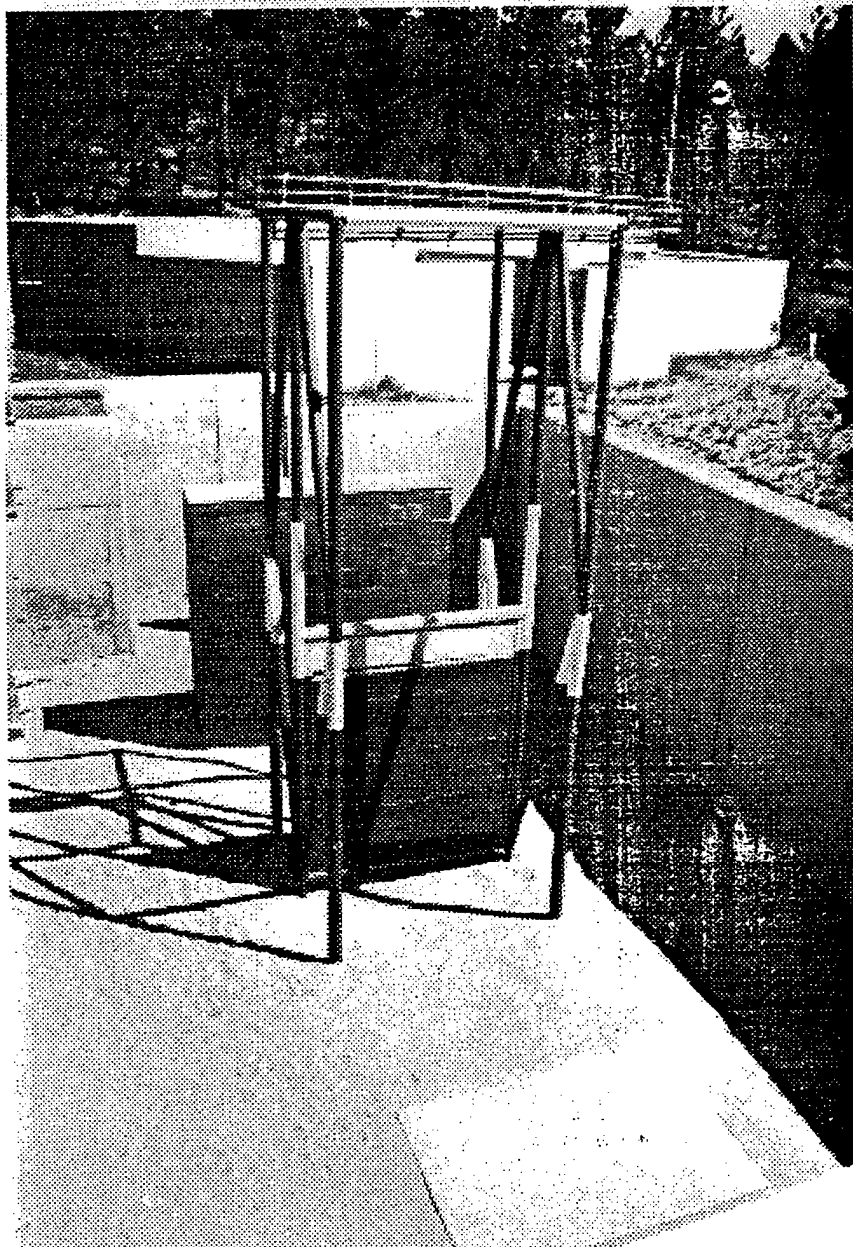
STEP #4: Last team member should then pick the box up and throw it to his/her teammates on the other side of the sand.

STEP #5: Last team member should then cross the bar to join his/her teammates on the other side of the sand.

SPOTTERS SHOULD BE: Underneath anyone crossing the bar at all times!!

"WALL BANGER"

TASK #4



TASK 4 - "WALL BANGER"

1. NUMBER OF TEAM MEMBERS: 6

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBERS</u>	<u>DIMENSIONS</u>
Rope	1	20 feet
Block	1	6 in. by 12 in. (notched)

3. SET-UP:

a. Coil rope and place on concrete pad, with block on top.

4. TASK: There are two main obstacles which are located six and twelve feet respectively from the starting line. This platform is the starting position and you cannot touch the ground around the platform. Your task is to move your entire team from this starting point, over the obstacles, to the area beyond the second obstacle. Any part of the bombed out bridge which is painted white is strong enough to support your weight. You cannot touch the ground or any area painted red. Carefully observe the off-limits areas and use extreme caution. Work as quickly as you can.

5. SAFETY:

a. Spotters should remain under anyone on the tower. In general, there should be at least one spotter on each side of the wall.

b. Person at top of the platform must have his legs locked at all times.

a. Cadet touching ground or any area painted red (30 sec and cadet starts again).

b. Help from non participants or catwalk (60 sec for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

White on top

Red

White

Red

MINED

White

The diagram shows a truss structure with a central vertical member and two diagonal members on each side. The top chord is labeled 'White on top' with a downward arrow. The left vertical chord is labeled 'Red' with a rightward arrow. The left diagonal chord is labeled 'White' with a rightward arrow. The right diagonal chord is labeled 'Red' with a rightward arrow. The bottom chord is labeled 'MINED' with two arrows pointing to the left and right sections. The right vertical chord is labeled 'White' with a downward arrow. The structure is supported by a hatched base.

TASK 4 - "WALL BANGER"

SOLUTION:

STEP #1: Tie the wooden piece to the rope and throw it over the first bar so a person is able to climb to the very top and sit on white portion.

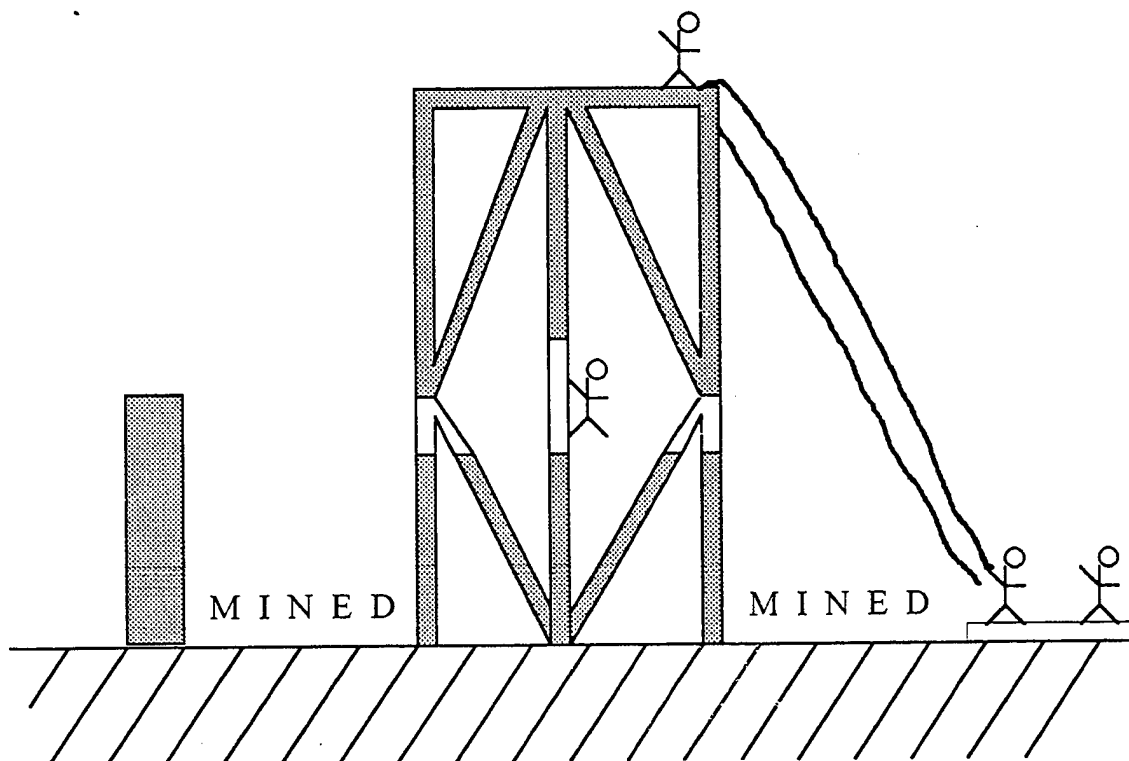
STEP #2: The "monkey" on top wedges the wooden piece between 2 bars allowing the rest to swing to the middle. You will put your feet on the white boards near the top.

STEP #3: Now, swing the rope on the other side so the members can swing to the top of the wall (white).

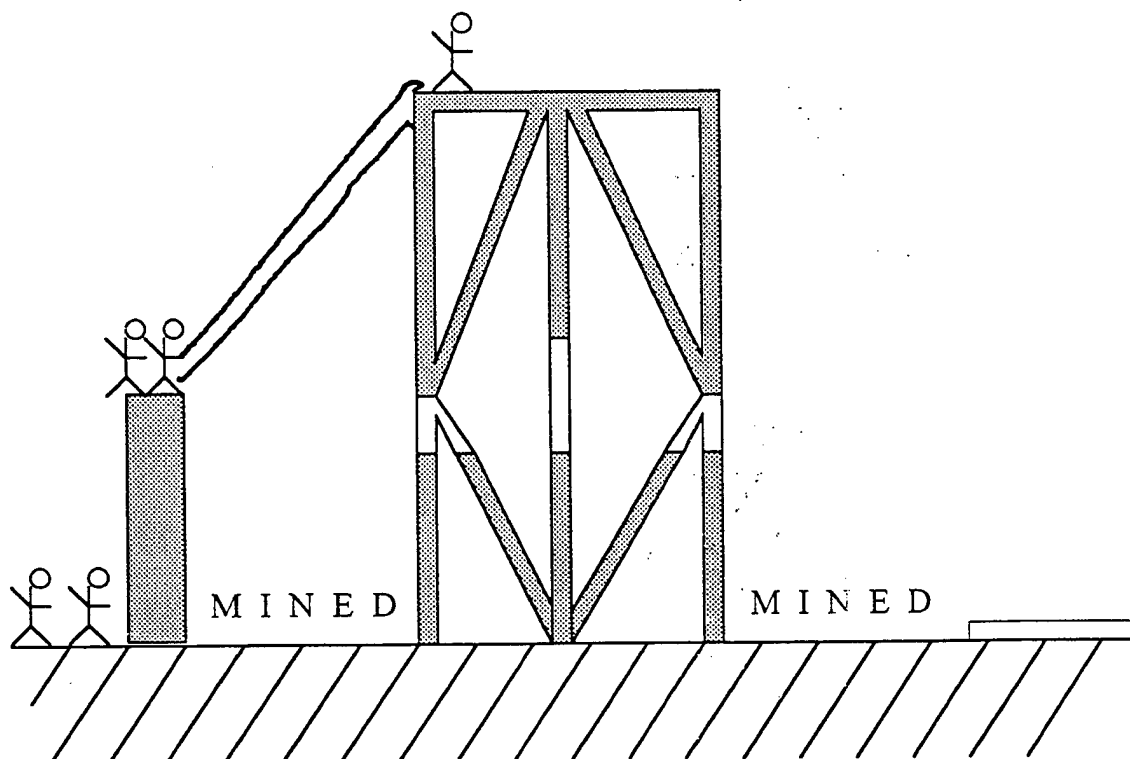
STEP #4: Once everyone is over the wall they will hold the rope so the person on top can climb down to the top of the wall and jump over.

