

RAF COLLEGE CRANWELL

College Journal Extracts



2011

March 2011 - IOT Lessons Learnt

Initial Officer Training: Do the Lessons Learnt Apply to the Wider Air Force?

Flight Lieutenant Alexandra Sheard, 31 Squadron, Royal Air Force Marham

July 2006, RAF College Cranwell parade square, the moment we had spent months working towards had arrived. As we marched up the steps to throw our hats in the rotunda there was a great feeling of jubilation; we were graduating officers, ready to take on the challenges that the wider RAF had to throw at us. We had completed the academics, the leadership exercises and the PT sessions. Ultimate challenge had been conquered, the last door plate polished and we had ironed the perfect shirt. We packed our shoeboxes and duvets into the car, discarded empty Brasso tins and flash wipes and set off to our various posts within the RAF, but how many of the lessons that we had learnt would come along with us?

We graduated IOT with a firm base of knowledge: a knowledge of Air Power, historic and current, learnt from the academics, where we developed the ability to debate and back up our argument; a knowledge of how the RAF works, how all of the cogs fit into place; the Ethos and Core Values expected of us to uphold not just as officers but as members of Her Majesty's Forces; and a foundation of leadership, how to lead, how to follow, when to be a transactional leader and when being transformational would be more appropriate to the situation.

We developed and learned how to use our individual strengths and skills to our advantage and experimented using a variety of leadership styles. We learnt to understand the value of working as a team and the benefit and support that can be gained from working together. We all graduated with a solid base knowledge of the key attributes required by an officer in today's modern RAF, taking part in an ever-changing world in an age of expeditionary warfare and asymmetric threats.

Reviewing the time since graduation nearly 5 years down the line, I'm asked to look back over my early years as a Junior Officer and consider how the lessons which were learnt have been applied and developed and how they apply to my role within the RAF.

Since graduating from RAF Cranwell, my path has taken me through flying training and to the front line as a pilot on the Tornado GR4. Following IOT graduation I went to RAF Linton-on-Ouse in Yorkshire to fly the Tucano. From there it was to RAF Valley on Anglesey to learn how to both fly the Hawk and how to use the aircraft tactically, before going to RAF Lossiemouth in Moray, Scotland for the GR4 Operational Conversion Unit (OCU). Graduating from the OCU, I

Flt Lt Sheard receives the Sword of Honour for IOTC No 1



am now a member of 31 Squadron (the Goldstars), RAF Marham in Norfolk. Since graduation my time has also encompassed a couple of holds at Shrivensham and RAF Scampton in Lincolnshire and a few outdoor survival courses along the way. I haven't served out of area yet and I don't pretend to know what it is like to do so.

In this short article I am aiming to evaluate the attributes which were taught at IOT and their relevance beyond RAFC Cranwell. The list of leadership attributes were laid down by the Officer Cadet Training Review which led to the formation of the new IOT Course. They are as follows:

- Warfighter
- Courageous
- Able to lead tomorrow's recruit
- Emotionally intelligent
- Flexible and responsive
- Willing to take risks
- Politically and globally astute
- Mentally agile – physically robust
- Able to handle ambiguity
- Technologically competent

As I consider the attributes from a personal viewpoint I am considering what I have needed to call upon since IOT to progress through flying training to the frontline. Each of the above attributes have been required at different times as I have advanced through training. Going through flying training there was the underlying element of aiming to pass a course to the highest of standards and learning as much as possible to help in the future. There were different sizes of goals; small scale daily goals to pass each trip and large scale to pass the course. On top of this was the further development of officer qualities; short talks and presentations, leadership days and secondary duties.

Obviously there were no more inspections but the need to uphold military standards was ever present. On the face of it, flying training may appear to be just that. My experience, however, is that many of the other attributes developed at RAFC Cranwell are required throughout, both as a pilot and an officer. As with all professions and branches within the RAF there are required personal attributes, qualities which were seen during selection at the Officer and Aircrew Selection Centre (OASC), established and honed on IOT and put to use across the breadth of officers throughout the RAF.

Warfighter, Courageous

The adage through IOT is that all RAF personnel, commissioned or non-commissioned are 'Warfighters first, specialists second, though they may be second to none in their specialisation' (Leadership; An Anthology, 2009). It seems pertinent to open with an attribute so relevant to our current military situation and so iconic of serving in the military, and I look at this with particular focus on courage.

We don't test physical courage every day but moral courage is always demanded. With any training which is inherently dangerous, an open culture where blame is not attributed is vital. This underlies all flying training. We are actively encouraged to speak up if we have messed up, however large or small the incident, knowing that someone else can learn from our mistakes, as we can from them. There is a culture not just for open honesty, but also the ability to accept responsibility for what you have done and consider how to not let it happen again. To have the moral courage to speak up when something is not right, no matter how hard it is to do, can earn respect, as honesty always does.

Being open and honest improves trust which is a vital link not just between the aircrew but very importantly, between the aircrew and the ground crew; a relationship which directly enhances the effectiveness of a squadron.

Technological Competence

The application of technological competence throughout training has been vital. Ground school, exams, boldface tests and briefs ensure that the knowledge is present and accessible. There is no escaping the fact that knowing about your aircraft will save both yourself and anyone who is flying with you. Weapons knowledge and competence when using the kit and systems can provide a vital contribution to



the troops that we are supporting on the ground, our primary role on the GR4 in Afghanistan; indeed, understanding weapon effects and characteristics can make the difference between life and death.

Flexible and responsive

In the 2010 RAFC Journal, Flt Lt Artus wrote about the results of a survey at the Officer and Aircrew Cadet Training Unit (OACTU) which investigated which attributes the staff and cadets felt were most important to be a RAF leader (Attributes for RAF Leaders: What does OACTU believe is important? Flt Lt Artus 2010). The combined staff and cadet result indicated that the most important attribute was being 'flexible and responsive' and the second 'mentally agile'. As the famous quote goes 'Flexibility is the key to air power'. Any role in the RAF needs to be flexible and responsive in order to adapt to an ever-changing world. This is relevant through the flying training system, but it has been proven essential for an officer to have a positive attitude to change.

Overcoming problems by finding an alternative way and not just stopping at a brick wall has been an element called upon time and time again since graduating IOT. Challenges range from everyday issues: changes in flight profiles and the weather, to life-changing moves; the decision about where you are going to be based and

future tours. The ability to constantly look for the other options, opportunities, or silver linings that emerge is vital. Equally, coping with the effect, good or bad that change can bring, highlights the importance of flexibility and responsiveness.

Mental Agility

Mental agility is my final point of main leadership attributes which I feel has been transferred throughout IOT and needed consistently since then. From the Royal Air Force Leadership: An Anthology (2009) there is a definition of mental agility and physical robustness that I feel pertinent to both IOT and future training. 'They must be physically robust and able to withstand the strain of operations, so that their mental capacity does not fail them under stress.' On IOT it was obvious that the fitter you were the less you had to focus on fitness and the more energy you could spend focussing on the job in hand, namely the leadership task you were performing. There is a need to be physically robust to fly, but more so, is the need for mental agility.

Going through flying training you are pushed further and further at each stage to build up the capacity required. There are various ways of doing this: it can start in the planning cycle where 'injects' are put in, or time constraints enforced; it can be when airborne with re-tasking and maintaining control of the situation when everything is changing.

It is all with the aim that ultimately one day when on operations, mental capacity does not fail when it is needed most when under stress and in an adverse situation. The flying training system acts as a series of stepping stones, building up capacity bit by bit, developing new skills on each aircraft that you progress to. The aim is that one day, something that you could never imagine doing (flying 550 kts, 100 ft and dropping weapons, which seemed unheard of when on the Tutor at 120kts) is within your reach and you feel comfortable performing that task.

In conclusion, did the skills that I graduated with from IOT prepare me for flying training and my responsibilities as an officer? In short, yes. The skills laid down in the attribute list I feel are vital to any officer or leader. From my personal view, the attributes which I feel that I have called on the most through training are Warfighter, Courage, Mental Agility,

Technological Competence and Flexibility and Responsiveness. I feel that elements of the other attributes have also been needed, some to a greater extent than others and some will inevitably be further developed in the future.

The attributes of a leader are in the individual to begin with, it is recognised by OASC, developed on IOT and further developed throughout our careers. In writing this I have considered those areas I feel are personally relevant, both as a pilot and an officer.

Each of us should be able to see in our own job what attributes we use and develop. In every branch in the RAF different attributes are needed but our broader responsibilities as officers stretch beyond the boundaries of individual branches. IOT is the first of a series of stepping stones, setting the beginning of a career journey where each stage challenges and highlights the use of different leadership attributes.

March 2011 - Leadership Training (1a)

Leadership: this time it's personal

Flight Lieutenant Tim Artus, BSc MCMI RAF, Officer Commanding Delta Flight, E Squadron

Flight Lieutenant Artus produced this article for his Phase 3 assignment as part of the Post Graduate Certificate (PGCert) in Leadership Studies run by the Centre for Leadership Studies at the University of Exeter. Phase 3 of the program involves an exchange with a partner on the course, but from a different work environment or leadership context. The article represents Flight Lieutenant Artus' views as a result of the exchange and 18 months of study on the PGCert program.

“Leadership is dead.

Long live leadership!”

The bastardisation of the royal salute when one British monarch dies and another is appointed sums up my view on leadership – I understand what has gone before but I must start afresh. My vocation is to be the Waiter in the leadership restaurant (Artus, 2010, p.10). However, if I am to be a successful waiter I need a mission statement, a manifesto for my translations. To be able to translate, I need to know what language I speak and how I can continue to improve as a translator. I embark on this article with that in mind and to achieve this I have divided it into 3 parts:



Part 1 – My Life In Preparation For The Exchange.

In order to frame the article and provide a baseline from which to operate I have focused on:

- Understanding my 'internal compass' of values and beliefs including my MBTI preference, knowing that these highlighted both strengths and weaknesses – all of which will influence my leadership capability.
- My 'indoctrination' period regarding leadership studies, focussing on my teaching, and development of, officer cadets at the Officer and Aircrew Cadet Training Unit (OACTU) and how it has influenced my views on leadership.
- My formal leadership studies which are culminating (for now) in the leadership exchange and this assignment.

This has allowed me to reflect on an understanding of myself as I engaged with the exchange.

Part 2 – The Leadership Exchange.

This will focus on my key areas of learning that arose during the exchange and in post-exchange reflection. The 2 broad churches are: credibility, and 'giving' in leadership.

- Credibility, I see as two-fold: that which is conferred prior to personal interactions (biographies and symbols) and that which is given post-interactions (changing people's views and common understanding).
- 'Giving' in leadership drew on my reflections regarding actively engaging with people and my potential inadequacies. These are very personal views and ones which I have reflected on extensively.

Part 3 – My Manifesto.

In this I will assimilate all strands from Parts 1 and 2 and consolidate what is important to me regarding my values and beliefs and my views on what is important for my leadership future. Although some may

accuse me of simply rehashing current approaches and theories, this manifesto will reflect me. It will be my manifesto, one which informs who I am and what I will do. With a future focus in mind I will detail the following as my action plan for my future in leadership: Credibility, Honesty, Personal Engagement, Objectivity, and Effective Communication.

PART 1 MY LIFE IN PREPARATION FOR THE EXCHANGE

Leadership: what now? At the end of Phase 2, leadership was like a restaurant menu – all dishes (human interactions) remain the same but their description on the menu can differ greatly between restaurants (theories) (Artus, 2010, p.3). I decided there were 2 options for my future:

- Open my own restaurant, i.e. write my own leadership theories.
- Be the Waiter and translate the leadership menu for the customers, whoever they are.

I decided to be the Waiter, who should "translate the [leadership] menu into information that is readily accessible and understandable to the customer – whoever that is." (Artus, 2010, p.10) Whilst I do not want to 'open my own restaurant', if I am to be a successful Waiter, I must, first, understand where I am in my beliefs regarding leadership (and why), and prepare an action plan. In essence, I must produce a manifesto for my future in leadership.

Leadership: who am I? There are 3 major influences on my current leadership point of view, which will provide the bedrock for my manifesto. These are:

- My internal compass and beliefs, highlighted and abridged in my MBTI¹ preference of INFP (Briggs Myers, 2000).
- My 'indoctrination period' (I am aware of the potential negative connotations with this phrase but it is appropriate) i.e. my 15+ years in the RAF which have culminated in training officer cadets in, above all, leadership at OACTU.
- My study as part of the PgCert in Leadership Studies with the University of Exeter.

My internal compass. People with INFP preferences have an inner core of values that guides their interactions and decisions. They want to be involved in work that contributes to both their own growth and inner development and those of others – to have a purpose beyond their pay cheque. They make a priority of clarifying their values and living in congruence with them. INFPs recognise and respect the emotional and psychological needs of others, even when others may not have recognised or expressed their own needs (Briggs Myers, 2000).



I recognise this paragraph as an abridged 'me'. However, I understand that this is the positive side of the INFP preference and that there are areas for growth. I know that I am, through my preference for Introversion, not someone who actively canvasses for followers or someone who has his 'trumpet blown' – be that by me or someone else – something that, I would suggest, needs to be done in order to increase your 'leadership biography' (Artus, 2010).

I believe I often operate altruistically and undertake tasks and functions that I enjoy, irrespective of who receives the kudos (which has similarities to Values-based leadership (O'Toole, 1995)). This, within the RAF – and probably civilian work forces – is not conducive to rising up the promotion ladder, unless you are able to attach yourself to a mentor (Peter and Hull, 1994) who is like-minded.

If I was to chase promotion and operate against my preferences, I would either be: operating under stress (Artus, 2010, p.9); or I would need to reframe my actions in a way that were congruent to my values. A potential reframe would be that the higher the rank I achieved, the greater influence I could have over people to operate in the manner I felt was correct. However, I am acutely aware that with power can come narcissistic tendencies that 'I am right' – something that I am happy to be free of and not be tempted by (Gandalf's quote from the Lord of the Rings, where Frodo offers him the 'one ring' dramatically summarises my view "Don't tempt me... I would use this ring from a desire to do good. But through me, it would wield a power too great and terrible to imagine." (Jackson, 2001).

Instead I am happier, and more comfortable, being able to influence through informal relations, which, I believe, will be more long lasting and deep-seated than when achieved through a formal relationship (these views link closely to servant leadership (e.g. Greenleaf, 2008; Barbuto, 2007)).

I recognise I have tendencies that threaten my leadership capability. INFPs can:

- Have difficulty expressing themselves verbally.
- Withdraw from people and situations.
- Not give enough information to others, especially about important values. (Briggs Myers, 2000, p.27)



I recognise all of these and understand that they have, almost certainly, decreased my ability to lead effectively in the past. I know when something is right and do not necessarily feel I need to justify a decision to my superiors. I have removed myself from events if things are not as I want – not out of spite, but because I want to do things my way, which is the right way! And, if others don't want to listen, then that is their problem.

My indoctrination period. I joined the RAF in 1995 as an airman and was commissioned in 2001. I believe that the formative years, with regards to my views on leadership, have been since being commissioned and, in particular, my work since arriving at OACTU (Artus, 2010).

I do not believe I am a prototypical member of OACTU or the RAF Officer cadre (Artus, 2009). From Hogg's perspective (see Northouse, 2007, p.6) a group prototype develops within a group, as the group itself develops – ongoing for 92 years, at present, in the RAF. The prototypical² member is believed to have the MBTI preference of ESTJ (Artus, 2009) – I am INFP.

However, I am an officer in the RAF and so my acts are those of an Officer. I have been granted powers according to my rank and status; however, I cannot remember what is stated on the Commissioning Scroll. I am bound by Military Law and Queen's Regulations (QRs); however, I do not know what these mean to me. I sometimes read Station and Unit Orders (which supplement QRs and military law) – but I chose which statements to abide by.