SPOTTERS SHOULD BE: Watch the person swinging and especially the person on the very top.

STEP #1

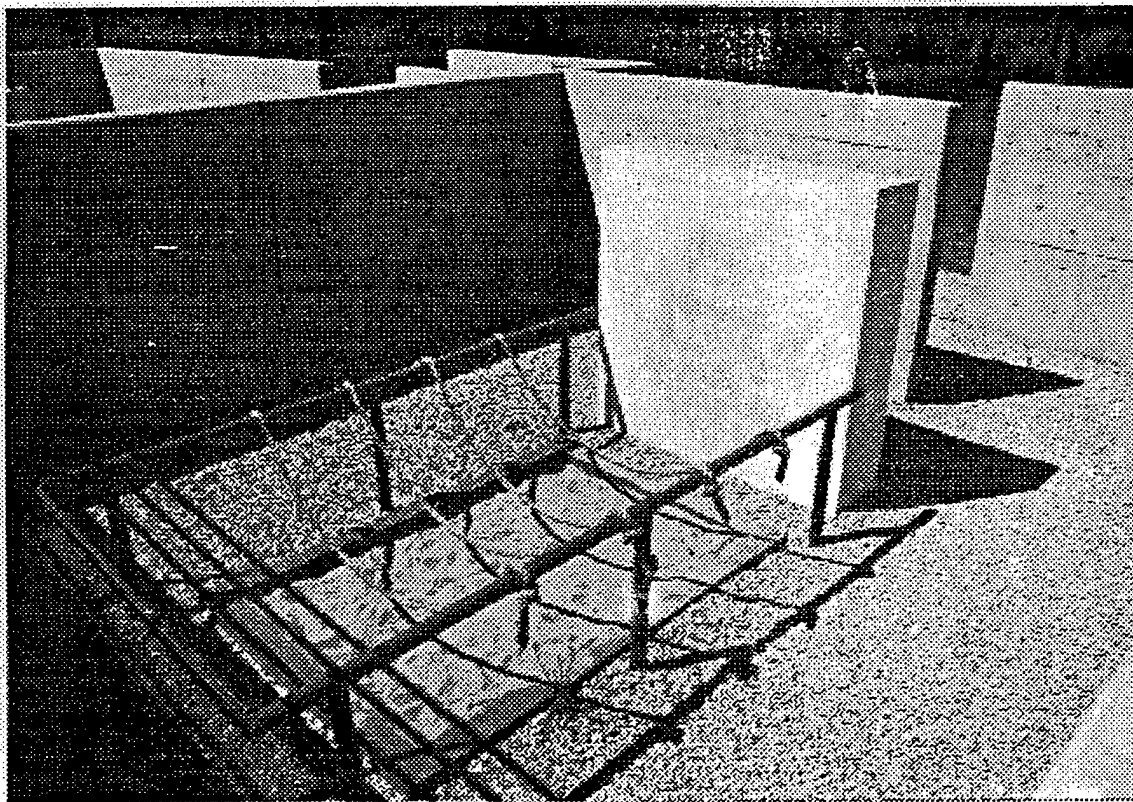


STEP #2



"BOSNIAN ROPE BRIDGE"

TASK #5



TASK 5 - "BOSNIAN ROPE BRIDGE"

1. NUMBER OF TEAM MEMBERS: 7

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Plank	1	2 inch by 12 inch by 4 feet
Box	1	Approximately 20 lbs

3. SET-UP:

- a. Place plank and box at beginning of event inside the red rails.

4. **TASK:** A portion of a makeshift bridge collapsed behind you. You are trapped in this small area. You must continue your mission, for the enemy is all around you and may discover your presence at any moment. The bridge was originally destroyed with a nuclear weapon and all red areas are still radioactive and cannot be touched with anything. The box you have has serum which is vitally needed by your unit. Any rough handling of the box might break the serum bottles inside. Therefore, extreme care should be used in transporting the container. The water is swift and any objects falling into the water will be swept away. Your entire team must cross this rope bridge, scale the cliff at the far end, and deliver the serum to your unit located beyond the cliff. The area of ground between the cliff and the bridge is mined and cannot be touched.

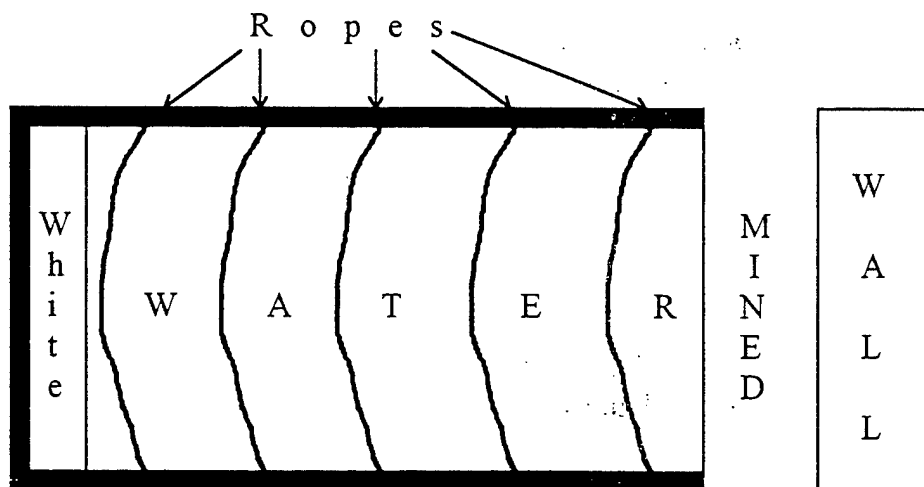
5. SAFETY:

- a. One spotter should follow each person across the ropes, spotting for the person's head if he falls toward the bars or cement.
- b. Two spotters should be placed at the "X"s when people are going from the ropes to the wall.

6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touches red area (6 sec and/or cadet or equipment starts over).
- b. Cadet falls into water (60 sec and cadet starts again).
- c. Box falls into water or otherwise dropped (60 sec and task starts over again).
- d. Cadet or equipment touches mined area (60 sec and start task over again).
- e. Rough handling of box (30 sec).
- f. Plank falls into water (loss of plank).
- g. Help from non participants or catwalk (60 sec for first offense, and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



TASK 5 - "BOSNIAN ROPE BRIDGE"

SOLUTION:

STEP #1: Slide out the red bar to give more room for everyone to work with.

STEP #2: Lay the first board down stable over the first couple of ropes. Probably someone with good balance should do this.

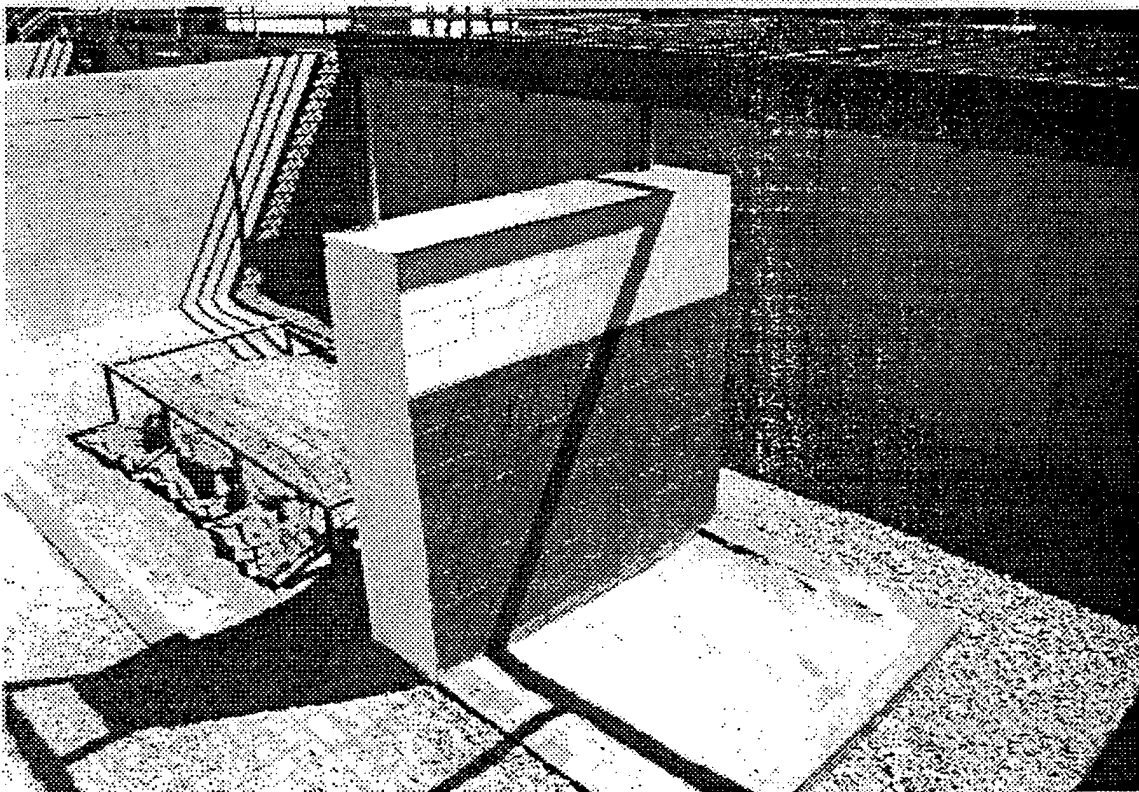
STEP #3: Have that person lay down the second board so as to continue crossing to the wall. Someone behind him should stabilize second board so he can jump to the top of the wall.

STEP #4: All members should cross with the person on the wall helping the others over.

SPOTTERS SHOULD BE: Very active inside ropes because people lose balance and could fall into the rails. Also spot the ones jumping so they don't fall on their faces.

"GROUND ZERO"

TASK #6



TASK 6 - "GROUND ZERO"

1. NUMBER OF TEAM MEMBERS: 6

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSION</u>
Plank	1	2 inch by 8 inch by 10 feet
Rope	1	6 feet

3. SET-UP:

a. Place all equipment at starting point, prior to red grid structure.

4. TASK: You have been dropped behind enemy lines to destroy the enemy's nuclear power plant. You have completed your task of planting the explosives and have set them to go off in fifteen minutes. You are met by an ally and have now come to the enemy's defense line. You must get past this obstacle, cross a raging stream, and meet the team of special forces who will take you to safety. All equipment you use must be taken with you. Everything painted red, and all wire screens, are mined and must not be touched. Remember, you have just fifteen minutes before your explosives will go off. You must leave here immediately.

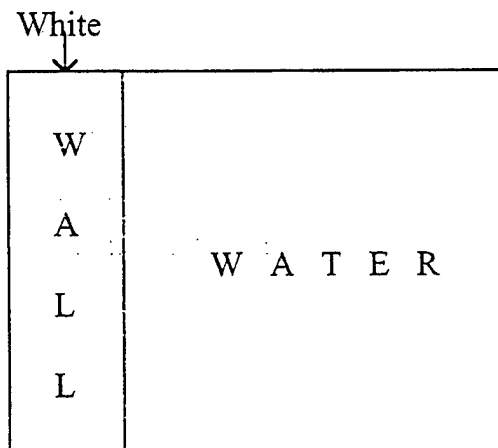
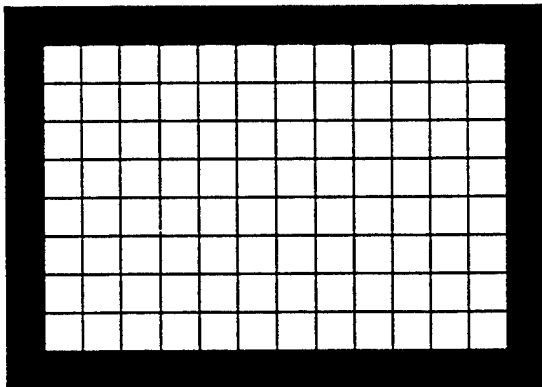
5. SAFETY:

- a. Spotters should be placed at the "X"s when people are attempting to cross the water pit.
- b. When people are climbing the wall, one spotter should insure that the person doesn't fall back onto the wire obstacle.
- c. Insure that no jumping occurs from the plank to the other side of the water.

6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touching red area of wire screen (30 sec).
- b. Rope falling into water (loss of rope).
- c. Loss of control of board causing it to fall into water or onto ground (30 sec and board starts again).
- d. Cadet touching or falling into water (30 sec and cadet starts again).
- e. Board touching water (30 sec and reposition board).
- f. Help from non participants or catwalk (60 sec for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



TASK 6 - "GROUND ZERO"

SOLUTION:

STEP #1: Have someone dig a tunnel on just 1 side under the cage. Make sure everyone can fit under the cage.

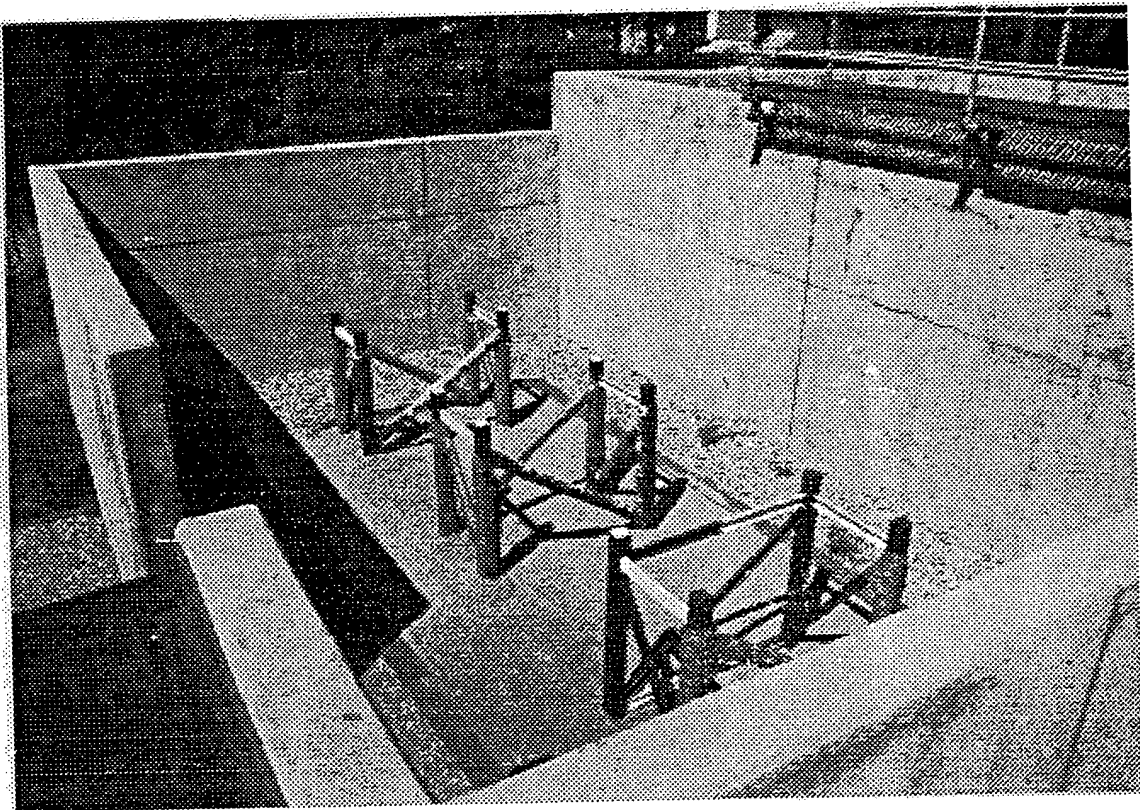
STEP #2: Everyone should pass through this tunnel to the other side. Bring long board with you.

STEP #3: Once everyone has climbed to the top of the wall, use the long board to slide down past the sand.

SPOTTERS SHOULD BE: Watching people climbing up the wall and sliding down the backside. No standing on top of wall!

"MEDIVAC"

TASK #7



TASK 7 - "MEDIVAC"

1. NUMBER OF TEAM MEMBERS: 7

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Dummy	1	145 lbs
Stretcher	1	Normal
Plank	1	2 inch by 6 inch by 76 inch
Plank	1	2 inch by 6 inch by 62 inch
Plank	1	2 inch by 6 inch by 52 inch

3. SET-UP:

- a. Place all of the equipment at the beginning of the obstacle.

4. TASK: These pilings represent the remains of a bridge which has been blown up by enemy nuclear weapons. Portions of the pilings and the water have been contaminated and cannot be touched. You are the crew of a Jolly Green Giant rescue helicopter shot down in enemy territory. One crew member has been critically wounded in the back. You have a stretcher which must be used to transport the wounded man across the stream. You have obtained five planks. You must not touch contaminated areas or the water with any piece of equipment or any part of your body. Take all equipment with you to avoid leaving clues to your passage. You may NOT jump from one set of pilings to another. Be careful and work quickly.

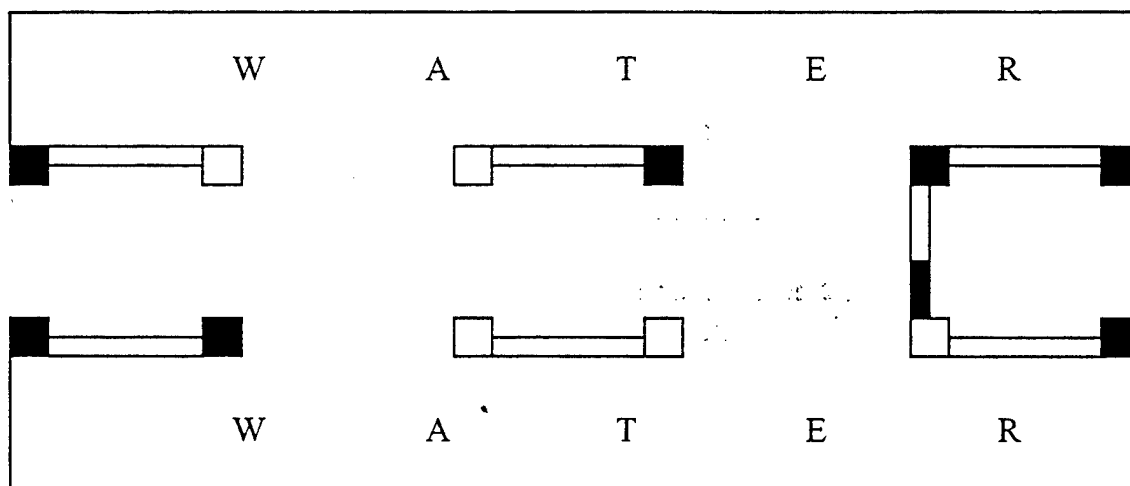
5. SAFETY:

- a. Spotter should be placed at "X"s to make sure people don't fall into water.
- b. Instructor spotter will most likely be placed somewhere in the structure to make sure boards are placed firmly.

6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touching water or any area painted red (30 sec).
- b. Stretcher or dummy dropped (start task again).
- c. Plank falling into water (60 sec and reposition).
- d. Cadet falling into water (60 sec and cadet starts again).
- e. Help from non participants or catwalk (60 sec for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



TASK 7 - "MEDIVAC"

SOLUTION:

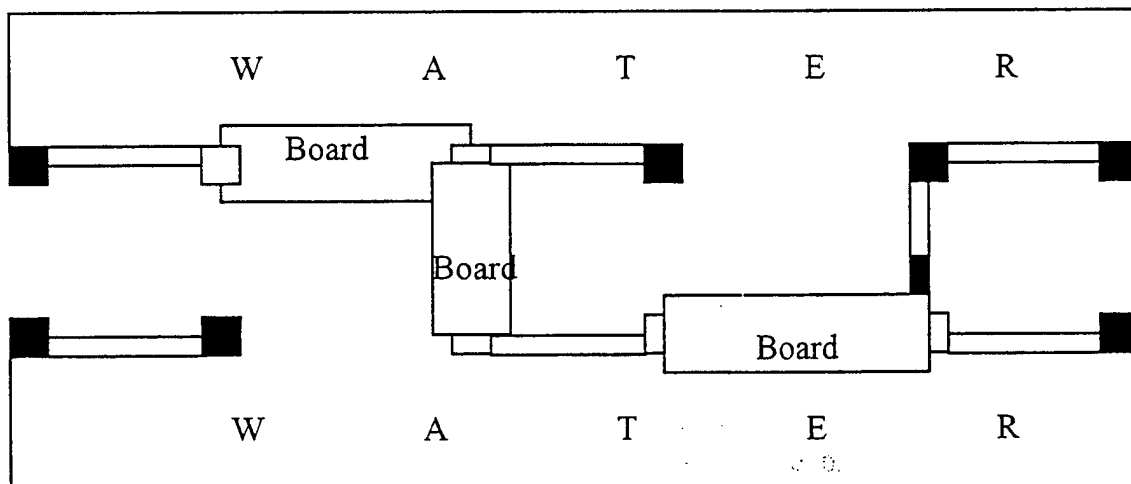
STEP #1: Team members place boards on white area of bridge pilings to get across object.