There are 9 'Attributes for RAF leaders' (RAF Leadership Centre, 2009) of which I could name probably 7 or 8, but do not know their definitions. I know we have Air Publication 1 (AP1) (2008) which denotes our Ethos, Standards and Core Values, based on the acronym RISE (Respect, Integrity, Service before self, Excellence) but cannot tell you the definitions. I believe the majority of officers and officer cadets, who I surveyed at OACTU, inquiring into the most important attributes for RAF leaders (Artus, 2010a) responded not according to the stated meanings of the attributes, rather their understating of the 'headline' that summarised the attribute. This was reinforced by people's narrative responses regarding their choice.

1. Myers-Briggs Type Indicator; Introvert (I) vs Extrovert (E); Sensing (S) vs Intuition (N); Feeling (F) vs Thinking (T); Judging (J) vs Perceiving (P).

2. The person who displays the characteristics most identifiable with the RAF Officer.

March 2011 - Leadership Training (1b)

So what? My assertion is that all human beings will operate according to our own beliefs and values, and how they interact with rules. With regards to the officer cadet body at OACTU, this is a combination of what people understand as the rules, their own values and beliefs, and what they think/know they can get away with (Artus, 2009, p.11). Grint describes something similar to this as hybrid leadership (Grint, 2005).

I believe everyone wears 'glasses' through which they see the world, and I have my own personal 'RAF-tinted glasses'. These glasses have the same lens as the glasses of every other member of the RAF; however, the frame is my own – my values and beliefs – which alter my observation of what is occurring. Only when information has passed through the RAF lens – which are held in place by my own frame – is it processed by me.

Therefore, in order to observe and process my observations as objectively as possible, I need to understand what 'corrective value' the lens (combined with my frames) have on my observation. This should allow me to extrapolate the observations as objectively as possible.

My formal leadership studies. The PgCert has developed my view on leadership and has been consolidated in an intense 18-month period of teaching, and aiding the development of, officer cadets. OACTU's syllabus covers models such as Action Centred Leadership (Adair, 1998), Transformational and Transactional leadership (see Jackson and Parry, 2008), Followership (Grint, 2005), the Situational approach to leadership (see Northouse, 2007). Therefore, by the time I started 'studying' leadership with Exeter I understood some of what was being discussed – as well as consciously searching for it and engaging with it on a daily basis. I read avidly and argued, as well as I could, my views. However, I began to align myself with Grint's assertion that as knowledge increased, so understanding decreased (Grint, 2000, p.1). I became disillusioned with studying leadership per se and wanted to find root causes – I wanted to look inside the human being to see what was making this 'leadership' possible.

I focused on the psychodynamic approach because the approach itself does not focus on leadership. Rather, it studies the interactions between people (e.g. be that areas such as transference or projection (Shamir, 2007); our uniqueness defined by the interactions of our motivational needs and environmental factors (Kets de Vries and Englellau, 2008); or, our personalities (de Vries, 2008) – and indicates 'why' leadership works or doesn't work. It doesn't focus on pigeon-holing leadership within a model.

And so I arrived at the start of the Leadership Exchange. I have attempted to refrain from scouring the books and journals for answers and have, instead, focussed on the evidence provided by me, my exchange partner and our environments.

PART 2 THE LEADERSHIP EXCHANGE

Part 2 focuses on the aspects of the exchange that resonated with me. There were many individual learning points and it is impossible to relate all in this assignment; however, I have brought many into the 2 broad churches of:

- Credibility
- 'Giving' in leadership

These have, for me, been the critical areas where I have learned and reinforced my beliefs regarding leadership and life in general.

Credibility. The New Oxford English Dictionary defines credibility as:

"The quality of being trusted and believed in"

"The quality of being convincing and believable"



So, a credible leader must be: trusted, believable and convincing.

Kouzes and Posner (2005) define 6 aspects of credible leadership (find your voice, do what you say you will do, get close and personal, build community, develop capacity, learn continuously) which, I would argue, are behaviours that allow you to be trusted, believable and convincing.

How do you become trusted, convincing and believable? Even before you meet someone, if you know of them, you will have a mental image that has been influenced by indirect sources (e.g. word of mouth, images, biographies etc). After you have met them you will take this previously held information and assimilate it with what you gather from your interactions. How much value you give each aspect of the information will depend on the strength of source material (a trusted friend, maybe) and how this information is congruent with or, against your values and beliefs. Your view of someone is therefore a combination of received information and your values and beliefs.

Below are 4 headings that highlight these issues. The first 2: 'a leader's biography' and 'symbols' represent initial views, the second 2 'changing people's views' and 'a common understanding' relate to post-interaction credibility.

A leader's biography. Shamir et al (2005) describes the importance of a biography in achieving leadership. My partner's company is a road building company. Its managers and directors have all started at the 'ground level' – even if management trainees – either within the company or similar one. My partner is a 'change agent' with a background that is not of the trade and so he is viewed as an outsider. He struggles to attain credibility from his co-workers. This was discussed prior to the exchange with my partner as an issue and was highlighted very early on during a meeting with the General Manager and Director of my partner's area. Discussions related to the replacement of a member of my partner's team and it was stated that the new person was not 'of the trade' and was replacing someone who was, so leaving the team without 'trade knowledge'. The General Manager used the words "no disrespect to you, [partner]" when detailing the perceived inadequacy of the replacement. This did, in fact, indicate my partner had gained some credibility, even though he was not 'of the trade'; however, it reinforced the view that he would never be truly credible because he did not have that background. Throughout the meeting I felt that the majority of influence was with those that had the trade background and not with my partner (all 4 other attendees of the meeting had trade background). I believe this was a combination of the positional power of the participants (see Northouse, 2007, p.7) and the shadow that they project on to the rest of the company (Mitchell, 2010; Oestreich, 2010).

My partner did not have a biography that was deemed credible by the majority of his co-workers. His ability to lead and, therefore, influence was restricted. If he had a CV that stated a background in the trade I believe he would have been readily accepted and so, more influential – even if it was lies. The threat, of course, is being found out – which would impact on future credibility.

Symbols. Within the RAF there are many symbols that influence how people are perceived. The main RAF symbols are rank, brevets and medals. I believe (and have anecdotal evidence from many discussions with officers and cadets) that increasing rank implies credibility through perceived leadership capability; medals and brevets imply credibility through projection of expectation through perceived attainment. These can be reinforced by citations and



'worship' of certain people whose achievements are highlighted through posters and displays, which are seen in OACTU, and throughout the RAF.

The RAF is influenced greatly by brevets. These denote a specific trade or branch – a level of attainment. The obvious, and most powerful one, is pilot 'wings'. It is interesting to note that only pilots and navigators have been head of my current unit, OACTU, and only pilots have been Air Chief Marshals – the highest rank in the RAF. Do you have to be a pilot or navigator to be head of phase 1 officer training? Do you need to be a pilot to be Chief of the Air Staff? Are pilots the only people who understand air operations enough to hold this rank? No, they are not. So why do we limit people's careers due to the hand eye co-ordination abilities that are measured and tested in their late teens/early twenties – some 20-30 years before they reach these levels? My hypothesis is that the RAF's Chief, politically, has to be a pilot – which, I believe, is in line with the general public's understanding of what the RAF 'is'. OACTU trains the RAF's future leaders and has an image to convey, the same as the wider RAF.

RAF personnel wear medals on their formal uniforms. If I see a senior officer or senior non-commissioned officer who has very few medals – usually one – my initial decision is that they lack credibility because they have not been to an operational theatre. I link rank with time served, and expect that they should have operational experience. If they haven't, something is wrong with them personally – they are 'war dodgers'. Kouzes and Posner (2005) highlight 'competence' as a requirement for followers when bestowing credibility on someone. For me, medals – on face value – represent a level of competence. We, the military, exist for operations. If someone has not proved themselves on operations then they are not easily accepted as credible. Medals are the ultimate 'military biography', especially for people that you do not know. If I see someone with a line of 5-6 or more medals they automatically attract respect. However, with rational reflection – most medals are awarded for time spent in an operational theatre (usually 30-90 days), not to how well you operated during that time.

At my partner's workplace there is no formal uniform. However, it is observed that the majority of directors wear shirts with the top 2 buttons undone. This could be seen as a 'brevet' for directors. What if a non-director wears their top 2 buttons undone? This could influence others to project onto them attributes associated with directors, or it could make people see them as 'getting too big for their boots'. I would suggest that the decision would depend on how that person was perceived – with the 2-button issue reinforcing their views of the person. It would be another nail in the coffin, or another rung on the ladder, of their credibility. This behaviour of 'unofficial uniform' has also been noted in other companies such as Enron (a certain type of blue shirt being the symbol of belonging (Tourish and Vatcha, 2005)).

I believe these symbols and others influence how we perceive others and how we perceive their actions and behaviours. It is my responsibility to observe objectively – to understand my values and beliefs and know how they influence my observations.

Changing people's views. I believe that within an organisation each sub-area will have its own culture, standards and beliefs; all will be viewed by other sub-areas in a certain way. These 'group views' will influence how individuals are seen within each group, and can be difficult to break. Within OACTU there was a division between main squadrons (Flight Commanders and Deputy Flight Commanders) who are the line managers for officer cadets, and Leadership Training Squadron (LTS) Leadership Instructors (LIs) which does not, but provides the majority of leadership training, both theoretical and practical. When I became Deputy Squadron Commander of LTS the common perception of LTS could be summed up in a commonly used term for LIs, which was 'JAFLI': Just Another F***** LI. We were viewed as people that provided the classroom lessons for cadets but weren't to be trusted for taking cadets into the field on exercises. Changing this perception has been difficult and one that took probably 30 weeks (3 terms) of continuous reinforcement of what an LI was/ could be and demonstration of how good LIs would be. Between my line manager and I, both of whom were new in post, we:

- Provided a vision for where we were going (LTS would be somewhere people wanted to work and didn't want to leave).
- Instilled a new sense of purpose within LTS.
- Provided direction and support to the LIs.
- Were robust with main squadrons as to what we would do and what we were capable of.
- 'Walked the walk' through role modelling, taking on extra work and setting high standards.

I believe there are many similarities to what we did here and Values-based Leadership (O'Toole, 1995) where we 'set the conditions' for change. It was difficult to achieve, but one that has seen a great change within OACTU as a whole. We now work much more as one team.

A common understanding. I believe what people understand of a subject is usually different to that which is defined. On many occasions at OACTU I have asked cadets and staff to define what leadership is. I have never received identical responses (which I accept having studied leadership).

During the exchange my partner observed that staff, who were the audience for a lesson I was facilitating, held views of Transformational leadership that were different to the definition that had just been provided (the 4 Is³ [e.g. Jackson and Parry, 2008; Northouse,

March 2011 - Leadership Training (1c)

2007]). This led to the observation that the staff, when asked to describe transformational leaders/bosses they know or have worked for, described leaders who were prototypical of the RAF, not transformational leaders.

Generally, I believe people want to get things right. However, I believe most people will operate as I described myself earlier. They will 'wear glasses' with personal frames and organisational lens. Their comprehension will be converted through their own beliefs and values to provide them with their 'definition'.

My inference is: if we do not have a common understanding of what is being communicated between 2 or more people, there is potential for misunderstanding. Therefore, how can you lead effectively if you are unable to communicate effectively?

In summary, I believe credibility is an aspect of leadership that is projected onto others by me and vice versa, in some part subjectively. The next part of the assignment focuses on who I am regarding my leadership engagements.

'Giving' in leadership. In 'Giving' in leadership, I will focus more on what I see as my nature and how it influences my leadership capability.

Actively engaging with people. During the exchange I did not always introduce my partner to other people in my workplace. My reasoning was to ignore my partner as much as possible and act as if he wasn't there. I had promulgated emails and instructions regarding his visit to those who he would encounter and I felt this would be enough. However, my partner indicated that he felt uncomfortable in my work place when he had not been introduced.

I have always been very reticent to introduce myself to people I have just met (my wife routinely harasses me for not introducing her when we are out with people I know and she doesn't). I feel I am encroaching on people's space if I do – thinking that they would introduce themselves if they really wanted to.

Reflecting on this feedback has been a revelation to me. I believe that most people – to a lesser or greater extent – feel similarly to me when I meet them initially. Therefore, I have reframed my thinking to see my introductions as a service to those people, so helping them with their potential inhibitions. Previously, I have routinely put myself forward and volunteered to undertake tasks (usually physical) that I know I can do and others can't or don't want to – knowing it



helps. This is how I must see introducing myself and engaging with new people – I am helping others by taking the pressure off of them by making the first move. However, this has to be tempered with remaining true to myself and not 'playing a sociable game'. I must remember why I am doing it.

(Not) arranging the exchange. From the start of the PgCert I knew the exchange was part of the syllabus. Additionally, it was mentioned early on that my tutor would help us find a partner. This was reiterated in the Phase 2 seminar, yet I did nothing to chase it. I knew I had a short timeline due to exercises and holidays but still I did nothing. Finally, my partner emailed a group of 6 RAF staff offering to exchange and I was the first (and only) person to reply. Why did I not lead when it came to the exchange? Why was I happy to let someone else do it?

On reflection, I did not attempt to arrange an exchange as it was someone else's job – the tutor's. We had been told that they would help, and so it was not my responsibility. If required, I would be able to call a friend and arrange a last-minute exchange, so I could, if required, achieve the aims.

This is a worry to me. I accept that my inner voice reassures me to 'let fate decide', and I am happy to leave options open, in line with my MBTI 'P' preference (Myers Brigg, 2000). However, my espoused theory was different to my theory-in-use (Smith, 2001). I should have been proactive in accepting the responsibility. In practice, I abdicated this responsibility.

Am I happy with this behaviour? No. Can I accept this event? Yes. I believe this is an uncommon action by me, both in and out of work. I understand that the value I place on something will influence whether I am more likely to abdicate responsibility and so this must be part of my manifesto: to recognise when I am abdicating responsibility and reflect on why – because the task may have great importance for others.

Additionally, I must – as I have always attempted to do – be honest and open with everyone I engage with. If that means I pre-empt potential issues by admitting to areas of personal weakness and limits, then that is what I will continue to do.

My potential inadequacies. My main concern when preparing for my partner's arrival was worry. Worry that my partner would fail to gain anything useful from the exchange; worry that I would be inadequate in my role; worry that I would act differently and peers would say I was only doing certain things for my partners benefit; worry that I would be seen as a fraud. None of these occurred.

Generally, these types of emotions/questions are my deep feeling regarding new encounters or activities; however, I believe I am lucky to have great capacity to rationally analyse information and situations and decide whether these feelings are rational or irrational. And, if required, produce a coping strategy for the internal irrationality. For the exchange I was able to rationally counter these feelings and, I believe, I engaged with it fully.

One of my aims was to operate as if my partner wasn't there. I believe I achieved this effectively – so much so that I forgot to introduce him twice during one lesson I was facilitating (even though he was in one of the videos that I used to illustrate a point on Transformational leadership). Therefore, I believe my partner saw – on the whole – authentic activity from me. I believe this adds to the validity of his observations on my leadership.

And so, I reach the point where I have reflected on what was and what is, and now I must look to what will be. Understandably this is a very personal view on what I must do and what I want to achieve.

PART 3 MY MANIFESTO

I do not want to open my own leadership restaurant (Artus, 2010); however, the critical part of this exchange has been to focus on an action plan for my leadership. This is my manifesto and is based on

evidence derived from the exchange and post-exchange reflection. The risk to my manifesto is that it becomes my espoused theory instead of my theory-in-action (Smith, 2001). Continual reflection and the receiving of feedback are critical for me to stay true to my manifesto.