STEP #2: Pass the stretcher with the wounded man across as your first goal.

STEP #3: Once the stretcher is across the rest of the people should cross the bridge.

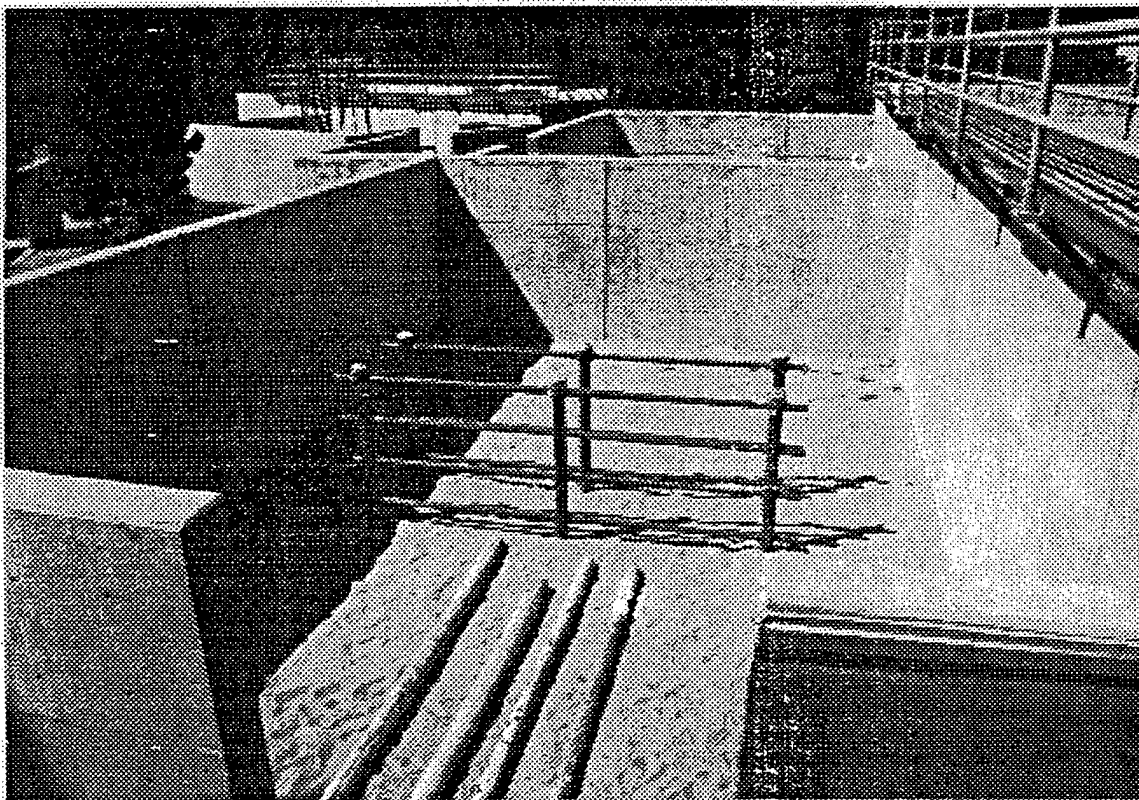
STEP #4: A variety of ways can be used to cross the bridge!!!

SPOTTERS SHOULD BE: Located around the sand area. They can hold the boards secure while the team members cross (This is highly recommended!!). Boards are very unstable and can tip over easily.



"DR. NO'S LABORATORY"

TASK #8



TASK 8 - "DR. NO'S LABORATORY"

1. NUMBER OF TEAM MEMBERS: 7

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Pole	3	5 inch diameter by 10 feet
Pole	1	5 inch diameter by 6 feet
Pole	1	5 inch diameter by 5 feet
Rope	1	4 feet long
Barrel	1	55 gallon

3. SET-UP:

a. Place all the equipment on the NE corner of the obstacle at the beginning.

4. **TASK:** You have just landed by parachute in this area. Your mission is to destroy an enemy experimental laboratory. You are to cross this double fence before the guard returns. Use the equipment placed near the fence. You must take the barrel with you. Caution--it must be handled very carefully as it contains your demolition tools. All the members of your team are required to cross. All equipment you use must be taken with you. You must not touch any part of the fence with anything. It is wired so that it will set off an alarm. The ground between the fences is heavily mined and cannot be touched with any of the equipment, or any part of the body. A guard passes here every fifteen minutes. He has just passed. Go ahead.

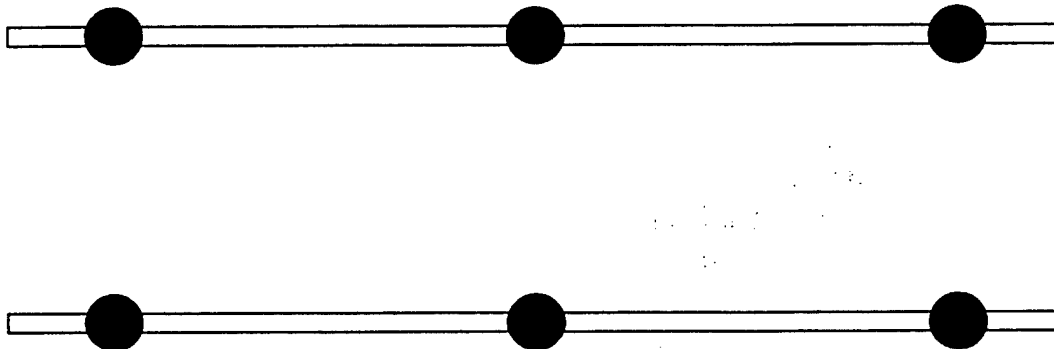
5. SAFETY:

- Place spotters at the "X"s. Keep the people from falling head first onto the pipes or ground.
- Do not get hit by any of the logs or other equipment.

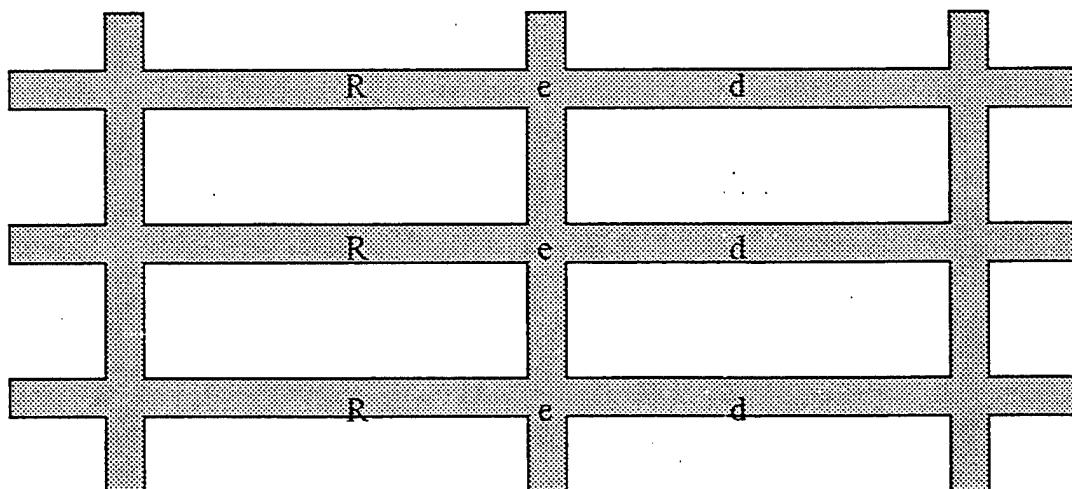
6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touching fence (30 sec and reposition).
- b. Cadet or equipment falling on fence or mined areas (30 sec and cadet/equipment starts again).
- c. Dropping barrel (30 sec and start task again).
- d. Rough handling of barrel (30 sec and start barrel again).
- e. Help from non participants or catwalk (60 sec penalty for first offense and 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



FENCE VIEW



TASK 8 - "DR. NO'S LABORATORY"

SOLUTION:

STEP #1: Team should place log(s) [preferably 2] through fence while avoiding red area on fences.

STEP #2: Balance logs on white barrel still keeping them from touching red.

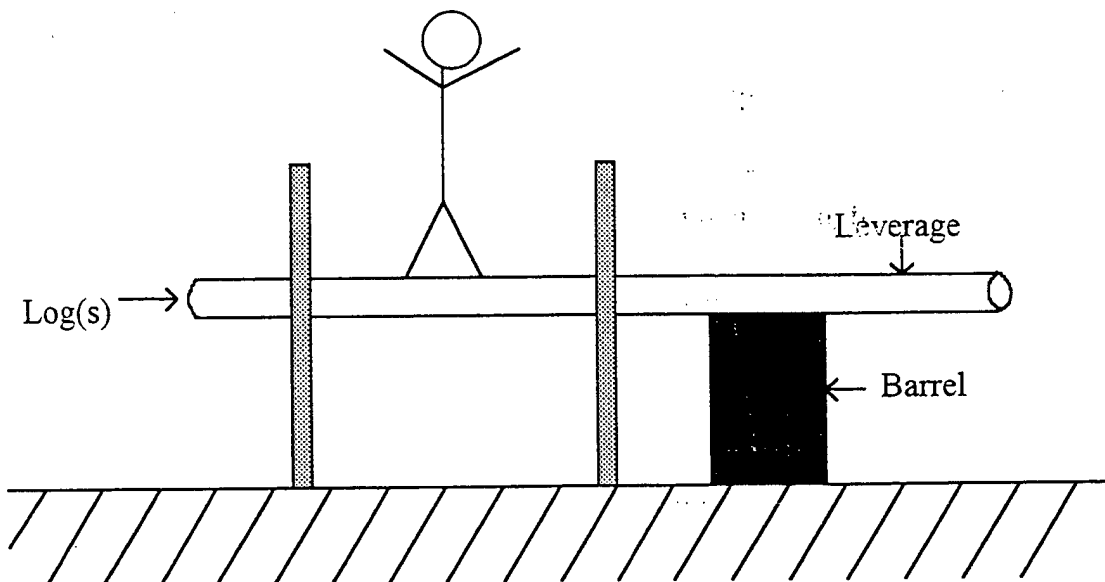
STEP #3: Use leverage to get first team member through.