What I am

- I am driven by my inner core of values and beliefs and I must live my life in congruence with these.
- I feel uncomfortable selling myself as a leader and do not enjoy 'blowing my own trumpet.'
- I enjoy helping people.
- I hate discourtesy and will treat people how I expect to be treated.
- I defend a principle, even if it means I could suffer personally as a consequence.

What I will do

- **Credibility.** I will walk the walk, and allow that to do the talking for me.
- **Honesty.** I will be honest, to myself and with others, especially with regarding my values, beliefs and my weaknesses.
- **Personal engagement.** I will be proactive in engaging with people, understanding that this is a service I can provide for them.
- **Objectivity.** I will observe people and my interactions objectively, understanding that I make certain assumptions of their capabilities because of certain symbols and biographies.
- **Effective communication.** I will ensure people understand what I expect of them and know what they expect of me.

I recognise my manifesto could be seen as a rehash of Servant Leadership (Greenleaf, 2008), Authentic Leadership (e.g Jackson and Parry, 2008, p.98; Shamir and Eilam, 2005), Values-based Leadership (O'Toole, 1995) or Credible Leadership (Kouzes and Posner, 2005). I dismiss such suggestion because I have assessed these connections after writing my manifesto, not using these approaches to hone it. I believe my manifesto is situated in me and is from me.

This manifesto will not be easy to achieve (as many governments have discovered about manifestos once they have been elected). However, it is a statement of intent that – at the time of completing Phase 3 – is an action plan for my future. Although it is framed within 'leadership', this manifesto has to be part of every aspect of my life.

Other than continual self-reflection and seeking feedback, I do not know, at present, HOW I will accomplish this manifesto and I would be lying if I suggested I did. However, it is a starting point.

Conclusion

I have accepted my role as the Waiter for my future in leadership. I wish to "translate the [leadership] menu into information that is readily accessible and understandable to the customer – whoever that is." (Artus, 2010, p.10). Therefore, in order to know how I get to where I want to go, I have had to understand where I am.

I have reflected on my past and present. In particular:

- My internal compass, which is represented and abridged in my MBTI preference of INFP.

- My indoctrination period of being in the RAF, in particular the period as a commissioned officer which has culminated in my teaching, and assisting in the development of, officer cadets at OACTU.
- My formal period of studying leadership at the University of Exeter.

From this I understand: the strengths and areas for growth that my MBTI preference means to me; that I do not enjoy blowing my own trumpet (and its likely influence on my leadership biography and likely promotion opportunities).

I understand that I and others view rules and definitions through our own 'glasses', and that these will influence the level of common understanding.

I understand that the majority of leadership theories and approaches hold little interest for me per se, and that I am interested in the 'whys' of human interactions and their influences.

From the exchange itself, I have confirmed certain views and unearthed revelations from reflection:

- I have observed evidence of the critical importance of credibility in leadership – how and why it is determined prior to personal interactions, and the influence of those pre-held beliefs on subsequent interactions.
- I have confirmed the importance of 'giving' in leadership, where I want to support and assist people, of ensuring we communicate effectively.
- I have reflected deeply on what I understand as my personal weaknesses in leadership, and have reframed my unwillingness to actively engage with people so that I see my engagements as helping people.

And so I have arrived at my manifesto:

- **Credibility.** I will walk the walk, and allow that to do the talking for me.
- **Honesty.** I will be honest, to myself and others, especially regarding my values, beliefs and weaknesses.
- **Personal engagement.** I will be proactive in engaging with people, understanding that this is a service I can provide for them.
- **Objectivity.** I will observe people and my interactions objectively, understanding that I make certain assumptions of their capabilities because of certain symbols and biographies.
- **Effective communication.** I will ensure people understand what I expect of them and know what they expect of me.

This is my **manifesto** – my action plan for leadership.

References

- ADAI, J., 1998. *Effective Leadership*. 2nd ed. London: Pan Books.
- AIR PUBLICATION 1, 2008. *Ethos, Standards and Core Values*. 2nd ed. Crown Copyright.
- ARTUS, T., 2009. *Leadership and Me: Leadership is effect. Assignment (MA)*, University of Exeter.
- ARTUS, T., 2010. *Leadership: what role for me? Assignment (MA)*, University of Exeter.

March 2011 - Leadership Training (1d)

ARTUS, T., 2010a. Attributes for RAF Leaders: What does OACTU Believe is Important? In T. ARTUS and M.K. KILLEN, eds. The Journal of the Royal Air Force College, March 2010. Cranwell, Royal Air Force Cranwell, 2010, pp. 32-34.

BARBUTO, J.E., 2007. Becoming a Servant Leader: Do you have what it takes? [online] Nebraska, Lincoln: University of Nebraska. Available at: <URL: <http://www.ianrpubs.unl.edu/epublic/live/g1481/build/g1481.pdf>> [Accessed 1 July 2010]

BRIGGS MYERS, I., 2000. Introduction to TYPE. 6th ed. Mountain View, CA: CPP, Inc.

De Vries, R., 2008. What Are We Measuring? Convergence of Leadership with Interpersonal and Non-interpersonal Personality. *Leadership*, 4, 403-417.

GREENLEAF, R.K., (2008) What is Servant Leadership? [online] Available at: <URL: <http://www.greenleaf.org/whatis/>> [Accessed 1 July 2010]

GRINT, K., ed., 1997. *Leadership: Classical, Contemporary, and Critical Approaches*. Oxford: Oxford University Press.

GRINT, K., 2000. *The Arts of Leadership*. Oxford: Oxford University Press.

GRINT, K., 2005. *Leadership: Limits and Possibilities*. New York: Palgrave Macmillan.

JACKSON, B., and PARRY, K., 2008. *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*. London: Sage.

KETS DE VRIES, M.F.R and ENGLELLAU, E., 2008. A Clinical Approach to the Dynamics of Leadership and Executive Transformation. [online] Available at: <URL: <http://www.hbs.edu/leadership/docs/KetsdeVries.Summary.pdf> > [Accessed 10 March 2010]

KOUZES, J.M., and POSNER, B.Z., 2005. Leading in Cynical Times. *Journal of Management Inquiry*, 14 (4), 357-364.

MITCHELL, P., 2010. Your Leadership Shadow. [online] Available at: <URL: <http://www.thehumanenterprise.com.au/AnnouncementRetrieve.aspx?ID=18240> > [Accessed 30 June 2010]

NORTHHOUSE, P.G., 2007. *Leadership: Theory and Practice*. 4th ed. Thousand Oaks, CA: Sage.

OESTREICH, D., 2010. On Leadership Shadows [online] Available at: <URL: <http://www.unfoldingleadership.com/blog/?p=181> > [Accessed 30 June 2010]

PETER, L.J, and HULL, R., 1994. *The Peter Principle: Why things always go wrong*. 2nd ed. Sovereign Press Ltd

O'TOOLE, J., 1995. *Leading Change – Overcoming the ideology of comfort and the Tyranny of custom*. Jossey Bass

RAF LEADERSHIP CENTRE, 2009. Attributes for RAF Leaders. [online] Crown Copyright. Available at: <URL: <http://www.raf.mod.uk/rafleadershipcentre/theleader/attributes.cfm>> [Accessed 15 November 2009]

SHAMIR, B., DAYAN-HORESH, H, and ADLER, D., 2005. Leading by Biography: Towards a life-story approach to the study of leadership. *Leadership*, 1 (1) 13-29.

SHAMIR, B. and EILAM, G., 2005. "What's your story?" A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16, 395-417.

SHAMIR, B., 2007. From Passive Recipients to Active Co-Producers. In: B. SHAMIR, R. PILLAI, M.C. BLIGH and M. UHL-BIEN, eds.

Follower-centred Perspectives on Leadership. Greenwich, CT: Information Age Publishing, 2007, pp. ix-xxxix.

Smith, M. K. 2001 'Chris Argyris: theories of action, double-loop learning and organizational learning', the encyclopedia of informal education, [online]. Infed. Available at: <URL: www.infed.org/thinkers/argyris.htm> [Accessed 15 November 2009]

The Lord of the Rings: The Fellowship of the Ring (Extended Edition), 2001. Film. Directed by Peter JACKSON. NEW ZEALAND: New Line Cinema.

TOURISH, D. and VATCHA, N., 2005. Charismatic leadership and Corporate Cultism at Enron: The Elimination of Dissent, the Promotion of Conformity and Organizational Collapse. *Leadership*, 1 (4) 455-480

March 2011 - Remedial Leadership Training

Remedial Leadership Training for 4TURN4¹

Flight Lieutenant Tim Artus, BSc MCMI RAF, Officer Commanding Delta Flight, E Squadron

"If you do what you've always done, you will get what you've always gotten." (A. Robbins)
"Everyone thinks of changing the world, but no one thinks of changing himself." (L. Tolstoy)

Delta Flight, E Squadron, provides the remedial leadership and officer qualities training for the Officer and Aircrew Cadet Training Unit (OACTU). Whilst this usually means officer cadets, it can provide training for aircrew cadets; though this article will concentrate on officer cadets. The programme consists of a 6 ½ week timetable that means cadets are removed from their squadron and their success is 'delayed' by a term.

Whilst this course has proved highly successful in developing failed and at risk cadets the fact remains that cadets' graduations are delayed for 10 weeks. This means there are associated increases in food and accommodation costs, delays in starting phase 2 training, and ultimately, a slower arrival at the front line. So what?

Anecdotal evidence² indicates shorter interventions would be successful for the majority of cadets, leaving only those who are deemed to require more in-depth development to undertake the full course. If only we had more time between terms to do this. Well, with the arrival of 4TURN4, we do! As such, Delta Flt will now support 3 reinforcement/remedial packages, 2 of which will be run in the inter-term period, therefore, keeping cadets on squadron and – hopefully – increasing first time pass rate (FTPR).

Delta Flt's Ethos

Because Delta Flight is part of OACTU we train to the same objectives i.e. none of the Delta Flight training objectives (TOs) are new to the cadets. However, *how* we deliver and achieve these TOs is different. If our only objective was to ensure cadets passed Initial

Officer Training (IOT) or Non-Commissioned Aircrew Initial Training Course (NCAITC) then we could simply redo the exercises that we test on and 'tick the boxes' or 'jump through the hoops' – whichever analogy you prefer.

That, though, is not Delta Flt's remit. It delivers training that is critical to the development of at risk/failed cadets with the aim of highlighting individual training needs and producing *effective junior officers*.

It does this through focussing on root causes: the cadet's skills, self-awareness and self-belief, all of which underpin a cadet's success, or lack of it.

The Aim

The aims of the new package are to deliver effective training to at risk/failed cadets in order to:

- Improve FTPR.
- Maintain Overall Pass Rate.

Anecdotal evidence would suggest that the biggest psychological strain of being recoursed is the removal from the cadet's peer groups i.e. their friends on squadron. Therefore, it is highly valuable, not just for improving the FTPR, but for the cadets' psychological wellbeing, that cadets stay on their original course wherever possible.

How will we do it?

Of those cadets who fail IOT the first time around, leadership accounts for 50%, officer qualities 20% and military skills 9%³. Therefore, our

remedial programmes should aim to develop the cadets in these areas and because the packages are between 5 days and 6 ½ weeks long, the packages need to be highly focussed, whilst allowing enough opportunities for cadets to develop.

Therefore, the 3 phases are:

- R1.** A 5-day inter-term package between term 1 and term 2 including mil skills, a 1 ½ day field exercise and some self-awareness training.
- R2.** A 10-day inter-term package between term 2 and term 3, including 2 field exercises (1½-day and 4-day), leadership lessons and self-awareness training.
- R3.** A 6 ½ week inter- and intra-term package, including 5 days of Force Development/Adventure Training, 3 field exercises, a 2-day community/charity project, a station visit, and enhanced self-awareness training.

All 3 packages aim to develop mil skills, leadership and officer qualities, although the emphasis will swing from mil skills and leadership in R1, through to leadership and officer qualities in R2, and predominantly officer qualities in R3.

Whilst it is relatively easy to provide training interventions that help develop leadership and mil skills – field skills and leadership exercises are the obvious and most widely used interventions, how can you quantify officer qualities? More to the point, what opportunities can you provide cadets to develop and display these?

Officer qualities covers a broad range of areas that include reliability and moral courage, as well as encompassing the attributes for RAF leaders (Warfighter – Courageous, Emotionally Intelligent, Flexible and Responsive, Willing to take risks, Mentally Agile – Physically Robust, Able to handle ambiguity, Politically and globally astute, Technologically competent, Able to lead tomorrow's recruit) and all aspects of Air Publication 1, Ethos, Core Values and Standards, including Respect, Integrity, Service, Excellence.

Therefore, what Delta Flt does is provide cadets with longer-term opportunities to take responsibility and develop their skills and awareness i.e. something for the cadets to get their teeth into. The opportunities provided include a community project, where cadets can undertake a 2-day project of their choosing to provide a service to the community and/or raise money for charity. Recent examples of Delta Flt community projects include a 12-hr charity bike ride raising money for Help 4 Heroes and St Barnabas Hospice and renovation work on a memorial in the Cheviot Hills.

Delta Flt also undertake a Station Visit, usually to a MOB, that reaffirms cadets' passion and focus for why they are RAFC Cranwell and why they want to join the RAF. Again, the cadets run this visit and a Project Officer is appointed to liaise with the hosting station.

Self awareness and self-belief

"If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle." (Sun Tzu)

How important is it to know your own strengths and weaknesses? How do you react to criticism? How can you get the best out of your team – and do you care? Self-awareness, self-belief and awareness of others, are critical to being an effective leader (as stated above, 'emotionally intelligent' is one of the attributes for RAF leaders). Therefore the R1-3 packages put a lot of effort and time into self-awareness training.



Peer review is a major contributor to Self-Awareness

In R1 the cadets revisit the Strength Deployment Inventory (SDI), which focuses on a person's motivation, which develops cadets' understanding of how their motivation and point of view can skew their understanding of other people's motivation. The quote "Don't judge my behaviour by your motivation" is a wonderful description of how we judge others' actions and behaviours by our own values and beliefs.

In R2 and R3 Delta Flt adds to the self-awareness training by using the Myers Briggs Type Indicator (MBTI), which is based on Carl Jung's psychological preferences, and developed post-WWII. This, again, allows cadets and staff to greater understand their own psychological preferences and those of others.

Although not wanting to over-simplify the subject, have you ever seen or discussed with other people something that just seems alien to you? Think about how you would buy a car – are you influenced by the salesman and whether you trust them or not, or do you have a checklist of facts and figures such as mpg and cost that you will stick to come what may? How you would plan a holiday – last minute and not booking a hotel until you arrive at the destination, or is everything booked 6 months in advance? Discuss your thoughts with other people and see if there are ways of doing things that just make you feel uncomfortable.

But, how does that link to leadership? Well, if you do things last minute how will it be perceived by someone who likes to plan things and ensure everything is finished with time to spare? It's likely that it will cause friction and that the 'last minute' person will be seen as lazy and unorganised – even if there is no difference in final product. Therefore, if we understand our differences we will be better placed to manage teams (and ourselves) and lead them effectively.

Summary

Delta Flight, although highly successful, previously meant that a cadet would have their success 'deferred' for a term, with the concomitant increase in costs, delay to the front line, and psychological strains. With the initiation of R1-3 there are greater opportunities to provide additional training to at risk/failed cadets, whilst keeping them on course – so increasing FTPR.