STEP #4: All team members, except two, cross.

STEP #5: Remaining members pass barrel across to the other people.

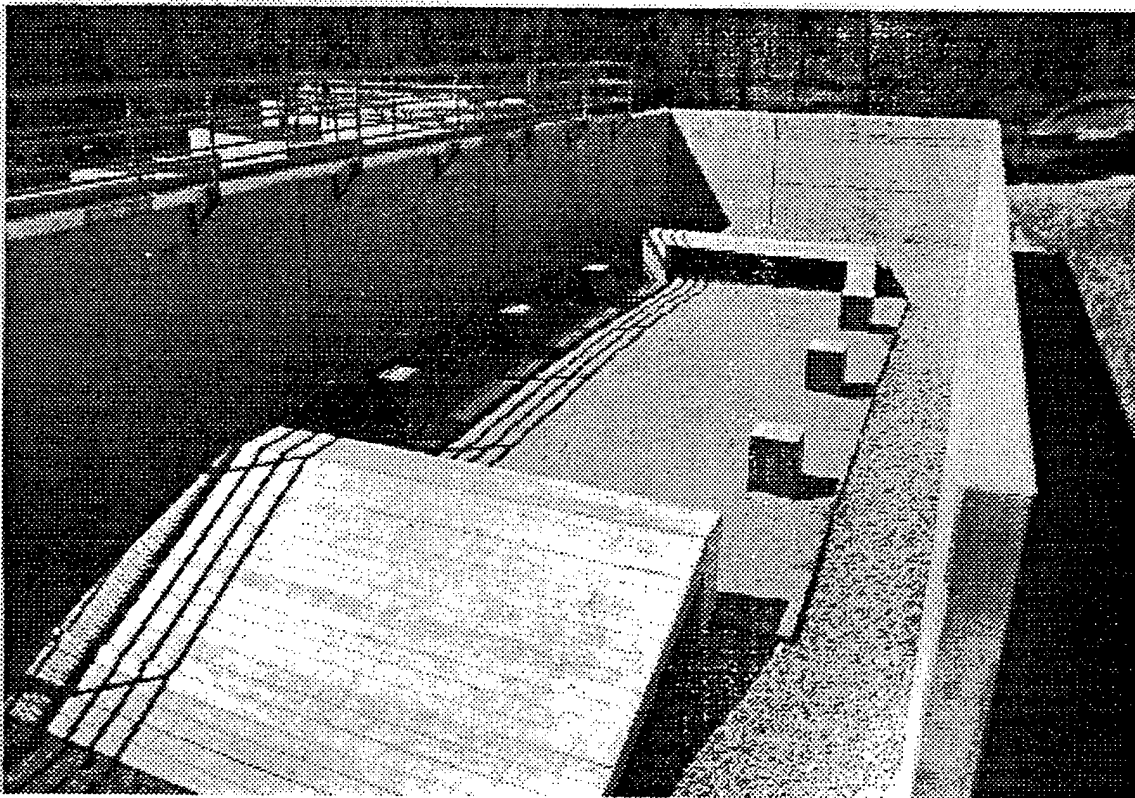
STEP #6: Use barrel on opposite side of fence that was just brought over as leverage for the last team member.

SPOTTERS SHOULD BE: On either side of both fences making sure someone doesn't fall off the poles onto the fence.



"CAM RAHN BAY"

TASK #9



TASK 9 - "CAM RAHN BAY"

1. NUMBER OF TEAM MEMBERS: 9

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Barrel	1	55 gallon
Plank	2	3 in. by 9 in. by 8 ft.
Plank	2	3 in. by 9 in. by 12 ft.
Plank	1	3 in. by 9 in. by 10 ft.
Plank	1	3 in. by 9 in. by 9 ft. 3 in.
Wheelbarrow	1	30 lbs.

3. SET-UP:

a. Place all equipment at the beginning of the bridge.

4. TASK: Heavy monsoon rains have made aerial resupply of your special forces camp impossible. Your mission is to take a barrel across this stream to a supply cache to pick up vitally needed food and communications equipment. Monsoon floods have swept away most of a bridge on your route. You have found this pile of logs and planks. You must take enough equipment with you to the other side to insure your safe return at a later time. Any equipment falling into the water will be swept away by the swift current. No one may touch the red areas.

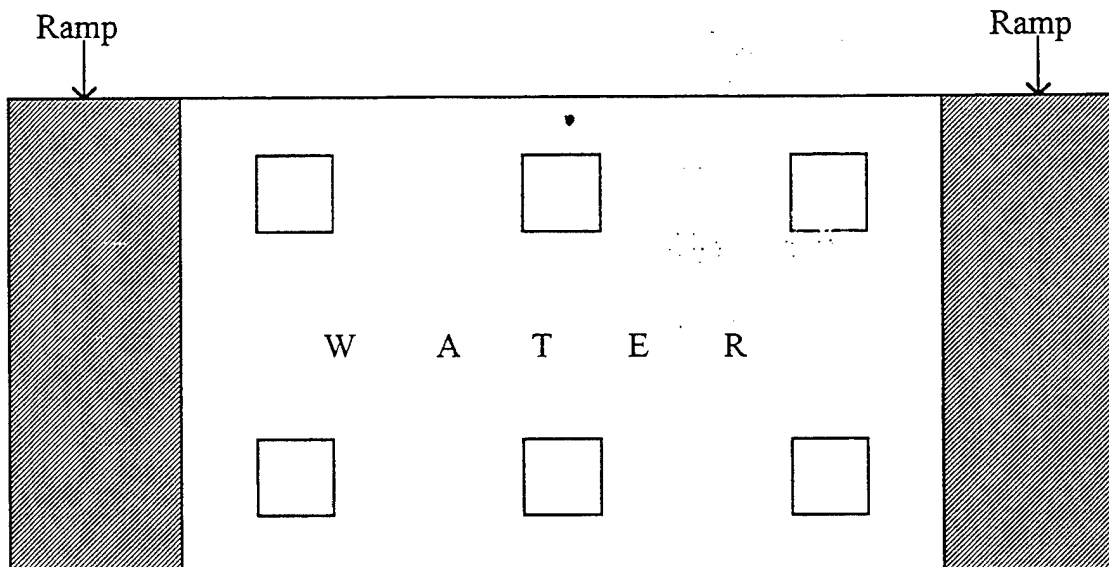
5. SAFETY:

- Spotters should only be on the land side of the obstacles.
- As people begin to cross, insure they fall into the water rather than hitting the cement pool siding.
- When the cart goes across, insure YOU are not hit by it if it falls.
- Watch for falling planks and poles.

6. **FOULS AND PENALTIES:**

- a. Cadet falls into water (30 sec and cadet starts again).
- b. Cadet touches water or red (30 sec).
- c. Planks or poles falling into water (equipment lost--when third plank is lost, start problem again).
- d. Equipment touching water (30 sec and reposition equipment).
- e. Cart falling into water (60 sec and start problem again).
- f. Help from non participants or catwalk (60 sec for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



TASK 9 - "CAM RAHN BAY"

SOLUTION:

STEP #1: Team should find plank(s) and lay them on the white parts of blocks. Strongest person should handle planks for the most part.

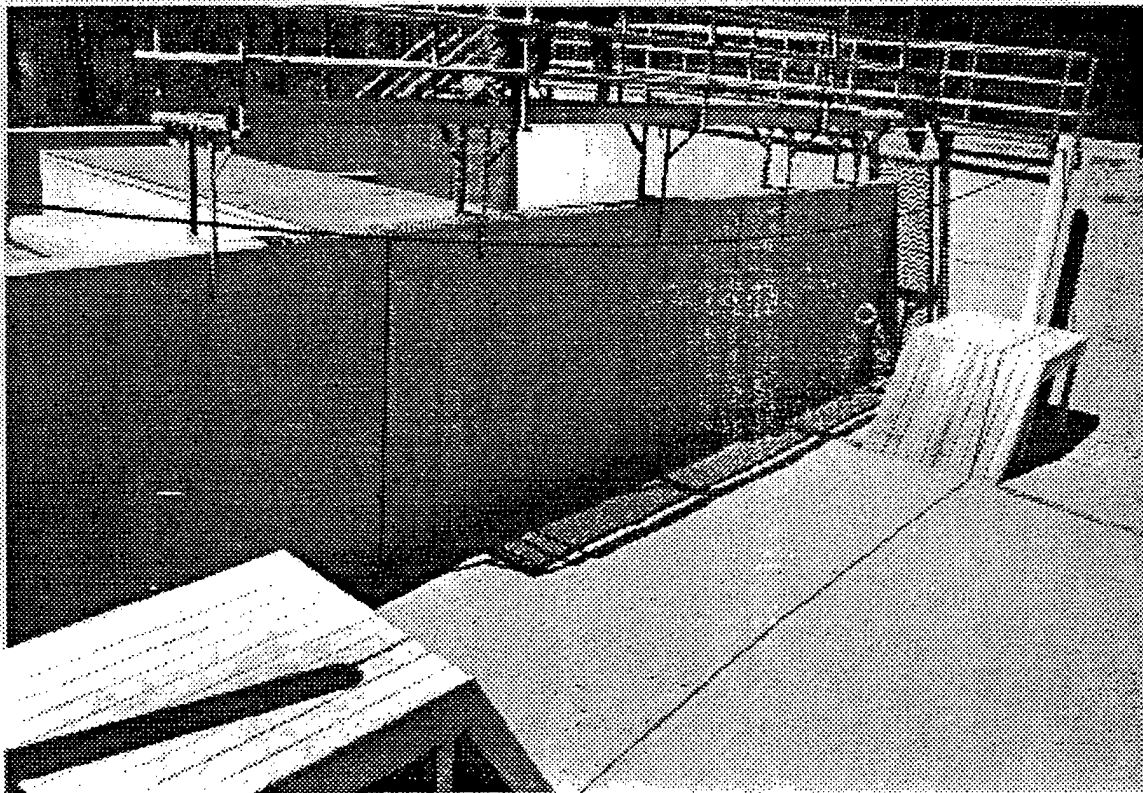
STEP #2: After bridge across sand is developed, team must bring barrel across. (Do not have to use the wheelbarrow!!)

STEP #3: Team should bring one board (plank) with them to ensure safe return.

SPOTTERS SHOULD BE: Located in sand carefully watching those teammates cross the bridge.

"CLIFFHANGER"

TASK #10



TASK 10 - "CLIFFHANGER"

1. NUMBER OF TEAM MEMBERS: 8

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Rope	2	30 feet
Rope	4	6 feet
Yokes	2	Tree forks
Pipe	2	7 feet by 3/4 inch

3. SET-UP:

- a. Place 30' rope coiled on far platform.
- b. Place all other equipment on near platform.

4. TASK: You are a rescue team that has found an injured man at the edge of this stream of quicksand. He has a broken leg and has passed out due to pain and shock. You must get him and your team across this quicksand before dark, which is only fifteen minutes away. You have spotted two members from another team on the far side of the stream, but you are unable to communicate verbally with them due to the proximity of the enemy. The nights are extremely cold in this area and you have meager means of keeping this injured man warm. You cannot touch the quicksand or any red area with any part of your body or equipment. The injured man cannot help. You must work quickly.

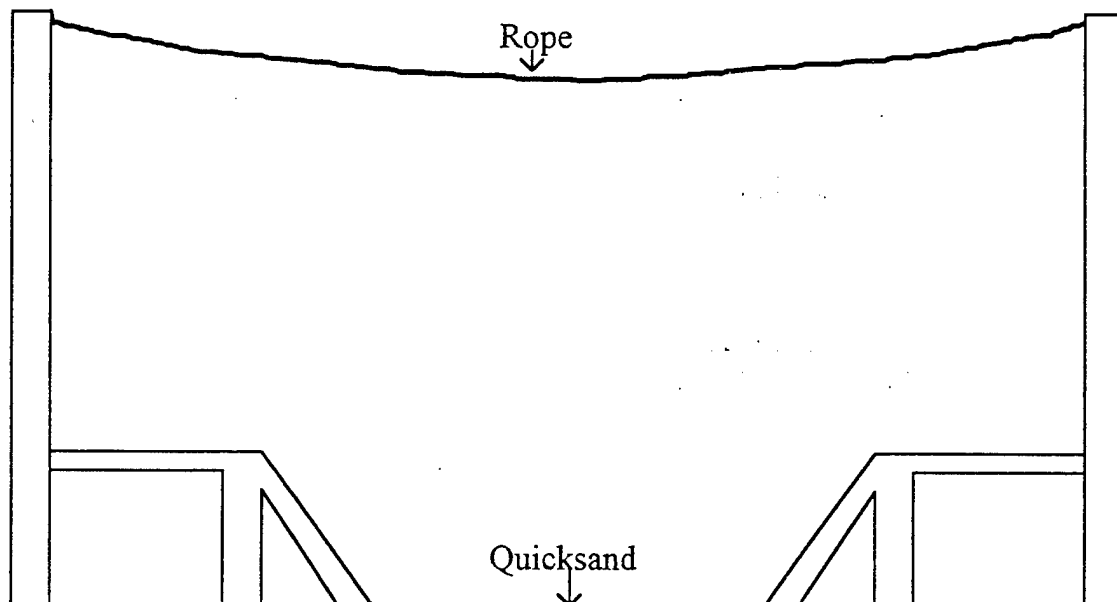
5. SAFETY:

- a. One spotter should follow any person crossing the gulch.
- b. Two spotters must follow the wounded man across. Remember, he is tied up and won't be able to break a fall if the ropes fail.

6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touching red area or quicksand (30 sec and cadet/or equipment starts again).
- b. Talking between platforms (60 sec).
- c. Rough handling of injured cadet or injured cadet helping (30 sec).
- d. Dropping injured cadet (60 sec and start task over again).
- e. Dropping equipment into quicksand (30 sec and loss of equipment).
- f. Help from non participants or catwalk (60 sec for first offense and add 30 sec for additional violation, i.e., second violation would be worth 90 sec, etc.).

SIDE VIEW



TASK 10 - "CLIFFHANGER"

SOLUTION:

STEP #1: A strong team member should bring rope over to starting side, by going across cable with feet and hands working together.

STEP #2: Tie the rope to man (log) so that it can be pulled across.

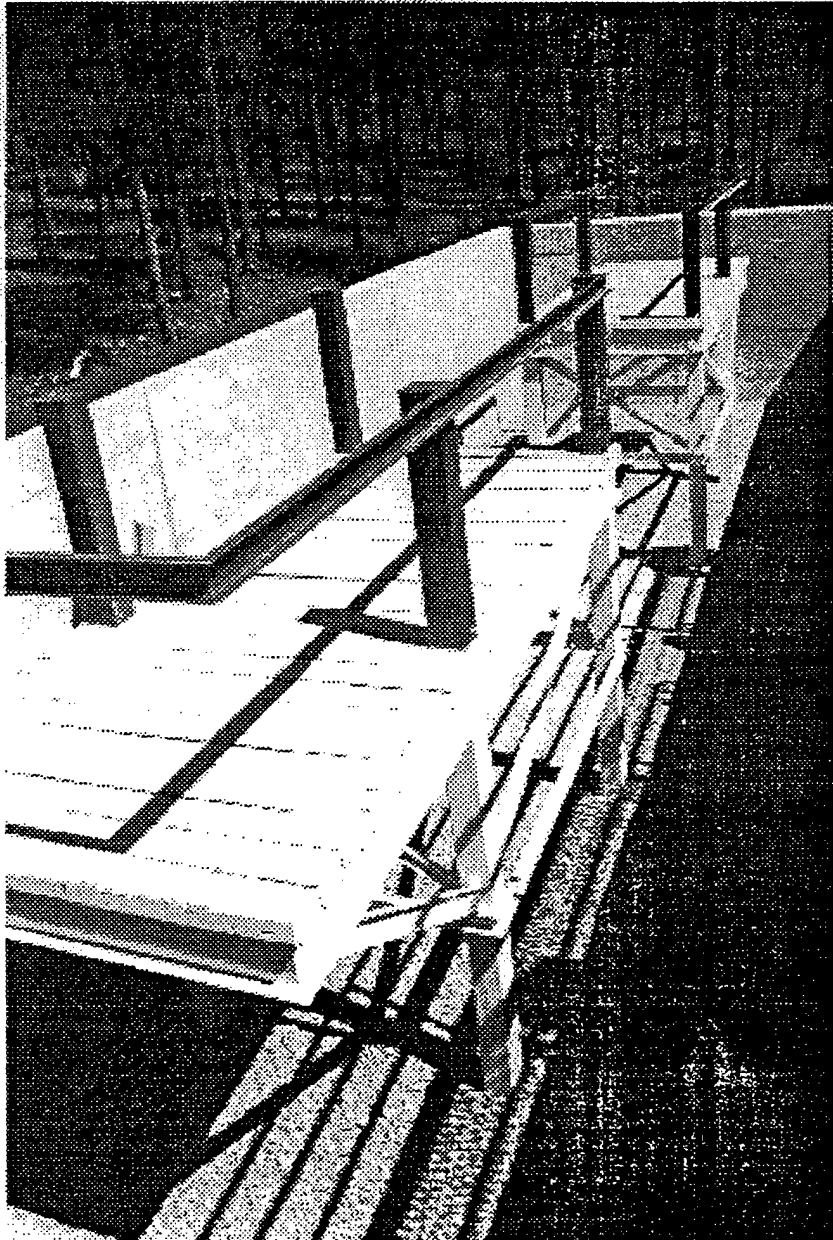
STEP #3: All members except strongest should cross to other side. One member must take one end of rope with him.

STEP #4: Tie the log to the cable and have members pull the log to the other side while last and strongest member supports the log to insure its safety.

SPOTTERS SHOULD BE: Under all people at all times while crossing cable.

"BARREL ROLL"

TASK #11



TASK 11 - "BARREL ROLL"

1. NUMBER OF TEAM MEMBERS: 9

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Plank	2	3 in. by 12 in. by 6 ft.
Crate	1	55 gallon
Rope	2	25 feet
Rope	2	6 feet

3. SET-UP:

- a. Place 25' rope, crate, and planks on the beginning platform.
- b. Place 6' rope on the opposite platform.

4. TASK: You are returning from behind enemy lines. An enemy patrol discovers your presence and notifies other elements in this area. You estimate that you have about a 15 minute lead. You have followed a deep canyon and found the only bridge within 25 miles. The strongest member of your team was able to cross before the center span collapsed. You must avoid capture because you have vital information and classified demolition parts which are vitally needed by your unit. These are packed in a barrel and must be handled carefully. You may use any equipment found on either span of the bridge. You must move your team and all equipment to the far span or insure that it does not fall into enemy hands. You cannot touch any part of the bridge that is painted red nor the area between the spans.

5. SAFETY:

- a. Place spotters at "X's" and spot the head and shoulders as people cross.
- b. Do not get in the way of the barrel as it crosses.

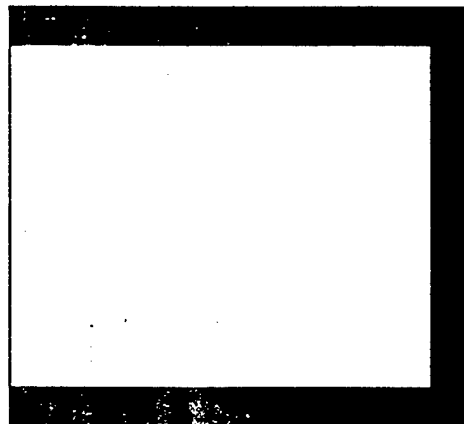
6. **FOULS AND PENALTIES:**

- a. Cadet or equipment touching red (30 sec).
- b. Cadet touching ground (30 sec and reposition cadet).
- c. Cadet falling into canyon (60 sec and cadet starts over).
- d. Rope falling into canyon (loss of rope. If second rope is lost, start task again).
- e. Barrel falling into canyon (start task again).
- f. Help from non participants or catwalk (60 sec penalty for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



W
A
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TASK 11 - "BARREL ROLL"

SOLUTION:

STEP #1: Two members (one should be on the other side) should tie the rope on the crossbars underneath the structure.

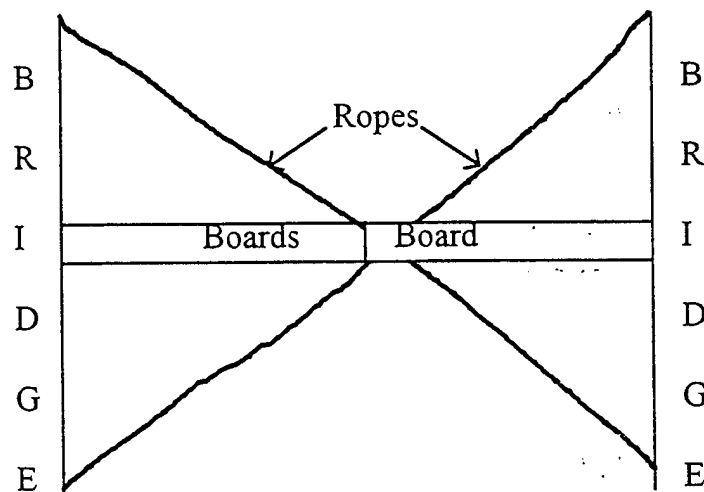
- * The rope should be tied in the upper half of the X.
- * It should go diagonally across the structure.
- * It must be tight.