Delta Flt focuses on mil skills, leadership and officer qualities, with the emphasis changing between R1, R2 and R3 according to the requirements. Although Delta relies on field exercises to develop the TOs we also use self-awareness training and longer-term opportunities, such as station visits and community projects to allow officer qualities to develop.

The 'Bottom Line' is that Delta Flt takes failed and at risk cadets and in almost every case, help develop them into credible, competent junior officers – a worthwhile job in anyone's eyes!



Delta Flt Ex MIL AID Jun 10 with OSIC embedded

1. Due to a reduction in the in-to-training potential officers as a result of reduced requirement for Phase 2 training, the number of IOT courses reduced from 9 over 2 years to 4 per year from 1 Jan 11.
2. Evidence gathered from the current and previous Delta Flt staff indicates that over 75% of cadets develop enough to be successful within the first 2 weeks of the course.
3. OACTU/03/06/4TURN4 4TURN4 – Remedial Training Concept dated 10 Mar 10.

March 2011 - Leadership Training (2a)

Five minds of a Manager – Using the ‘Five Minds’ as Lenses to Provoke Leadership Development

Mr Jamie Stewart, Exeter Leadership Consulting

Mr Jamie Stewart is a coach and tutor at the University of Exeter’s Centre for Leadership Studies and Director of Exeter Leadership Consulting. Jamie provides consultancy services to a wide range of public and private business as well as to the academic environment. The article will be of interest to those who practice or study leadership and is a welcome academic addition to the Journal.

Is it possible to introduce different minds of a leader as a stimulus for leadership development, instead of the age old didactic programmatic intervention? Over recent months in a number of interventions in a variety contexts I have been playing with the concepts put forward in the seminal work of Jonathan Gosling and Henry Mintzberg, ‘The five minds of a manager’ (Harvard Business Review (HBR) Nov 2003). These interventions and contexts have ranged from: action learning sets with strategic decision makers in SMEs; introduced into standard leadership and management development programs with a number of different clients; introduced in nine month programs with groups from the health services; in conversations with many executive coachees; and as standalone short inputs using the ‘Coaching Ourselves’ (www.coachingourselves.com) materials with groups. An immediate conclusion, for me, comes to mind is that using the five minds is a refreshing way to explore key leadership messages in a different way often enabling far more of the ‘ah ha’ meaningful moments for the recipient, so they take real responsibility for their own learning and action.

The Essence of the ‘Five Minds of a Manager’

Before looking at the interventions and conclusions from using the five minds, there is a need to give an overview of the five minds. The five minds noted in the HBR paper, which are not an exhaustive list, are: the reflective mind, the collaborative mind, the analytic mind, the worldly mind and the catalytic mind. They are fairly obvious to understand but hard to into practice; it would take a lifetime to become accomplished at an unconscious competence level, Stages of learning (Abraham Maslow 1940’s), in them all whereby they can be always used to great effect. When facilitating many coaching workshops, the age old question is asked, do you think you are a good listener? Most reply yes. Then the journey to real listening starts. The three levels of listening, Co-Active Coaching (Laura Whitworth et al 1998), need to be explored, played with and developed in an ongoing way; the metaphoric elastic band pulls you back to many bad habits with the internal conversation going on, ‘I haven’t time to listen’, ‘I know what you are going to say’, or distractions of the mobile phone going off in your pocket, or a report sitting on your desk needing

attention. There are so many intrusions into the subconscious that it is desperately hard to concentrate and be ‘in the moment’ for the person next to you. It is one thing to understand the ideas of the five minds and what the implications are for leadership development and it is another thing to become a master of the five minds.

Over the last twenty five years of exploring different models, tools and experimenting with different methods of leadership development, I see many overlaps with many other concepts, e.g. Competency frameworks, High Performance Management Behaviours (Tony Cockerill, Harry Schroder 1995), models and theories, which makes it on one hand easier to explain what the five minds are, but also can add to the confusion of how we can best develop leaders when there are so many methods and tools out there to choose from, and which maybe be at odds with one another. So what are these ‘five minds’, see the table left to get a quick overview of the minds.

There is not meant to be an inferred order to the minds, except maybe the last being perhaps catalytic as ‘action occurs by blending and weaving all the mindsets together’. An interesting piece of feedback by a delegate from one of the NHS groups stated that, ‘if you had not started with the reflective mind I might have got the message and learning quicker’. Maybe a lesson here is to think about where the right place to start is, when exploring the five minds, which in essence is not a linear process in practice. It might come down to learning styles (Kolb 1984), but if you were to take the average group, you might grab the attention of 25% immediately, no matter where you start, but potentially miss the other 75%. However, in the case of the NHS delegate, the feedback was useful, as the start point was the reflective mind, which for a highly active clinician might not have been the best start point. Nevertheless, we start with the reflective mind.

Reflective Mind

In the many years of working with senior executives in a broad range of organisations, from the large global organisations, to small micro businesses, from large government organisations to small voluntary sector organisations the recurring phase ‘I don’t have time to stop and reflect’ is prevalent; it seems fire fighting and being busy is now in our DNA, and it also seems ever so hard to break this status quo. When the mind-set around this is broken, held up for examination, challenged and then change occurs, the results can sometimes be phenomenal. How often do we give ourselves time to truly reflect on our feelings, experiences, thoroughly examine and hold them up for scrutiny? It takes some doing as time is ticking by when we can be doing something else perhaps in our heads that has a higher priority.

Deliberately, in all the interventions, alluded to in this paper, there has been time built to reflect as an individual, as a pair or group, to be deliberately introspective, to make sense, to explore new possibilities as a consequence of these reflections, or just to qualify one’s own thinking in a positive way; also recognising that reflection is not always about doing something different, just like reinforcing feedback, it can be an enabler to repeating good practice. In groups, pairs or as individuals, the more time that is found for ‘reflection’ and the more this ‘muscle’ in this ability is built through practise, the more time for reflection is found in the working day, during a workshop or in a coaching conversation. An indication of when reflection may be taking place, is silence on the end of a phone when

telephone coaching after a particularly provocative question. As an example, a sales Director for a global IT organisation in Indonesia, found himself religiously carving out time in his diary, away from the office, to ‘reflect’, finding time to gather his thoughts construct new ideas, evaluate his own performance and often more importantly re-energise. The space created for was not only highly valued individually, but by the team and department as there was a huge return from this simple act. Initially the Director became quite agitated at the thought of the ‘lost’ time out of the diary for doing something that was not high priority, until the benefits became evident and this time spent then became high priority.

There are many other instances of deliberate time for reflection, when the reflective mind is accessed and makes a difference: e.g. when using The Left-hand column work (Ross and Kleiner – 5th Discipline Fieldbook 1994) to make sense of a conversation or action which hasn’t gone too well and what may go better next time; another is the use of provocative questioning where questions give the recipient a chance to see other perspectives and understand and help unpack their feelings about an issue.

The reflective mind whether it is used in the moment, alongside the other minds, or diarised as part of a deliberate process, seems to be an invaluable skill to attain as a leader; to make sense of self and others, the more it is practiced and becomes part of the ‘unconscious competence’ the greater our capacity to lead effectively. Can this be taught programmatically, or is this something you have innately within but just needs encouraging to be fully utilised? It can be explained, explored and practiced in a variety of ways and like all skills, it takes practice to develop well. It takes a conscious decision to be reflective, the biggest enemy is that hardwired message, “I don’t have time to reflect”.

The Collaborative Mind

The silo mentality is endemic in many organisations, the ‘not invented here’, ‘we know best’, phrases are often heard or alluded to. Even those organisations with great intentions having large open plan offices encouraging the very art of collaboration can fail, due to entrenched social barriers, ego, reward and, dare I say, laziness; who hasn’t heard of someone emailing someone else at the next desk to them. All these barriers act against the collaborative mind. The art of true collaboration and the benefits of having a collaborative mind are perhaps seen as a black science, maybe seen as a ‘hippy ideal’ of community.

In many interventions observed, groups progress into a much more of a ‘collaborative mind’ way of being. Even in a short development centre with a group of R & D pharmaceutical scientists, over a number of group exercises, the high level of influence, High Performance Management Behaviours (Tony Cockerill, Harry Schroder 1995), certainly started to show where the need to ‘compete’ and ‘win’ in a discussion, gives way to more of a collaborative win-win situation. Opening up one’s mind to possibilities, checking assumptions about being collaborative (the analytical and worldly minds with a little reflection) gives that advantage. The higher level of Teamworking, High Performance Management Behaviours (Tony Cockerill, Harry Schroder 1995), behaviour is all about facilitating cross boundary working, pulling together ideas from different parts of a system to produce new and novel ideas or build on and merge ideas to form higher level ones. Often, whilst the words ‘collaborative mind’ are not necessarily referred to, they can form the heart of a challenging situation, bringing a variety of peers from many differing

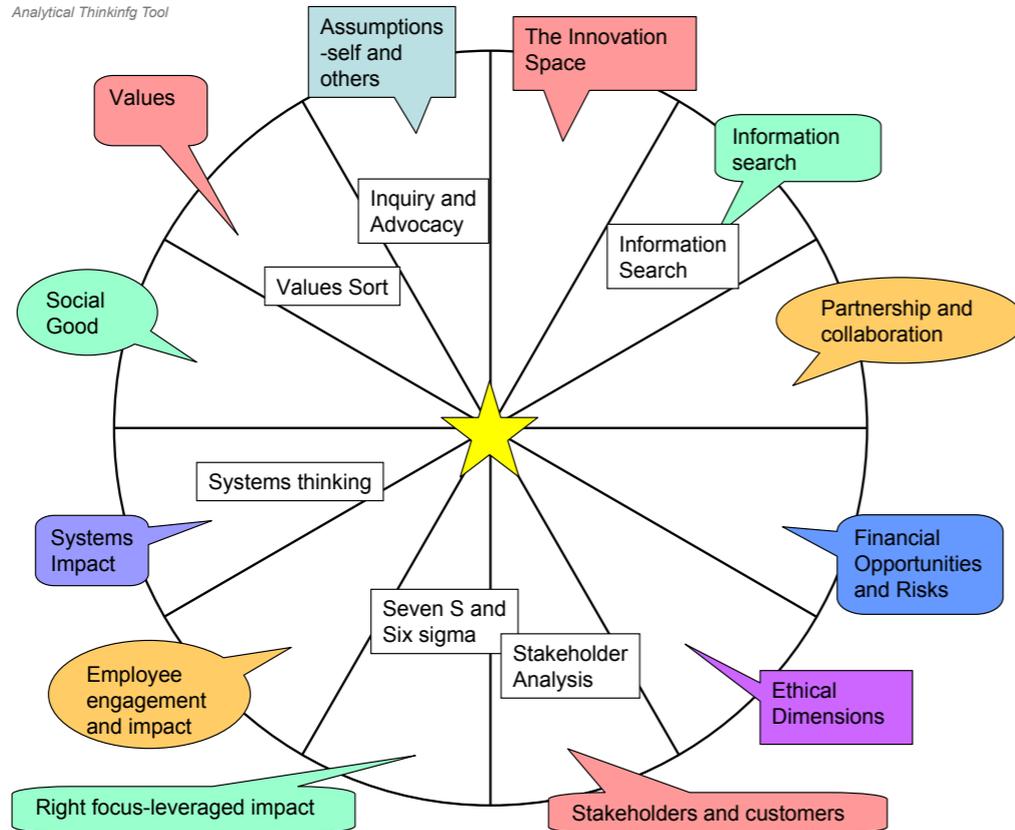
The Minds	Theme	Key Words	Thoughts
Reflective Mind <i>A reflective mind allows you to be thoughtful, to see familiar experiences in a new light, setting the stage for insights and innovative products and services.</i>	Without reflection, leadership is mindless. Events make sense only when you stop and think about what they mean, how they connect, what patterns they reveal. Reflection puts events into a new perspective. As you look in, you can better see out. As you look back you see ahead to what could be.	Self-awareness Self-understanding Self-regulating Sense making Feelings Perceiving Reflecting Difference	<i>“What does this comment by a customer really mean?”</i> <i>“Happenings become experience after they have been reflected on thoroughly”</i>
Collaborative Mind <i>A collaborative mind enables you to orchestrate relationships among individuals and teams producing your products and services.</i>	The effective leader must manage relationships between and among people. The leader must help people collaborate with each other, and create conditions and attitudes whereby people want to get tasks accomplished.	Collaboration Relationships Partnering Involve Attitudes The best People Teamwork X-Boundary	<i>“We work together to get things done.”</i> <i>“Managing relationships not people.”</i>
Analytic Mind <i>An analytical mind ensures that you make decisions based on in-depth data—both quantitative and qualitative.</i>	You analyse most effectively when you go beyond the superficial—just running the numbers. Instead, you drill into richer sources of data, including your and others’ underlying values and biases. What data and assumptions are they using? Breaking up the complex phenomena you see problems in new ways.	Loosening up Breaking down Values Assumptions New sources Route cause Understanding Letting go Complexity Wicked	<i>“Let’s get to the bottom of this problem.”</i> <i>“Appreciate the score and the crowd but keeping an eye on the ball”</i>
Worldly Mind <i>A worldly mind provides you with cultural and social insights essential to operating in diverse regions, serving varied customer segments.</i>	<i>An effective leader understands the context, or culture and environment, in which decisions are to be made and actions taken. E.g. the leader must visit countries and cultures to understand how and why products are.</i>	Other Worlds Context Culture Difference Social insights Diversity	<i>“What is the viewpoint of a person from another culture?”</i> <i>“We shall never cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time.” T.S. Eliot</i>
Catalytic Mind <i>A Catalytic mind energises you to create and expedite the best plans for achieving your strategic goals.</i>	<i>Leaders have a bias for action. Your challenge, then, is to mobilise your and others’ energies around what needs to change—while sustaining what must stay the same.</i>	Action Change Energy Mobilise Motivation Continuity Silent Change	<i>“Change is good, but let’s have a little continuity also.”</i> <i>“How much of your effort is involved in change versus continuity?”</i>

Based on: The Five Minds of a Manager – J. Gosling and H. Mintzberg



March 2011 - Leadership Training (2b)

Analytical Thinking Tool



organisations together to help reframe and drive against a personal challenge. Many other interventions designed specifically to build on the collaborative mind have been tried. Introducing work based topics that build on theories, tools and practice experienced in a workshop, which are then worked on across different sites or departments to see the challenges through different eyes and to work collaboratively where the leadership is the management of the relationships between all stakeholders. An example in a Brewing company was when there was a problem which called for a Beer recall. It used to take three weeks or so to solve the issue as the problem went from one group to another, blame was rife, ownership was passed on, until a collaborative working environment was established and they brought together members from the whole system within a few hours of an issue. A solution was found within a day, which was a terrific example of a true sense of collaboration.

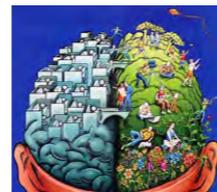
The issue, which is a leadership imperative, is how to break down barriers to the mind-set that collaboration doesn't work or takes too much time. Seeing many groups change their way of thinking through experience is the way forward; collaboration doesn't necessarily come out of a book. Getting the message across in an organisation, that using the collaborative mind, really does release the discretionary effort from across an entire system with huge benefits to all. That is why so many team building events are experiential; you have to feel the benefit to get the idea that collaboration really is a good thing.

The Analytic Mind

A similar story comes to mind from the reflective mind, 'we don't have time' to be truly analytical. This goes back to our conditioning when

we were hunter gatherers, it was fight or flight based on intuition where we had to make assumptions very quickly to survive. This condition still prevails in many countless executives and groups in work places, where a tried and tested set of tools are relied upon to enable swift assumptions to be made, thus buying some time. Indeed, for a majority of the time these assumptions work in some way, but finding time for the analytical mind really does ensure that everything is fully appreciated in depth and breadth. Breaking assumptions and paradigms and suspending judgment to ensure situations are fully analysed, can give rich data to construct solutions for a way forward. Often this confirms to original thinking, which often leads to better and more robust arguments and solutions.