STEP #2: Lay board or boards on top of rope to ease walking across **OR** just climb across.

STEP #3: The last two should try to slide the cargo (box) across to other teammates.

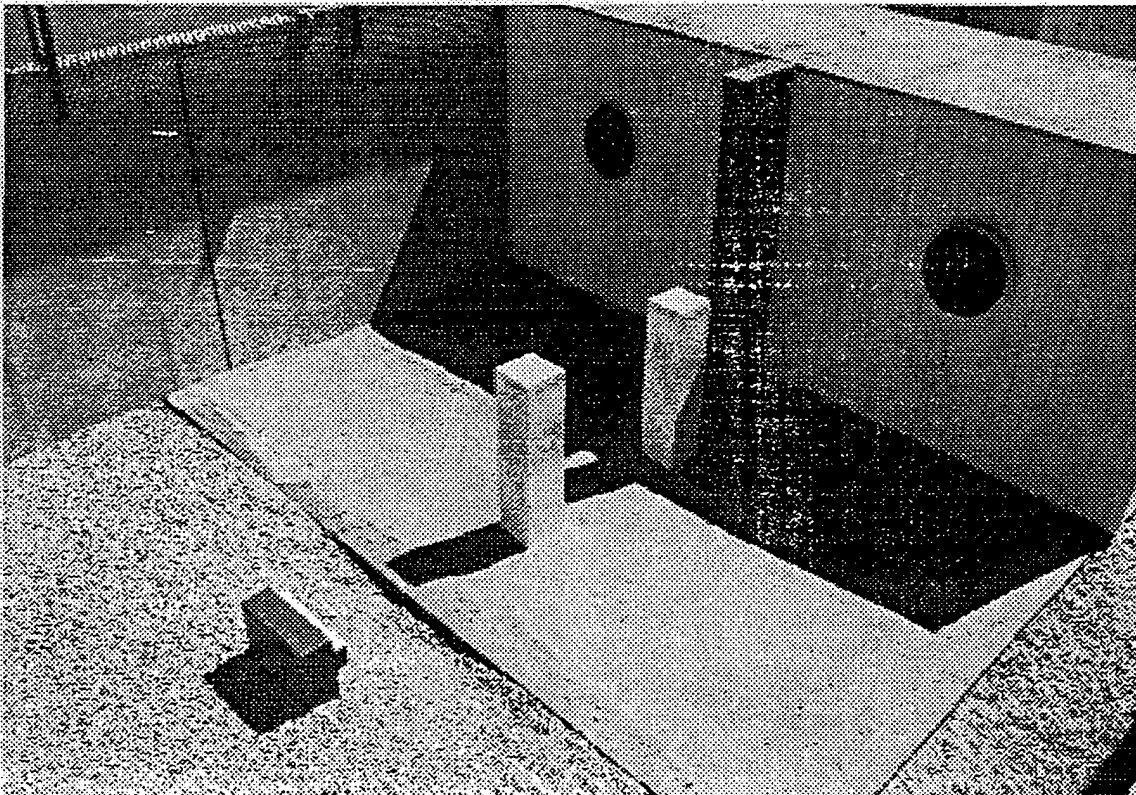
STEP #4: All should cross to other side.

SPOTTERS SHOULD BE: Under people crossing at all times and should check for tightness of rope and a good knot.



"BAGHDAD SEWERS"

TASK #12



TASK 12 - "BAGHDAD SEWERS"

1. NUMBER OF TEAM MEMBERS: 8

2. EQUIPMENT:

<u>TYPE</u>	<u>NUMBER</u>	<u>DIMENSIONS</u>
Plank	1	2 inch by 8 inch by 6 feet
Plank	1	2 inch by 8 inch by 5 feet
Box of TNT	1	Approximately 40 lbs

3. SET-UP:

a. Place longer plank and box in N tunnel.

b. Place shorter plank in S tunnel.

4. TASK: You are members of an Air Force commando unit that has parachuted behind enemy lines. Your mission is to find and destroy a USAF F-117A that has fallen into enemy hands. During your search mission you encounter a vertical abutment. You decide to continue your search by moving through these culverts. You may use anything you find in the immediate area to assist you with your mission. You must take the box of demolition equipment and anything you use with you. All team members must pass through the obstacle to the other side. No jumping is allowed. Do not touch or allow equipment to touch any water or red areas.

5. SAFETY:

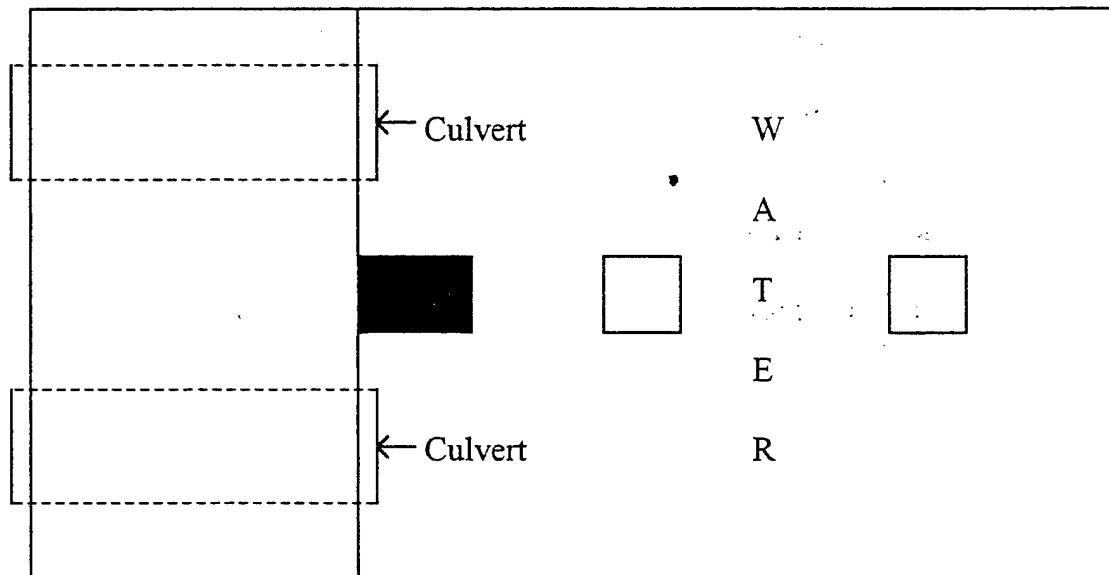
a. Make sure people fall in the water rather than jump for side.

b. The only danger spot is the arrival point on the land after crossing the water.

6. FOULS AND PENALTIES:

- a. Cadet jumping (60 sec and cadet starts again).
- b. Cadet or equipment touches water or red area (60 sec).
- c. Cadet, demolition box, or long board falling into water (60 sec and start task again).
- d. Short board falling into water (loss of board).
- e. Help from non participants or catwalk (60 sec for first offense and add 30 sec for each additional violation, i.e., second violation would be worth 90 sec, etc.).

TOP VIEW



TASK 12 - "BAGHDAD SEWERS"

SOLUTION:

STEP #1: Members should use left tunnel due to the ability for the board to reach the next platform.

STEP #2: The members should lay the longest board from the tunnel to the platform.

CAUTION: This board barely reaches so spotters should hold the board continually

STEP #3: Lay other board across to other platform.

STEP #4: As many members as possible should sit on this platform and move first board over to the final platform. All slide down to safety.

STEP #5: If any other members exist, move board one back to first platform and repeat steps 2-4.

SPOTTERS SHOULD BE: At the platforms to insure boards do not slip and fall off.

Appendix F

USAFA Plan 53-93 Annex H

1. Course Description.

a. The Leadership Reaction Course (LRC) is an outdoor laboratory which provides basic cadets experience in functional leadership, effective followership, group and individual problem solving, and several aspects of group dynamics, including: conflict recognition and resolution, personal and group responsibility and communication with familiar and unfamiliar team members. The course consists of 12 tasks which require a 6 to 8 person group to accomplish a task in a limited amount of time. The equipment available on each task is limited and some material may not be needed. A group leader is designated on most tasks. Successful completion of the task requires teamwork and mental and physical exertion, and may push the group and/or individuals beyond their previously known limits. In addition, the course also provides motivation, sense of accomplishment, and positive reinforcement of effective teamwork.

b. As described, the course consists of 12 situational tasks or problems. Each task has a set of equipment, some of which is necessary, other pieces are unneeded. The training is accomplished in one session. A briefing on the problem solving process, the rules of the course, and a demonstration task is given. The squadron is then broken up by elements, one element per task. Each element will complete as many of the 12 tasks as possible in the allotted time.

2. Goal/Objectives: The LRC instructional team members are responsible for directing the basic cadets through the course in a manner such that maximum experience, as stated in Section A, is gained. The course instructors must:

a. Establish an atmosphere in their individual group which stimulates open interaction and analysis among the basic cadet group members.

b. Understand the desired learning experiences, stated in Section 1 above, so that they can track growth, detract regression, and note changes in individual and group action in these areas.

c. Critique the group's action after each task by providing observations on group members' performance and by stimulating self-analysis of the action.

d. Highlight any areas not observed by the group itself. By observing and critiquing, the upper-class instructors will increase their skill, understanding, and experience in the areas of leadership, followership, and group dynamics. In addition, the team instructors will practice and develop skills in interviewing and counseling, instruction, personal responsibility, group motivation, and communication.

3. Course Security.

a. Training at the LRC is most effective when the tasks are unknown before they are actually faced. Thus all involved with the LRC (including basic cadets, team members and visitors) are instructed not to discuss particulars of the course with basic cadets who have not yet been to the LRC for their training. Since element leaders will be familiar with the tasks and their possible solutions, and since they will be in close contact with their basic cadets, it is vital that they do not disclose any information concerning the LRC to their basic cadets. It is best that element leaders do not discuss the LRC at all with their basic cadets prior to training at the LRC. This point cannot be overly emphasized. Element leaders must not consider this an opportunity to enhance their element's performance. NOTE: Any element leaders violating this learning environment will be removed from the course and from the instructional team.

b. The OIC and CIC will have access to the combination lock on the storage compartment. All training aids and cleaning materials will be locked up prior to the last person leaving the course. Prior to

the end of the course session, the OIC and CIC will ensure that all obstacles are neat and prepared for the next session.