During leadership development interventions the use of the Balancing Inquiry and advocacy (Ross, Roberts – 5th Discipline Fieldbook 1995) can help explain the concept of breaking down assumptions through effective questioning of others and self and effective advocacy of one's thoughts, by making them explicit as to what they are founded on. Introducing tools (see an analytical wheel above), gives new lenses with which to inquire into the situation, to uncover different data and perspectives with which to inform the decision/solution forming process. Working within a construction industry it was noted that the whole mind-set was around fast problem solving. Often the first answer was the one they went with, even if it was probably just



a sticking plaster the issue with the root cause not being explored consciously. Working with the five minds, not just the analytical mind, the whole problem solving process can be slowed down, giving more time to reflect, to ask more questions, to collaborate and use a variety of tools and lenses with which to analyse the situation and come up with far sounder and more robust solutions to issues.

The Analytical mind is something to nurture and work on over time, bringing in new tools, processes, people and ways of seeing to break the challenges down. It can be used to see problems through new eyes to rebuild and come up with well thought through solutions, as an essential ingredient in any leaders development. The issue is sometimes 'letting go' of tried and tested tools, to experiment with the untested, away from the usual comfort zone methods; this might take longer to achieve but the results are greater. Again this is a mind not to be held up on its own, but to be used at the same moment as the other four minds. There is a case for being taught many of these tools in a structured way, but it is using them in action when you really learn what they can do to realise the analytic mind.

The Worldly Mind

One of the key conclusions drawn by the Centre for Leadership Studies at the University of Exeter about what differentiates a de-railed executive, an executive who's trajectory up an organisation has come to a halt prematurely and one who is continuing upwards, is 'the ability to walk in the shoes of others'. This can be likened to the ability to inquire into others ideas, thoughts and cultures, to be insatiably curious to why others see things differently. This might mean the need to visit other parts of the system to which you belong on in which you are a stakeholder. Often, the internal voice gets the better of us, 'that we know best', 'their world won't translate across to my world' so why bother exploring. The challenge is to find a way to open ourselves to other ways of seeing the challenge, other needs and to be culturally astute.



During a leadership workshop, it was explained that when tracking a 'patient' path through a hospital, each contact point had been evaluated internally as the most efficient and effective process and procedure, yet when the patient was asked about their 'path' the experience had been the worst they had had. Had they asked the patient what their needs were they may have re-designed their procedures and processes. Had they also collaborated across all the contact points with the same answers from the end user in mind they would have come up with much greater chance of designing an ideal process for all concerned? Opening up the mind to other cultures, seeing things from different viewpoints, challenging our own views by exploring this from a different perspective, develops the worldly mind. Another example was of a group designing a means to deliver a message to a young population about healthcare. They asked some teenagers how they spoke and what messaging might they respond to. The results were not as expected, but helped the construct the right message. The classic leadership exchange gives the opportunity to see how leadership is accomplished often in very different cultures or contexts.

Do we need to be 'taught' a worldly mind or can we just open ourselves up to inquiring into other worlds and working on our insatiable curiosity for lifting the lid off things we don't understand or ignore? Can we again find the time and space to explore the issue in hand from another perspective? With the global conflicts and religious tensions as the norm these days, can we afford to

not be worldlier in our thinking? Does our potentially entrenched 'western attitude' blind us into making decisions that potentially do not benefit all stakeholders in the long term? How can we then ensure we develop our leaders to being worldlier? Is this again taught, or is it about lighting the touch paper though a little provocation and experience and watching the process take fire?

The Catalytic Mind

Without action there is no change. Leadership is all about affecting change, though it is not all about frenzied action. The four minds explored briefly so far are great ways of perceiving and making sense of the moment, the context and needs, but without action become just nice conversations, great ideas, or could be perceived as a waste of time. The catalytic mind is about taking the joined up thinking from the other minds and through consideration, affecting change or ensuring that there is continuity. In so many organisations actions speak louder than words, or in many organisations the conversations go round in circles and never get to action. The catalytic mind or action mind is about the leader being the true catalyst to change, igniting fires, asking pertinent questions to ensure that change is the best thing, or if not, managing and leading effective continuity.



In practice the whole process should be based on the fact that action is taken and reviewed. The use of the five minds in action concurrently during this process is essential; it is a collaborative setting; tools, questions, ways of seeing act as analytical tools; the different organisations involved ensure a more worldly perspective is represented; the person whose issue is being worked on will be in a very reflective mind throughout; and the catalytic mind brings it all together at the end into action or a conclusion that is it is perhaps continuity that is needed, rather than change for change sake. Again this same methodology can be used at the individual level where the aim is for change at the end, or similarly the use of action plans and personal development plans enabling action to come out of a wide variety of interventions.

There are two sides to the dilemma over the catalytic or action mind: we can be sometimes too fast to action, we do not go back to the rich perspectives and thinking that the other four minds can give us; or we can get lost in the deliberation and change is not affected. The challenge therefore in any leadership development situation, is to ensure this is raised to the conscious agenda initially before we can become masters of the Catalytic mind and become unconsciously competent.

In conclusion

Whether deliberately alluding to, or bringing in concepts firmly anchored in, the five minds can be delivered into any style of intervention, from the simple questioning as a coach or mentor, to a defined exploration through an experiential event. This leads to a greater capacity as a leader. However, perhaps if the Reflective mind is not a natural preference then the exploration of the other minds is not quite as meaningful. Nevertheless, the five minds are great ways of perceiving and making sense of the world and give a greater resource with which to affect leadership within an organisation or in the wider context. Much of what is done in leadership programs can be reframed into the five minds and might just give a different and more exciting way to explore leadership development, and affect change for the better for everyone.

March 2011 - Leadership Essay

Air Vice Marshal Gray CB MC RAF Winning Essay: Field Marshall Erwin Rommel's Leadership Style

Officer Cadet Daniel, C Flight, B Squadron

Field Marshall Erwin Rommel was demonstrably one of the greatest generals of the 20th Century, and probably the best practitioner of Manoeuvre warfare of the Second World War. His style of general-ship is reflected strongly in his personality; a principled and energetic man who was always active, intolerant of incompetence or indecisiveness and very self-confident. All of these traits mirror his primary characteristics as a leader and these strengths and weaknesses can be seen in his commands throughout his career. This essay will look at examples of Erwin Rommel's leadership style and analyse those examples to determine what the strengths and weaknesses of that style are.

The action that first truly demonstrates Rommel's key qualities as a leader occurred in October and November of 1917 during the Austro-German assault in the mountains of Northern Italy. It was due mainly to the structuring of the German army of the period that as a mere Lieutenant of 26 years of age and nominally a Company commander, Rommel was placed in charge of 4 Companies to take the critical high point of Mt Matajur. Even this early in his career, Rommel demonstrated his intuitive lean towards the 'supple offensive tactics'¹ manoeuvre-based warfare and his fondness for leading from the front; during the entire operation Rommel remained at the front of his force, rarely delegating command.

From the head of his force, Rommel led a series of flanking manoeuvres that put him behind the Italian second line. He then maintained momentum and ran amok to the Italian rear, taking many Italian prisoners. When ordered to return rearwards by his commanding officer, Rommel judged that he was in greater possession of the facts and disobeyed the order², proceeding to capture the summit of Mt Matajur and bringing his total prisoner count to over 9000³. This was truly a remarkable achievement for only 6 men dead and 30 wounded and it is evident that Rommel's tenacity and initiative from the front of his force was the cornerstone of this success; a more cautious or timid man would have deemed his job done and waited for support at many points, rather than throwing himself and his men ever forward⁴.

Whilst Rommel's propensity to command from the front allowed him to make many rapid and responsive decisions, it also almost led to his capture when the forward element he was commanding was overrun later in the battle by the Italians at Longarone. His action on Mt Matajur also highlighted his confidence, that some would later call arrogance, in disregarding orders in the belief that he knew better. In this case, Rommel's characteristic leadership style worked very well for him and after the action at Longarone, he was belatedly awarded the Pour le Merite for his achievements at Mt Matajur.

Rommel chose to turn down a position in the Truppenamt General staff and when assigned to Hitler's personal protection battalion, again demonstrated his desire for field command by requesting command of a Panzer Division. This also demonstrates Rommel's awareness of the advantages of modern armour which he had been studying with great interest⁵ during the invasion of Poland. Despite having been very much an infantry officer to this point, Rommel could see the potential of armour to allow him to fight the kind of war he had fought against the Italians on a whole new level and this appealed to him greatly. This shows Rommel's open-mindedness



Field Marshall Erwin Rommel

in adopting the technology and tactics necessary for him to be a better commander.

When given the command he had asked for, Rommel wasted no time in imposing his personality on 7 Panzer Division, asserting his high standards and making his conviction clear by sacking one of his sub-commanders within three weeks of taking command for not meeting Rommel's expectations⁶. This was a very good move on Rommel's part, as it gained him the respect of the majority of the Division, and the few who still had their reservations about their new infantry commander were now clear what would happen if they gave anything but their best. This is an artful employment of simultaneous transactional and transformational leadership qualities.

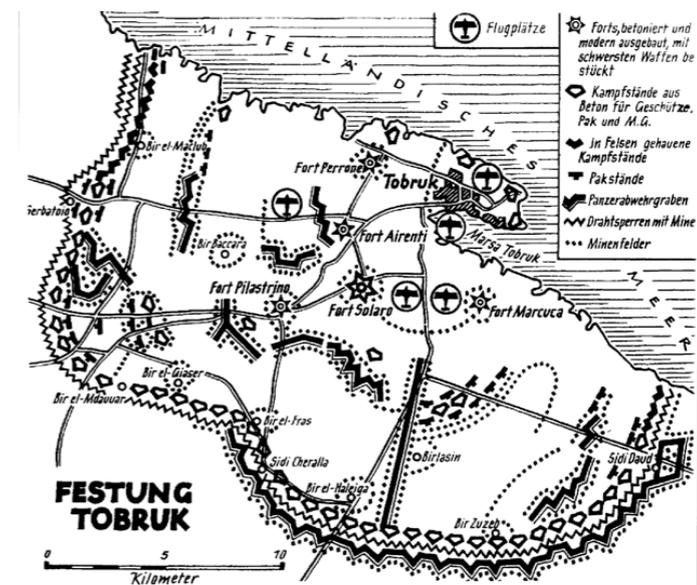
When the German Army invaded France and Belgium on 10 May 1940, Rommel was characteristically at the head of things and showing his usual initiative by substituting smoke grenades with burning houses to cover the subsequent crossing⁷. Once across, 7 Panzer Division continued to forge ahead, soon earning the name 'The Ghost Division', bestowed by other German forces because 7 Panzer Division were usually so far forward that they were out of communication with other German units and no one knew where they were. Rommel's strong presence and determination helped maintain the momentum of the drive across France, in particular when the few remaining British tanks equipped with anti-tank weapons engaged the advancing Panzers, inflicting surprisingly heavy losses. It was almost certainly Rommel who mitigated the effect of this action by being present to rally his forces in person, as he so often did.

The tenacity that had brought Rommel such decisive success in France did not translate well into the North African theatre. On his arrival, Rommel decided not to await the arrival of his armour and forge ahead with only his Light Division and some Italian light armour. If the British had not withdrawn much of their strength to fight in Greece (which Rommel did not know) the attack would likely have been unsuccessful. As it was, the British commander, Wavell, retreated, fearing a stronger Axis force and Rommel was able to push all the way to Tobruk and beyond, encircling the city despite the mere 'trifles' of stretched supply lines⁸. Here Rommel still refused to dig in and await his armour, mounting many increasingly ill-advised assaults on the besieged Tobruk; whilst the Axis forces continued to experience supply issues, the Allied forces inside Tobruk were resupplied by sea. All this was executed against the express orders of Rommel's superiors both in theatre and in Berlin, as well as against the advice of many of his sub-commanders. His response to this was a series of courts-martial, resulting in the removal of several officers⁹.

Rommel's reputation among his peers and his men suffered enormously from this episode and following debacles attempting to counter Allied efforts to relieve Tobruk, he showed an uncharacteristically callous disregard for the lives of his men and portrayed an increasingly unstable picture to his fellow officers. His disobedience of authority had also not endeared him to either his Italian commander-in-chief, or Berlin. The push to Tobruk was a catalogue of leadership errors, almost all as a result of excesses of those characteristics which had served him so well in the past.

Once supplies began to reach the Axis forces in greater volume, Rommel, aware of the likelihood of a new Allied offensive, decided on his usual course of action. He conducted another Blitzkrieg assault on the Allied forces at Gazala and Alam el Halfa, but again ran his forces to utter exhaustion well beyond their supply lines and was forced to halt at El Alamein after a month of inconclusive fighting, well short of his optimistic objectives. The Allied attack came as predicted and the overstretched Axis forces were smashed into retreat by Montgomery's Eighth Army at El Alamein¹⁰. This was, as Churchill put it 'the end of the beginning'¹¹ of the war in general and certainly the beginning of the end for Rommel.

It is evident from studying these major commands of Rommel's career that his greatest strengths as a leader were also often his greatest weaknesses. His unequalled tenacity and love for mobile, fast paced battle brought him some spectacular victories as well as great respect among his peers for the often bloodless victories he achieved. However both the victories and the respect disappeared following his failures in North Africa. These failures can reasonably be blamed on Rommel's unceasing drive and need for progress; he was at times unable to check himself and allow time for consolidation, causing the unnecessary deaths of large numbers of men under his command as well as setting himself up for defeat by overextending his forces. This shows a lack of foresight and awareness and single-mindedness towards immediate victory. He also regularly displayed an intolerance for incompetence or weakness within his command and whilst this undoubtedly drove standards up, Rommel's



German Map of Tobruk Defences, 1941

definitions of the above occasionally led to unnecessary dismissals and disciplinary action, which is never good for morale.

His insistence on leading from the fore with as much control as possible allowed him to be present when the decisions needed to be made and to then make them rapidly, but as in Normandy, sometimes denied his sub-commanders freedom of action in his absence as well as placing him in unnecessary danger on multiple occasions. This brings up the pro's and con's of heroic leadership from the front; Rommel was always an inspiring figure on the battlefield, and a rallying symbol to harden his men's resolve and encourage them to perform well. If, however, he had been killed in one of his close-calls, the effect on morale and inevitable command absence would have been devastating, highlighting the slightly irresponsible nature of this style of leadership.

Overall, Erwin Rommel had some valuable and unique qualities that allowed him to demonstrate fantastically successful leadership throughout his career. But his lack of restraint with those same qualities led to some episodes of very weak leadership as well. Were it not for these lapses in judgement and control, he would undoubtedly have been one of the greatest leaders in history. Regardless, he still retains a place in history as one of the greatest Generals of the 20th Century.

Bibliography:

- Remy, Maurice-Philip (2002). *Mythos Rommel*. Munich: List.
- Rommel, Erwin (2009). *Infantry Attacks*. Newbury: Greenhill Books.
- Fraser, David (1994). *Knight's Cross: A Life of Field Marshal Erwin Rommel*. New York: HarperCollins.
- Irving, David (1977). *The Trail of the Fox—The Search for the True Field Marshal Rommel*. Weidenfeld & Nicolson.
- Liddell Hart, Basil, ed. Rommel, Erwin (1982). *The Rommel Papers*. New York: Da Capo Press.
- www.winstonchurchill.org

1. Rommel (2009) p.226
2. Rommel (2009) p.223
3. Fraser (1993) p.72
4. Rommel (2009) p.249
5. Liddell-Hart. (1983), p.6

6. Irving (1977) p.42
7. Fraser (1993) p.168

8. Liddell-Hart (1983) p.110
9. Maurice-Philip (2002) p.70
10. Fraser (1993) p.383
11. <http://www.winstonchurchill.org/learn/speeches/quotations/famous-quotations-and-stories>.

March 2011 - RAFC 60 Years Ago (1)

RAF College Cranwell Life Sixty Years Ago

Fred Hoskins RAF (Retd)

Back in the late 1940s and '50s, young men aspiring to become officers and pilots in the Royal Air Force by way of cadetships at the Royal Air Force College arrived, often in a state of nervous excitement, at Sleaford railway station where NCOs of the RAF Regiment shepherded them to buses to take them on for the last part of the journey. In April 1949 I was one of a group of 41 young men of 54 Entry on those buses. We were all aged between 17 and 19 and more than half, including three from Ceylon, were straight from school, but the rest of us were already in uniform.

Some were airmen conscripted for National Service, several were Cadet Pilots and Cadet Navigators from the flying training schools and I was a former Aircraft Apprentice. One new cadet was in khaki, a Sergeant in the Royal Army Education Corps with the complication of getting discharged from National Service in the army and into the RAF.

As to education, we were more or less evenly divided between public schools and grammar schools. To qualify for entrance, those who had not earned exemption in other ways, such as by passing the Higher School Certificate examinations, were obliged to pass the rigorous examinations set by the Civil Service Commission in mathematics, English, a general paper and the choice of two other subjects. The course at RAFC Cranwell lasted two years and eight months and was divided into eight terms, with a new entry arriving each term. The first two terms were spent as mere 'cadets' in the Junior Entries and then the successful ones moved up to become Flight Cadets. On graduating, Flight Cadets were appointed to permanent, as opposed to short service, commissions.

In those far off days the building now known as 'College Hall' was simply called 'the College', but new arrivals began by spending two terms in Block 77, opposite the entrance to Station Sick Quarters (by accident or design I know not!). New cadets were divided between the three squadrons and allocated to the four barrack rooms where the second term cadets occupied the beds on one side of the room and the new arrivals the other.

Lee Enfield Mk4 Rifle



Sleaford Railway Station 1949



Cadets wore the uniform of ordinary airmen, complete with eagle shoulder badges, but were distinguished by white bands round their field-service caps (sidecaps) and their ceremonial peaked caps. Additionally, they wore lanyards on the right shoulders of their working dress denoting their squadron (red for 'A', yellow for 'B' and blue for 'C'). This working dress was usually known as "battledress", with a short blouse/jacket without brass buttons while the best uniform had brass buttons and belt buckle. On becoming Flight Cadets the eagle badges were removed, white slides with a stripe in the squadron colour were worn on the shoulder straps of working dress, white georgette patches were sewn on the collars of best uniforms and Warrant Officer pattern cap badges replaced the airman type. Both uniforms were of thick rough serge but, to get back to pre-war standards, at the end of 1949 officer pattern uniforms were issued in addition to the others.

Another essential item was a battledress uniform in khaki denim, complete with webbing anklets, to be worn when undergoing Ground Combat Training (GCT), namely basic infantry training. Each cadet was also issued with a Lee Enfield Mk4 rifle and bayonet and a steel helmet, for which he was responsible for the whole of his time at the College. To cope with the cold Cranwell winters a sleeveless leather jerkin could be worn over the denims and greatcoats were also standard issue. Raincoats were not issued and instead cadets were equipped with a so-called cape. This was a rectangle of rubberised material with an added triangle and a collar of the same material. It could be used as a groundsheet or as a poncho/cape draped round the shoulders. The strange shape meant that it was short at the back and long in the front, directing water onto the right knee.

In the barrack rooms of Block 77 cadets were initiated into the display of kit in the wall lockers and the method of lining up beds and boxes on the polished brown linoleum floor. Each cadet was given a room task to do each morning, such as sweeping or polishing the floors, lining up the beds and boxes, cleaning the wash basins and taps, or tidying the surrounds of the block. These tasks often occupied an evening as well, in preparation for a formal inspection of room and kit. In fact there were frequent inspections by the NCOs and by the officer in charge of the junior entries and the barrack rooms



had to be made ready to inspection standard every morning, with the kit in individual lockers set out according to a strict pattern and the blankets and sheets folded into a square block wrapped in one of the blankets and looking rather like a 'liquorice allsort'.

Throughout the first two terms cadets were drilled and exercised every weekday but there was an even greater emphasis on drill and physical training (PT) during the first weeks. When the necessary standard of drill had been reached the cadets joined the Flight Cadets for the routine drill sessions in front of the College from 0725 to 0800 every weekday morning except for one day for each squadron's turn at PT from 0700 to 0735 and when, every other Friday, morning drill was replaced by a full ceremonial parade for the entire Cadet Wing, including those undergoing training for the Equipment and Secretarial branches at Digby.

The College did not then offer training for other than those two branches in addition to General Duties/Pilot. The routine came easily to me after more than three years as an aircraft apprentice in a barrack block in East Camp and others with previous service had experienced something similar. It was new to most of the boys from school even though many had been in cadet corps and came hardest to the three from Ceylon, who seemed to find the rigours of discipline hard to understand. As an example, on an inspection, when one of them was told by the Sergeant that his rifle was dirty he replied in his innocence "Of course it is, I haven't cleaned it yet!"

During the very first term boxing loomed large in the physical training sessions. We boxed during PT and trained in preparation for First

The AV Roe Anson



Term Boxing, a tournament in which cadets in their first term were paired off to fight in the ring. I use the word 'fight' advisedly because skill was not important. What was required was to slug it out. The object appears to have been to see if cadets were made of the "right stuff", with plenty of moral fibre. The event took place after a guest night in the College and was attended by the Commandant and officers in mess kit, by all Flight Cadets and by all junior cadets not boxing, namely those in their second term.

During the training in the gym the officers commanding the College squadrons would look in to see how things were progressing and in particular I remember Squadron Leader Dyer, commanding C Squadron. He was a stocky man, full of pugnacious energy and in the gym he intervened, dancing about in front of cadets and shouting "Hit me! Go on, Hit me!!" I don't think anyone managed to hit him and quite probably didn't think they ought to try very hard. On the night, everyone duly slugged it out over two rounds and the one who lost the most blood was the man of the tournament! Several years later an enlightened point of view was brought to bear and boxing was seen as potentially detrimental to the fitness of men planning to fly.

Altogether, the two junior entries living in Block 77 comprised 80 cadets and had their own mess in a wooden building quite near and completely separate from Flight Cadets and airmen and airwomen. The diet was, by modern standards, simple and the only choice was to take it or leave it. Probably because of the relatively small numbers to be catered for, the food was of a reasonable quality and was better cooked and presented than I had known as an apprentice. Instead of the scrape of a white substance laughingly called 'butter' on the corner of a slice of bread I had known before in the Cadets' mess, there was a plate with a slab of real butter on each table. We who had lived with food rationing, which was still in force, knew that this had to be shared equally, but it had to be explained to the cadets from Ceylon that as the rest of us expected to get a share they could not take as much as they liked. For the 80 cadets there was also a NAAFI canteen, selling the usual soft drinks, cakes, snacks toiletries and cleaning materials – but no alcohol.

Training in the first two terms was not entirely physical in content. Instruction began in a variety of subjects in both the Aeronautical Science and Engineering (ASE) and the Humanistics departments of the College. In the ASE Department Flight Cadets were, during the course of the eight academic terms, taught aerodynamics, thermodynamics, meteorology, weapons theory, radio and navigation. In the first two terms cadets were also given instruction in mathematics including logarithms, calculus and the use of the slide rule. The navigation syllabus covered the theory of compasses and other navigation instruments, the use of radio aids, the calculation of drift and wind velocity, flight planning and an introduction to astro-navigation, but in the first two terms the instruction was largely in the uses of maps, compass and watch for basic pilot navigation.

These skills were applied in Anson aircraft and for these flights the cadets were kitted out in heavy canvas Sidcot flying suits of wartime vintage with fur collars, sheepskin-lined boots, thick woollen sweaters, leather flying helmets

March 2011 - RAFC 60 Years Ago (2)

and goggles, silk inner gloves and leather gauntlets. With green canvas bags of maps, log pads and Dalton computers they boarded the Ansons to fly cross-country routes, keeping a log of their positions and times, using the drift sight, working out wind velocities and, in many cases, being airsick because of the uncomfortable surroundings; the heavy and hot suits and the bumpy motion of the slow aircraft flying at around 2,000 feet. The gauntlet gloves came in handy as sick bags! It was not the best introduction to a flying career!

Additionally, during the first two terms cadets received instruction in the Cadets' Instructional Workshops where they were taught such things as the workings of hydraulic systems, how to strip down internal combustion engines and how to carry out simple repairs to airframes. These included how to patch a hole in a fabric covering and how to patch a hole in a wooden skin as on a Mosquito aircraft. For cadets to learn to start and test engines there were two Miles Martinet aircraft from which the outer wing sections had been removed.

'Humanistics' included English, military and economic history and geography, current affairs and War Studies. The latter covered the organisation and history of the Royal Air Force and there were also instructors from the Royal Navy, the Army and the United States Air Force to give instruction relevant to their services.

I recall that the first lecture on the Royal Navy began with the instructor unrolling a map of the world and proclaiming "The world is divided into six Royal Naval stations!" The campaigns and battles of the Second World War were studied, of course. Apart from the subjects directly relevant to professional studies, there were topics intended to broaden the mind and a memorable excursion in Junior Entries was to a coal mine in Nottinghamshire. Hours spent underground viewing at first hand the appalling working conditions of the miners working in confined spaces with picks and shovels resulted in a healthy respect and sympathy for those toilers. The English course was broad and included the study of literature and poetry as well as the use of the language. Flight Cadets were also required to write a thesis during the final year, but three of my entry were excused the thesis and given tuition in Russian instead.



Sidcot flying suit

The Aeronautical Science and Engineering Department had most of its lecture rooms and laboratories in a building to the east of the College, near the present St Michael's church, while the Humanistics lecture rooms were on 'A' Site, about five hundred yards to the west of the college. The navigation room was in the college building and, for the two junior entries, some lectures were given near their barrack block. The drill square for the junior entries was near their barracks, but routine morning drill took place at the front of the College. The gymnasium and swimming pool were near the south airfield, as were the workshops and, of course, the hangars and crewrooms for flying training. Thus, the main locations were at the corners of an approximate rectangle with short sides of about half a mile and long sides of almost a mile. Hence, a good deal of time and physical effort was spent in moving between classes, drill and PT. Marching quickly between locations in all weathers helped to improve or maintain fitness and also created an appetite.

On completing Junior Entries the cadets became Flight Cadets but, as there were not enough rooms for all in the College, they moved for one term to Daedalus House, a large house to the rear of the Station Sick Quarters. Here, as in the main College building, they enjoyed the privilege of a bedroom each, equipped also for study, but even in Daedalus there were not enough rooms and so there was a hut in the grounds for the overflow. My room was in the hut and was comfortable and cosy, because it had an open fire for heating – this was Jan 1950. As in the rooms in the College itself, furniture was a bed, wardrobe, desk, chair, bookcase and small piece of carpet on a brown polished linoleum floor. It was absolute bliss in contrast to living in a barrack room.



The Miles Martinet

As Flight Cadets we also enjoyed the services of civilian batmen to clean the room and perform some valeting services – which did not extend to cleaning webbing belts, boots and rifles. In the early post-war years some of the batmen and waiters had been College servants since the '20s and could tell of 'their' cadets from those early days who had achieved fame.

Cadets were not permitted to wear civilian clothes but Flight Cadets were not only permitted, but were required to have them. When in civilian clothes were expected always to wear a hat out of doors, but no particular style was imposed on us and so a variety of head coverings appeared, according to the whim of the owner. My choice happened to be a brown hat made by Stetson and with a slightly broad brim – rather similar to the hat I have now, in fact.

Cadets who had already been serving in the RAF were paid at their previous rates, while entrants from civil life were paid four shillings a day. The start of flying training brought an extra three shillings a day (this total of seven shillings a day equates roughly to £9 in terms of purchasing power in 2010). Of course, uniform, food and accommodation were free. On being raised to the status of Flight Cadets, to acquaint us with running our finances sensibly our pay was paid into the College Bank and we were given cheque books to enable us to draw cash and pay our mess bills. It was expected that each Flight Cadet would pay his batman ten shillings per month as a supplement to wages.

A few people owned radios, there was a television set in the College and there was a public telephone near the Hall Porter's Lodge (now known as "reception") but, of course, there were none of the electronic entertainment and communication devices that are now considered to be indispensable. Perhaps a dozen cadets owned cars, all pre-war, most of them nearly as old as their owners and a further dozen or so owned motorcycles, but the great majority relied on public transport, bicycles or their feet. As an aside, on being commissioned as a Pilot Officer, with flying pay the annual salary was £401, roughly equivalent in 2010 to £10,000 in terms of purchasing power. This, taken with the absence of cars, televisions and other gear may now suggest that we were, by modern standards, underprivileged. But expectations vary with the times, and if we thought of it at all, which we probably didn't, we would have considered ourselves quite well off by the standards of the late '40s and early '50s.

Being in Daedalus House meant more walking or rather, marching, as meals were taken in the College with all the more senior Flight Cadets. 'Marching' because it was simply not permissible to walk! All cadets were expected to move briskly and if two or more were moving from place to place together then they must march in step and without talking. It was not unknown for an officer on a bicycle to glide up soundlessly behind a small party heading back to the College after flying and then make his presence felt. Discipline was strict and sanctions, usually 'restrictions' or extra drill, were arbitrarily and swiftly imposed.

In the dining hall were three long tables, one for each squadron and with a break in the middle, leaving a path from the central entrance door to the servery door. At the head of the table sat the senior entry and at the bottom the next senior entry. Immediately below the senior entry sat the most junior entry of Flight Cadets, presumably so that the seniors could keep a close watch over them. The food was reasonable in quantity and quality although there were some items frequently recurring on the menu which were not greatly appreciated, such as Brown Windsor soup and what the irreverent termed 'mutton rings', namely sliced rolled breast of lamb. Again, there was no choice other than take it or leave it.

Soft drinks and essential toiletries and similar items could be obtained in the Fancy Goods Store (the FGS) in what is now an ante room opposite the present bar, which was then used for instruction in

navigation. It was in the FGS that the one and only television in the College, monochrome and very small screen, was situated.

On Wednesdays, Saturdays and Sundays Flight Cadets could wear civilian clothes after duty and the evening meal was an informal supper. On the other four nights of the week they had to dress in their best 'airman pattern' uniform and sit together for a formal dinner which was attended also by some of the officers, who wore dinner jackets. Those dinners always took the same form: soup, a main course, dessert and then a savoury, usually a small piece of cheese on toast. There was only water to drink and the same applied to the Guest Nights which replaced one of these ordinary dinners on alternate Thursdays. Then, officers wore mess dress and Flight Cadets wore their very best, officer pattern, uniforms with white shirts, wing collars and bow ties. At Guest Nights the College band played in the gallery above one end of the dining hall, the commandant was at the head of the top table and there would be some important guests from outside the College and even from outside the RAF, such as industrialists, explorers, scientists and diplomats. It could be a little unnerving for a junior Flight Cadet to find himself sitting next to and conversing with one of these senior and important people, who included eminent men such as Sir Frederick Handley-Page (aircraft manufacturer), Professor R V Jones (scientist) and Sir Reader Bullard (diplomat).