4. Course Completion Requirements: The learning accomplished at the LRC is optimized by active participation as a team member on each task. However, due to group size and safety considerations, some group members will observe or spot for safety. Different individuals are selected as spotters on each task so that each basic cadet is an active team member on as many tasks as possible. Those cadets who are injured will physically participate according to their medical excuse. This course does not apply toward scoring for the outstanding BCT squadron.

5. LRC Course Policies.

a. Only basic cadets, instructional team members, and OICs will be allowed on the ground level during training.

b. Element leaders who serve on the instructional team will work with permanent LRC team members. While serving on the instructional team, the element leaders are under supervision of the LRC OIC and they must help to further the goals and objectives as outlined under Section B.

c. Permanent LRC team members will be trained to assist and guide the element leaders in furthering the goals and objectives of the course.

d. The uniform for all team members is fatigue trousers, USAFA t-shirts with proper and permanent name printed on them, combat boots, and beret.

6. Safety.

a. Basic cadets negotiating the course must be aware of the inherent danger in every obstacle.

b. Strict adherence to instructions will be accomplished immediately to prevent injury.

Appendix G

Integration of BS 310 Topics

Obstacle #1 - Communication/Feedback/Assertiveness/Listening

This station sets up station 12: sending someone all the way over and return to share the big picture. Sending an Advance Team - did the leader appoint a commander of the Advance Team? Plan a way to communicate? Tell the team whether or not they're supposed to come back?

Obstacle #2 - Functional Fixedness/Creativity

What role does trust play? Time to complete vs. delicate material to handle. What's the optimal size of a group? Examples of process loss? Social loafing? If someone doesn't understand, will a demo help?

Obstacle #3 - Resource allocation/Influence tactics

Obstacle #5 - Trust/Communication/Creativity

Obstacle #8 - Total Quality/Functional Fixedness/Brainstorming/Attention to detail

Going "through" a fence vs. over it. How did you feel when your idea was not used? Indicators that someone doesn't understand the plan? Implications for "owning" and correcting errors vs. passing on poor quality work?

Obstacle #12 - Delegation

Questions Which May Apply to Any Obstacle

1. Leader's behavior, style, and emergence (if not appointed). How and why selected?
2. Emergence of an informal leader? How and why?
3. Making/adjusting a plan - brainstorming - did everyone get involved? Why/Why not?
4. Delegation of roles - use of expertise - allocation of resources and people skills.
5. Adherence to the rules? If not, why?
6. Time keeping and effective use of time.
7. Interpersonal relationships and conflicts. If any, how resolved?
8. Group's behavior - active vs. passive, effective followers? Did they understand task?
9. Barriers or problems encountered. How solved? Was the plan/leader/group flexible?
10. Communication patterns. Feedback? Vertical? Horizontal? Whose responsibility?
11. Standards/Discipline/Spirit/Praise/Criticism/Motivation/Cohesion - How were they?
12. Equality of participation - did anyone feel left out of the process? Why?
13. Did you know each other's names? How did this impact communication and group dynamics?
14. Optimal size of a group? Examples of process loss?
15. What did you do about members who did not understand what was going on? Ignore? Repeat? Give a demo? Criticize? Was your reaction to them effective?

Wrap-Up Questions

1. What about this experience can be related to the real world? Cadet Wing? Real Air Force?
2. If you could describe your experience in one word, what would it be and why?
3. Think of the best team you've ever been on. On a scale of 1 to 10, how does the performance of your team today rate against that team? (Ten being the best score)
4. Did your team effectively use the 80/20 rule? Specifically, did you spend 80% of your time debriefing things you did wrong or did you concentrate only on those areas where you performed well.
5. What actions helped or hindered your group? What will you do different next time?
6. What is the most important thing you learned about *yourself* today?

BS 310 Field Trip

Instructions for Instructors

All instructors should plan to arrive at the LRC at either 0730 or 1230 depending on their specific schedule. Buses will arrive at the LRC about 10 minutes after the hour. It is important that the bus monitor ensures the buses leave the BOR on the hour. Bus monitor should instruct cadets to take all personal items with them when they leave the bus. **(For any bus problems, call Mr. Boothe or Mr. Hernandez at x2607 or 2608, or call Mr. McClellan at x3768 ASAP.)** Upon arrival, bus monitor should instruct the cadets to proceed to the bleachers for an LRC Safety brief. Once completed, the timer will give about 10 minutes for everyone to proceed to and brief their first station.

Cadets have 15 minutes to complete each obstacle. The timer will blow a whistle or sound an air horn once to start the first 15 minute performance period. Two whistle blasts will designate the end of the performance period and the start of a 10 minute debrief period. Each debrief period should be used for debrief, water, latrine, and movement/briefing to the next station as required. Give a thumbs-up to the timer if you're prepared to start early but also let him/her know if you require additional time. Our goal is to keep all the sections on the same time schedule. After completion of the third obstacle, we will give a longer break (approximately 15 minutes) to give cadets a chance to use latrines, get water, and eat (if you bring snacks).

Be sure to assign at least two spotters for every obstacle. It's easy for them to get caught up in the activity, however, and forget they're supposed to be spotting. You'll need to stay on them on this one. The Timer standing on the catwalk will also help in keeping spotters on task. After the final station, finish up the field trip on a positive note with some general comments and then usher everyone back to the buses. If all goes smoothly, we should be able to rotate through all six stations in the allotted time.

Instructor Rules of Engagement

1. Be on time, every session.
2. The instructor in the pod knows their cadets, and will get a feel for how they're performing. They may choose to overlook "violations" from time to time if the cadets are having a great deal of trouble. If you are observing, -- do just that -- OBSERVE. Distracting commentary, sarcasm, etc. have no place in this exercise. Your only intervention should be for safety reasons.
3. When you're not taking a group through the obstacles, see what you can do to be of help to the rest of the team. Offer to give the timer a break, learn some useful processing ideas by observing another group, etc. In short, be available as much as possible to help each other out.
4. Everyone helps with the cleanup. Cups need to be collected, trash cans emptied, closets secured.

BS 310 Leadership Reaction Course Field Trip Procedures

Instructions to Cadets

1. This semester's LRC field trip will occur on 1 and 2 May, Lesson 39..
2. Uniform for the field trip is BDUs; flight suits are also acceptable.
3. Bus transportation, water, and toilet facilities will be provided.
4. POV's are only authorized for intercollegiates who need to return before 1600. ALL other cadets must travel on the buses.
5. Scheduling committee action number is _____. CAS code is _____. Following restrictions apply:
 - a. Cadets must coordinate in advance with AOC, instructors whose classes they'll miss, M5, and Military Training. Coordinate means give advance notice and make arrangements to make up missed work..
 - b. The following activities take precedence over the LRC trip: Intercollegiate practice/games, and flying.
6. Comp time will be granted in accordance with the FOI.
7. Cadets will be available for the noon meal formation and intramurals as appropriate. Intercollegiate athletes without excusal will be released at 1500.
8. Report to the base of the Bring Me Men ramp at either 0750 for morning field trips and 1250 for afternoon field trips on the day your section is scheduled. The bus will leave promptly at 0800/1300. You will be returned to the BOR at either 1120 or 1610.

Instructor Checklist

At each station, you should:

1. Arrive at the station slightly ahead of the cadets to be sure no one wanders into the pod. Keep them completely outside the pod until the whistle blows to begin. (You may want to take spotters in a minute or so before the start to brief them on specific ways you want them to spot on that obstacle.)
2. Assign the players (leader and followers), or have the cadets do it. (You may want to have a preassigned list of players for each obstacle).
3. Assign spotters (take into consideration what they will be doing on that obstacle, the size of the cadets who may need to be "caught" if they fall, and the nature of the obstacle.)
4. Brief the scenario. This needs to be done BEFORE the whistle blows. When you've completed the brief, give the Timer on the catwalk a "thumbs up".
5. Once the whistle blows, let the cadets enter the pod and begin the obstacle. They have 15 minutes.
6. Stop the activity when you hear two blasts of the whistle
7. Have cadets rake the sand, gather up materials, and put them back as they found them when they came into the pod. **BE SURE TO LEAVE THE BRIEFING SHEET NEAR THE CLOSET --** it's a bummer to get to a station and find out the last person there took the scenario with them!
8. Move outside the pod and debrief the exercise. Remember, you only have 10 minutes to clean up your area, debrief, move to the next station, and brief the next obstacle. We CAN'T go over this time limit if we expect to complete all of the obstacles in the allotted time.
9. After your debrief, move to the next station, and begin again with step 1 above.
10. At the completion of your last station on the afternoon of the last day (3 May), put all of the equipment away in the closet.

LRC Assignment	1 May - Morning	1 May - Afternoon	2 May - Morning	2 May - Afternoon
Bus Monitor				
Timer			Garvin - T7	
Station #1	Porter - M4	Porter - M3 (SO)	Garcia - M1	Packard - M6
#2	Nason - T1	Nason - T2	Nason - T5	Broussard - T7
#3	Garvin - T6	Garvin - T7 Garcia - M1	Broussard - T6	Micalizzi - T2
#5	O'Callaghan - M1	Thul - M2	Micalizzi - T1	Olson - T5
#8	Thul - M1	Botonis - M3	Thul - M6	Botonis/Herd - M2
#12			Botonis - M4	

Appendix H

LRC TIMETABLE - Morning Session

<u>Start</u>	<u>Stop</u>	<u>Activity</u>
0810	0815	Welcome, Safety brief
0815	0825	Cadets/Instructors proceed to their first station
0825	0840	First station exercise
0840	0850	Debrief/ Rotation
0850	0905	Second station exercise
0905	0915	Debrief/ Rotation
0915	0930	Third station exercise
0930	0950	Debrief/ Extended Break/ Rotation
0950	1005	Fourth station exercise
1005	1015	Debrief/ Rotation
1015	1030	Fifth station exercise
1030	1040	Debrief/ Rotation
1040	1055	Sixth station exercise
1055	1110	Debrief/ Wrap up
1110		Buses depart Jax Valley

LRC TIMETABLE - Afternoon Session

<u>Start</u>	<u>Stop</u>	<u>Activity</u>
1310	1315	Welcome, Safety brief
1315	1325	Cadets/Instructors proceed to their first station
1325	1340	First station exercise
1340	1350	Debrief/ Rotation
1350	1405	Second station exercise
1405	1415	Debrief/ Rotation
1415	1430	Third station exercise
1430	1445	Debrief/ Extended Break/ Rotation
1445	1500	Fourth station exercise
1500	1510	Debrief/ Rotation
1510	1525	Fifth station exercise
1525	1535	Debrief/ Rotation
1535	1550	Sixth station exercise
1550	1600	Debrief/ Wrap up
1600		Buses depart Jax Valley