Shortly after being elevated to Flight Cadet status, groups of four would be invited to supper with the Commandant on a Sunday evening. The Commandant at that time was Air Commodore George Beamish, a bachelor noted for his sporting prowess, particularly as having played rugby for the RAF and for Ireland and thus likely to ask embarrassing questions as to how well one had done in various College sporting activities! There were many tales told of those supper evenings. No wine was offered, but there was a drink which appeared to be watery beer with oatmeal floating in it. After supper the form was to walk to the station cinema where we would sit in state in the central box at the back. Of course, the cinema staff knew that the Air Commodore would be coming, so waited until he was seated before starting the film. He would then turn to his four cadet guests with a smile and say "Just in time, gentlemen. Just in time!" It did occur to us that the Commandant intended this as a modest little jest.

Another feature of one's first term as a Flight Cadet was "First Term Guest Night", that is to say, the first time new Flight Cadets attended a guest night in the College and so had to undergo an initiation process. After the dinner, the new Flight Cadets were required to entertain the rest of the Flight Cadets by doing some sort of turn or trick to be judged by the audience giving the thumbs up or down sign as in the Roman arena. In fact, an ante-room was turned into something approaching an arena, with armchairs and sofas stacked up on tables so that Flight Cadets in the highest seats were very near the ceiling. Into the limited space remaining in front of the baying mob, those being initiated would sing or dance or do whatever they had thought would win a thumbs up. One of our entry placed a dustbin lid on the floor, put a lighted thunderflash on it, a steel helmet over the thunderflash and stood on the helmet, thus blowing himself up. That act was a great success.

Those whose acts produced "thumbs down" had to pay a forfeit which might require doing a handstand while having water or some other fluid poured down, or up, the trouser legs. Another forfeit was to have to crawl across the foyer (now known as the Rotunda) under the carpet. It did not happen to our entry, but it had been known for new boys to be made to ride, naked, on bicycles around the Orange with fire hoses being played on them.

For those in, as it were, the back seats, Guest Nights could be quite jolly events, with often a little banter from the sprinkling of flying instructors who sat with the cadets and entertaining music from the

March 2011 - RAFC 60 Years Ago (3)

band – South Rampart Street Parade and St Louis Blues as well the more orthodox pieces. After dinner the Flight Cadets moved to the lecture hall (now the Longcroft Room) to listen to lectures from the principal guest. Guest Nights were followed by a College ceremonial parade the next morning – not a very good idea bearing in mind that the same very best uniform had to be worn and everyone had been late to bed. However, that was how it was and first parade for inspection by the Under Officer and the squadron drill instructor was early enough to allow for a further inspection by the Squadron Commander before finally marching onto the parade ground and, in due course, another inspection by the Commandant! I don't suppose anything has changed in that regard.

For the College parade the Cadet Wing included the E & S flight cadets of 'D' Squadron, who were brought from Digby by bus. With perhaps 400 on parade, the frontage was somewhat cramped and the dressing had to be "At half arm", with the left hand on the hip and the elbow touching the right arm of the next man. On at least one occasion this closeness resulted in the left arm of a greatcoat becoming impaled on the bayonet of the next cadet.

After the preliminary dressings the King's Colour was marched on, the ensign and his escorts emerging from the main door of the College and descending through the band positioned on the steps and taking post in the centre of the parade. The form of the parade was probably much the same as today and during the inspection the College band played suitable music – which sometimes was very contemporary, including music from the films, such as 'The Harry Lime Theme' from 'The Third Man'. The four squadrons marched past by squadrons in line, changing from close to open order and back again while on the move, first in slow time and then in quick time. After that the cadet wing went back to its original formation in front of the College and the parade commander, one of the Under Officers, asked permission to march off. This was not always forthcoming and on many occasions the Senior RAF Regiment Officer was heard to utter to the College Warrant Officer the ominous words "March them round again, Mr Millis!"

Mention of the Under Officer prompts a description of how the College was run. Under the Commandant was an Assistant Commandant and there was a College Adjutant. A squadron leader commanded each of the three squadrons and was assisted by a flight lieutenant or flying officer, known as a 'Cadet Wing Officer', who was also a flying instructor. Under him was a flight sergeant of the RAF Regiment, who supervised drill each day and then there were the Flight Cadet NCOs of the senior entry who acted more or less as school prefects.

At the head was an Under Officer (UO) distinguished by a thin stripe of braid on his cuff, the stripe rising to a point. Under him were two Flight Cadet Sergeants who wore ordinary sergeant stripes on their arms. Up to 1951 each squadron also had four Flight Cadet Corporals, but these were dispensed with and all the senior entry were designated 'Senior Flight Cadets'. Cadets in the junior entries addressed all flight cadets as 'sir' and all flight cadets addressed the senior entry in the same way. The senior entry, by the way, had the privilege of their own ante-room. The drill instructors addressed flight cadets as 'sir' or added 'Mr' to the front of the name eg a flight sergeant might well say (or shout) "Mr Smith, sir! Pick your feet up!" The College Warrant Officer addressed flight cadets as 'sir' but was called 'sir' in return.

'Class distinction' was noticeable in that when the roll was called on morning drill parade, the names of Flight Cadets were all prefixed with Mr and then, on reaching the two junior entries, the word 'Mr' suddenly disappeared.

There were set ways of doing things and cadets had to learn very quickly. One of the first things was that only members of the senior entry were permitted to cross the front hall, or foyer, in the College.

All other flight cadets and cadets could only cross from one wing to the other by going round the back of the lecture hall, which was immediately behind the front hall and in front of the dining hall, just as now. As there were then no carpets other than that in the foyer and ante-rooms, and junior cadets wore boots with studded soles, (unlike flight Cadets, who were allowed to wear shoes except for drill) there was much skidding round the corners by those in a hurry, which was nearly everyone nearly all the time. In this passage way were situated all the photographs of previous College entries, prize-winners and sports teams. Here also were the notice boards for the display of orders, sports fixtures and teams and notices of events such as concerts or vacation activities. The College had a thriving 'College Society' with sections for activities such as music, dramatics, aeromodelling, debating and many others. The aim was to provide voluntary activities, in addition to syllabus items, to help broaden the minds of the flight cadets. In the vacations, about ten weeks each year, there were visits to service establishments, including those of the other services, opportunities for gliding, parachuting, winter sports, sailing, climbing and shooting – to mention just a few. Some of these activities were compulsory and it was expected that Flight Cadets would take part in others voluntarily.

The College syllabus included about 250 hours of flying instruction culminating in the presentation of wings on graduation. (Interestingly, it has been calculated that more time was spent on drill than in the air). Flying and academics alternated day by day so when there was flying in the morning there were lectures in the afternoon and vice versa. But as I have mentioned, on four weekdays there was drill to start the day, immediately after breakfast, and on the fifth weekday there was PT before breakfast - almost always a thoroughly miserable experience! For early morning PT the squadron paraded in PT shorts, vests, socks and boots at 7.00 am, carrying gym shoes and wearing a sweater in the winter. The squadron ran to the gym, almost half a mile, changed boots for gym shoes and then experienced 30 minutes of boring and strenuous exercise carried out in silence – but for the orders of the PT instructors. There were no games to enliven the session, just straight PT exercises, with some work on the vaulting horse or box and some agonising exercise such as hanging backwards from the wall bars and slowly raising the legs to the horizontal. Towards the end the PTI would have given the order to run in a circle and then "On the back of the man in front – go!" Obviously, it was as well to be quick and jump before being jumped on. Finally, "Feet on the green line – go!" and then "Double away to the changing room – go!" Very often this was followed by "Not quick enough! Back into the gym and feet on the green line – go!" Sometimes there was a long enough pause before that order for a few of the quickest to have taken off their gym shoes and be half way into their boots so then they would be last back to the green line and liable for some further punishment such as press-ups. Then came a run back to the College, abutions and breakfast before either flying or lectures.

The start of flying was what everyone was looking forward to and it came with the promotion to Flight Cadet status at the beginning of the third term. There were two Flying Wings, basic and advanced, each made up of two Squadrons divided into two Flights. Flight Cadets were allocated to instructors and shown over the aeroplanes they were to fly, namely the Percival Prentice for the basic phase and the North American Harvard IIB for the advanced. In the Prentice the instructor and pupil sat side by side and there was a third seat behind. The Prentice was somewhat slow and underpowered, with a Gypsy Major 32 engine. The North American Harvard had a Pratt and Whitney Wasp radial engine, with much more power and both types had the advantage of variable pitch propellers and flaps. The instructors were almost entirely of World War II vintage, many wearing the ribbon of the DFC, and with a sprinkling of DSOs as well. The Korean War was in full swing, the RAF was expanding and some

of the instructors had rejoined after several years in civilian life. Not many of them ever spoke about their experiences, but sometimes it was possible, on a day when the weather rendered flying impossible, to lure one of them into telling, for example, how he had flown a Lancaster in the raid to sink the Tirpitz.

Not all cadets found that flying was easy, although some were "naturals". Flying, it was found, demanded a high degree of application and concentration. At first came lessons in flying straight and level, climbing and descending and then turning, before learning to take off and land. On average it took about seven or eight hours of dual instruction before flying solo. Possibly solo could have been achieved in less time, but the requirements of the RAF were demanding. Before solo, pupils were shown stalling and spinning and after solo and consolidating their practice in circuits and landings there was more stalling and spinning and also aerobatics, practice forced landings and precautionary landings. After that instruction progressed to flying on instruments, night flying, formation flying and navigating by day and night.

The same syllabus was covered during the advanced stage, but with a more complicated aircraft with a retractable undercarriage and more demanding characteristics; the Harvard was capable of some vicious reactions to mishandling. During the advanced phase cadets also learned the basics of air to air firing, using camera guns and steep glide bombing (what most people would call "dive bombing") with 25 pound bombs on Bassingham Fen.

Even with all these various studies and activities occupying the cadets, their moral welfare was not overlooked. They received talks from the chaplains of the various denominations and, of course, there was compulsory church parade every Sunday. This took the form of a full College parade but without arms, save for the colour party. On arrival at the church, then a converted hangar, the colour party waited outside and when all were seated within marched in and handed the colour to the chaplain to place on the altar. At the end of the service the colour was handed back and the parade marched back to the College and the cadets were dismissed to a free afternoon. Wednesday and Saturday afternoons were free of lectures but devoted to compulsory sport.

A wide variety of sports were played at Cranwell, cricket, rugby, hockey, football, swimming, water polo, squash, tennis, rowing, shooting, gliding, riding and boxing. As to the latter, this was 'proper' competitive boxing as opposed to the "first term boxing" where the intention appeared to have been merely to see whether the cadets had a suitable level of courage and the 'winner' of the evening was the cadet who had shown the most pluck, which seemed to be judged by the quantity of blood lost. The subject was not mentioned specifically but all cadets knew the expression 'LMF' (lacking moral fibre), something that had come out of the war when aircrew who had finally cracked were declared LMF, stripped of their aircrew badges and allocated menial and degrading tasks – pour encourager les autres. At Cranwell it was apparent that there were direct efforts to ensuring that cadets had 'the right stuff'. Hence, the Warrant Officer PTI had the windows of the swimming pool fixed open permanently throughout the Lincolnshire winters when the wind came directly from the steppes. Hence, cadets were caused to perform backward somersaults from the top diving board and on an occasion when visiting foreign officers arrived at the swimming pool it was arranged that there was no cadet to be seen; those who were not in the pool hidden under a rubber dinghy were hidden in the rafters and when a whistle was blown, they would drop into the water and those under the dinghy would appear, all with a loud shout. Parachuting was not compulsory but it was an activity available during vacations and for those cadets who took part the fear of being labelled LMF for not jumping was greater than the fear of the actual jumping.

Another facet of the Cranwell training was the constant pressure to do well and to do better than somebody else. Every single term, (no less than eight times for each cadet during his time at Cranwell) there was an inter-squadron competition for the Ferris Cup for drill, judged by officers and sergeant majors from Sandhurst; a PT competition for the Knocker Cup; and inter-squadron sports competitions for the Chimay Cup. The squadron achieving the best results over all became 'The King's Squadron' for the following term and had the honour of providing the ensign and escort for the King's Colour of the Royal Air Force College and of sitting at the centre table in the dining hall, with the Colour held in the claws of a large bronze eagle above and behind the Under Officer.



The Harvard

March 2011 - RAFC 60 Years Ago (4)

All these competitions demanded a great deal of effort and application. Throughout the course cadets were urged to try harder, move faster, be smarter and, above all, to be 'up to standard'. This was a common expression and thus the hapless Flight Cadet whose boots were not as clean as they might be (even though highly polished to the untutored eye) would find himself on restrictions because they were not 'up to standard'. The requirement always to march and not merely walk has been mentioned as has been the distances that had to be marched between venues. The working day effectively continued until after dinner each evening and all these things combined to impose pressures over a long period of time. The marvel is that so few yielded to these pressures and asked to be withdrawn; albeit some were withdrawn from training without having to ask. My Entry began with 41 cadets, one left after a couple of weeks, others left at various stages of the course and not of their own volition; two were transferred to the E&S wing, two came down to us from the preceding entry and we graduated 31 strong. Of these, three were killed within a year; flying accidents led to the death of seven in all and the invaliding out of an eighth who also did not live a full span.

Having said all this, it has to be recognised that there was a lighter side to life. The great choice of sports and the availability of all manner of pursuits to be followed during term and during the vacations has already been mentioned. There was also a lot of fun and camaraderie and, training together for almost three years forged bonds, such that most of us who have survived are still in touch with each other today: sixty years later. There was tremendous spirit among the cadets, all

of whom had come through a rigorous selection process, who knew that they were privileged to be trained at Cranwell and were proud to be members of what was acknowledged to be an elite group among the mass of officers who were trained under different schemes. It was indeed a great privilege to be a 'Cranwell Cadet', and to be known as such was to be a marked man in the Royal Air Force, a man of whom much was expected - but it has to be said that to be a Cranwell Cadet was not necessarily to meet with universal acclaim from the less privileged, not least because, subject to passing Promotion Examination "B", Cranwell graduates received accelerated promotion so as to reach Flight Lieutenant rank after only 30 months from the appointment to a commission, as opposed to six years.

The culmination of everything was Graduation, a time of excitement not least because of the announcement of postings to the various Advanced Flying Schools. After the final guest night the senior entry put on a 'Review' to entertain the rest of the College and the staff. Naturally, this consisted largely of sketches in which fun was poked at the system, the staff - and also at ourselves. Later came the Graduation Parade, under the eyes of the senior entry's families and reviewed by a senior service officer, a senior politician or even a member of the royal family. Wings were presented and in the evening there was the Graduation Ball with the erstwhile senior entry now clad in their brand new uniforms with wings and the very thin light blue band on the cuff denoting the rank of Pilot Officer. That was the first rung on the career ladder; what had passed during the previous eight terms was merely a reaching out for that first rung.



The Queens' Colour now sits in College Hall

March 2011 - Leadership Training (3)

Mental Fortitude – The Twelfth Leadership Quality

Flying Officer Piers Liron, Closure Team 1, Royal Air Force Lyneham

Officer Cadet Liron began Initial Officer Training with Course 9 on 2 Sep 07 but was removed from training 3 days later with 2 slipped discs. Following surgery in May 08 Officer Cadet Liron began rehabilitation which was completed in Apr 09. Following the permanent medical board decision, he rejoined Initial Officer Training with Course 18 on 10 Aug 09 and Flying Officer Liron graduated with Merit as OIC the Colour Party on 23 Apr 10.

As always its good to start with a definition so the one I found most appropriate was from the Random House Dictionary 2010: Mental Fortitude - mental and emotional strength in facing danger or temptation courageously.

For a few of us the passage through IOT is not the linear experience that the majority of cadets enjoy, unfortunately there are some who require additional training and mentoring to develop the 11 leadership attributes that are required of the modern day Junior Officer. There are also some who for various reasons have to take a side step in training due to injury and the time taken to recover from these injuries can vary from weeks to many months. It is the injured cadet that finds themselves dealing with emotional struggles far different from those others who are re-coursed for academic or development reasons. It is the injured cadet who also has to show what I believe to be the twelfth leadership quality required of a Junior Officer in today's Royal Air Force: Mental Fortitude.

The initial reaction to becoming injured is normally one of disbelief and frustration as no one enters into IOT expecting to take longer than the 30 weeks training the course is programmed for. But then other emotional factors come into play, a feeling of loss similar to that of bereavement is felt, as having been part of a very tight knit group of people, you are instantly plucked out of that environment and thrust into a new group who have had the same fate as yourselves. Whilst there is empathy from your new compatriots it is a hard task to settle in to your new group, as you are constantly bumping into your old friends. That sense of belonging to your old group, which is carefully created in the first few weeks of training, cannot be severed overnight and takes time to come to terms with.

This then can also lead the individual to the realms of jealousy, with the passing of each term, as you see your friends progressing whilst you are left in a holding pattern. Ultimately you will see them graduate. This day becomes a very emotional low as you can't help but feel you should be along side them on the parade square. Whilst you are pleased for them, you find that your relationship with them has changed; they have moved on while you have not and while they are always gracious in their dealings with you, it is evident in their eyes that they are acutely aware that 'but for the grace of God go I' and are extremely glad that they did not befall the same fate as you.

But with all such situations in which we find ourselves, it is imperative we find the upside, the benefits, indeed the silver lining that we can focus on to help pull us through. Whilst on the main course we are developed in terms of our mental agility and physical robustness and through a series of challenging situations, we can develop and practice these traits; it is always in simulated circumstances and we can quickly move on after feedback and learning points. Not so fortunate are those who are injured; there is no simple timetable for recovery and it is a very real situation you are having to deal with. For me, this is the silver lining. It is a real situation and it is going to happen in real time and not a quickly resolved situation as in the simulated training environment. Whilst the main course is 30 weeks long there is much to learn and get through and it is very regimented and timetabled, which is sadly not quite the same as real life. So this is where the silver lining comes in as you now find yourself dealing with not only your rehabilitation program but also the military training that continues whilst you are injured.



Officer Cadet Liron on main course

Most injuries entail a varied journey to recovery with timelines constantly changing due to factors outside of your control: such as the unexpected relapse that puts your recovery back; or the time taken to get the required hospital or specialist appointments and even the healing process just taking longer than initially anticipated. All this leads to constant revision of the date you anticipate rejoining the main course and along with other individual specific issues, it quickly becomes apparent if you possess the mental fortitude to weather the difficulties of getting back onto the main IOT course. It is a very individual journey compared to the main course, as all your fellow Flight members are focused on their own progression, which will in the main not fit the same timeline as yourself, as it does on the main course.

Whilst there is of course a unique bond between those who are injured, there is only so much you can do to support and help those around you as it is not the same as helping someone understand a specific leadership point or academic study. It is very much down to you, as an individual, to face up to the difficult, adverse challenges that come with the road to recovery, and face them courageously, for this will show you if you do indeed possess the required mental fortitude.

Sadly not everyone possesses a mental fortitude sufficient to see them regain a place back on the main course. There are those for whom the longevity of the recovery process leaves them emotionally drained and they decide to withdraw themselves from training. There are also those that will get caught up in a comfort zone and will only do just enough to keep plodding along in their recovery process, end up running out of time and are ultimately released from training. There are also those, that having spent some time in the less hectic military environment allied to being injured, realise that the military life is in fact not for them.

But in the main you will see individuals tapping into their inner reserve of strength to ride the ups and downs of recovery whilst keeping a firm eye on their end goal: a place on the graduation parade square. These individuals, whilst having spent time out of



RAD Flight station visit

the main training environment, have benefited from an experience that sadly the majority coming through IOT will not face until they are in the workplace at the end of their phase 2 training, when finally positioned in a leadership role. It is the real life experience of managing personal expectations that far exceeds that which can be offered by the main course. The main course offers great insight in dealing with operational situations and some personnel issues, but by design is limited to a simulated environment for very short periods.

Not only does the injured individual test their mental fortitude but it also has benefits in terms of development of some of the 11 leadership attributes developed on the main course. Firstly you

have a greater understanding of Emotional Intelligence. Having been through something demanding yourself you have a personal experience on which to refer, when dealing with subordinates who go through similar situations themselves. Willing to Take Risks is an area you develop when learning a balance between pushing yourself to recover quickly and pushing yourself too hard, thus compounding your injury and delaying your recovery. And finally, being Physically Robust. You learn a great deal about your body and how important fitness is to your ability to get the job done; the fitter you are, the longer you are able to keep going and the longer you are able to be Mentally Agile to make sound decisions when tired and under pressure.

The best benefit though, has to be the real life experience of dealing with others' expectations as well as your own. Whilst going through your own recovery you are alongside others going through a very similar situation and you will always find yourself offering emotional support to them whilst also having to sometimes ground people to the reality of their situation. As a flight commander in a real work place this can be a daily occurrence and it is not something that you can afford to devolve the responsibility down to your SNCOs to do for you, as it may be your SNCO who is in need of your support! You will be viewed by your subordinates as a much more effective leader by showing sympathy towards them when required but also tempering it with some sound realistic advice.

For me, trying to find the silver lining of spending many months recovering from injury has been the realisation that you cannot come through that process without having strong mental fortitude and this empowers you with the knowledge that whatever situations lie before you during your career, you have the emotional strength and courage to deal successfully with each one.

Flying Officer Liron graduates with Merit



March 2011 - Jack Holt

The Jack Holt Memorial Pace Stick for 2010

The Jack Holt Memorial Award is for the SNCO engaged in Initial Officer Training who has by instruction and personal example done most to instil into the cadets the qualities needed of an officer in the RAF, the nominees are assessed for instructional skills, personal standards, extracurricular activities directly linked to Initial Officer Training and personal standing and influence with the cadet body.

The Jack Holt Memorial Pace Stick for 2010 is awarded to:

Flight Sergeant Dean Betts

Flight Sergeant Betts' experience and effectiveness as a Dep Flt Cdr has been exemplary. His enthusiasm and innovation naturally inspire the cadets to embrace the importance of personal bearing, dress and most importantly command example. Detailed knowledge of RAF Ceremonial procedures has made him a centre of gravity for the delivery of the high level of drill standards achieved on many important official occasions, such as an extremely successful Queens Review. Cadets speak of his outstanding professionalism and fairness which is supported by a sense of infectious enjoyment and enthusiasm that encourages his students to always strive 'to be the best'.

He is extremely proactive with an abundance of capacity; examples include the setting up of the Cranwell Sprint Triathlon series over the last 2 years. Additionally, he instigated the 'inter Sqn dash challenge', that is conducted every 10 weeks and in aid of an OACTU charity. His resolute instilment of ethos and camaraderie across the entire cadet body, through competition and challenge, epitomizes the tenacity and fighting spirit we require from our current and future leaders of the Royal Air Force. A remarkable individual who is a real asset to the Royal Air Force College and indeed to the wider Royal Air Force; beyond doubt, a worthy recipient of the Jack Holt Memorial award.

Flight Sergeant Dean Betts receives the Jack Holt Memorial Pace Stick from Sir Jock Kennedy



March 2011 - IOTC 23 Reflections

IOT 23: Reflections of Term One

Officer Cadet Buchanan, C Squadron: Initial Officer Training Course 23, OACTU

It is with mixed emotion that we approach the end of the first term of Initial Officer Training. No. 1 Mess will no longer be our home and we, C Squadron, will be heading to College Hall Officers' Mess (CHOM) to spend the next two terms. We are full of anticipation for the lessons and a healthy respect for the challenges to come. Though the buildings and fabric of No 1 Mess have become an integral part of our routine and have thus shaped our time so far, I can safely say that the comforts of CHOM that lie ahead look very attractive.

On our first day we could see in each other the potential to command; however, it was also clear that we would all need some refinement before we would become the leaders of tomorrow and meet the expectations placed on us. The Leadership Instructors were there to provide theory and practical exercises to develop our style of leadership, congruent to those expected of a Royal Air Force Junior Officer. The RAF Regiment were also a major influence in our first term; their role was to turn us from civilians to well drilled military personnel.

The RAF Regiment staff of Regiment Training Flight (RTF) within Force Protection Training Squadron (FPTS) guided us for the first few weeks of the course; their role was to teach us basic military skills. We have been taught the necessary skills to survive in a theatre of combat. From learning to administer first aid to keep a fellow airman alive in that crucial 'Golden Hour', to how to strip, clean, make safe, load and eventually fire a rifle. With a certain degree of patience and a large proportion of humour, they have supported us in our transformation from the bewildered first week cadets to the well-prepared officer cadets we should be. The virtues of comradeship, humour and the ability to switch from light-hearted to deadly serious were instilled in us alongside those basic military drills and skill that will be used throughout our careers.

A few feet away from Block 78 lies the No. 1 parade square and whether the skies are as clear as the ground is cold or the air is so thick with snow that our drill instructors are barely visible, we are taught how to march. Various officers passing by have often indicated that our displays of drill have brightened their mornings. Our gradual progression from not being able to keep time and move as a unit, to being capable of switching between Slow Marching and Quick Marching seamlessly is largely due to the tenacity of the Drill Instructors who were rigorous in their reinforcement of understanding. Though it may have been a difficult journey at the time, the sound of our shoes striking in unison on the parade square come graduation will make it all worthwhile.



Phrases and acronyms such as 'The 7 Question Estimate', 'PICSIE' (Planning, Initiate, Control, Support, Informing and Evaluation) and 'SMEAC' (Situation, Mission, Execution, Any Questions and Check Understanding) are probably common parlance for most commissioned officers however, these were largely foreign ideas and concepts to the majority of us in the beginning. Through the use of the practical field Exercises STATIC, DYNAMIC and ACTIVE EDGE, these ideas became, and continue to be, familiar and useful tools. These exercises also provide great opportunities to depart from the classroom and spend time doing what the majority of us envisaged training would be like. Carrying out patrols, practising the correct methods of moving as a unit and living under a bivouac (a shelter made generally from a waterproof sheet suspended by bungee cords) may seem like hardships to some, but to us they were welcome breaks from classroom lessons; more importantly, it allowed us to put theory into practice.

Air Power Studies is the study of military tactics, politics and the fundamentals of Air Power. This subject is taught by lecturers from Kings College London and takes us away from the disciplined military world. It encourages us to contemplate and analyse our future roles in an academic forum and helps us understand our position within a wider context. Our lessons have taken us, step-by-step, from the basics of why we have the military, how militaries are used and why we use them, to how the actions of one man on a battlefield can affect the entire outcome of a campaign. This puts much of the training into perspective and explains why various activities, that may seem dry at the time, (for example, the rigorous, exact movements of rifle drill or having an understanding of global politics and how our responsibilities as a nation influences our foreign policy) are so necessary. Our lecturers take great pains to ensure that as officers of the future we understand exactly why we do what we do and the repercussions of decisions made.

To prepare us for the exercises to come and military life in general, physical education training has become part of our daily routine. Throughout, from swimming, to circuits, to the drive and determination in aero runs, to the regimented static strength of Battle Physical Training, the firm guiding hands of the staff have kept us free from injury and embarrassment, but they have also pushed us to achieve our best. As a Squadron, we have earned, if not the respect of the staff, then at least the begrudging acceptance that we are making progress. It is with great pride that I look upon my fellow cadets and how they have changed from being merely fit to being fit enough to run 6km with a full backpack and still have the drive and energy to sprint another 200m.

All of the attributes that have been taught were built upon at our most recent excursion out of RAFC Cranwell to the Force Development and Training Centre (FDTC) at Fairbourne in North West Wales. We suffered a great deal of dislocation of expectation (a useful phrase provided for us by our Flight Sergeant) due to having been provided with a summer schedule for a winter course. Despite this, the growth and enjoyment that resulted from attending the course were substantial; perhaps this was due to us completing a tough course in adverse conditions. It gave the Squadron a chance to apply the physical education and leadership training we had received in an environment

No.1 Parade Square in relatively tropical conditions



Exercise ACTIVE EDGE

beyond the military. Waking up to find the tents under snow tested the cadets' physical courage as they had to leave their beds and break camp in terrible conditions and then carry out another day hiking in the snow. Raising our morale was vital!

These activities may seem average, even leisurely to some of you, but I have intentionally left one of the greatest challenges and time-consuming activities until last. It would not be possible to give a fair summary of IOT Term One without mentioning inspections. From the very first day, the uniform and block inspections have been a focal point for most cadets. The regularity, with which the Directing Staff visit cadet's rooms, day after day, instils a sense of routine and discipline into the Squadron; as the term progressed and we improved, there were even signs of pride. It is this that I feel we will take to our future careers once the staff are no longer there to look over our shoulders. But not all inspections were a roaring success and we had to learn how to get things right first time. The additional development opportunities provided in the event of defaulting became a chance to regain lost pride for a flaw in inspection and in some notable cases we surpassed expectations. Standardization across the Squadron was difficult to master and often led to problems. Communication was crucial amongst the cadet body. Our initial Flight

meetings informing us of upcoming opportunities would last up to 40 minutes as we each attempted to express our own opinions and ideas concerning a specific problem. However, it is with a sense of pride that I say our meetings now last 5 to 10 minutes at the most and deal with everything essential for the days ahead. Hopefully, this shows that our Leadership training is having a positive influence on our ability to make decisions and our willingness to work as part of a team! Let this be a sign that our transition from civilian to military life is definitely taking place.

To sum up, throughout all the activities undertaken during the first term of Initial Officer Training, the encouragement has been there for us to excel. I believe that the greatest thing taken by many from this term is that it is important to be professional and assimilate, but also to remain human. The application of our own personal experiences to the lessons we are taught is how we become the most effective leaders of tomorrow. Furthermore, and I believe I speak for the whole Squadron when I say, the people we have met throughout our time so far, the friends we have made and the lessons we have learned, will be firmly embedded in our memories and will remain with us throughout our careers and beyond.



Inspections!

March 2011 - Military 'LLL' (1)

Royal Air Force Through-Service Professional Military Education and Training

Wing Commander Tim Mason, Generic Education and Training Centre

The existing through-Service Professional Military Development (Air) PMD(A) program started its journey as a result of the Review of Officer and Airmen Development (ROAD) Final Report which was endorsed by the Air Force Board in May 2007. The ROAD Implementation Project Team (IPT) took forward the development of through-Service Professional Military Education and Training until 1 Apr 10 when the Project Team's responsibilities were migrated to the Generic Education and Training Centre (GETC). The establishment of the GETC was itself one of the recommendations of the ROAD Report, with a remit to continue the work already implemented as routine business and to complete the remaining aspects of implementation.

The through-Service initiative of PMD(A) subsumed many functions of existing practices and formations but, most importantly, streamlined through-Service development and formulated a coherent development of our people. This philosophy has been acknowledged as constituting best-practice across Defence and this article will take a chronological journey through the major milestones of this development.

GETC was initially formed at RAF Cranwell on 1 Oct 07, comprising elements from the RAF Leadership Centre, Air Warfare Training and Management Team, Force Development Support Group and generic training staff of HQ Air Command. The term generic education and training refers to any learning which is required by all serving personnel, regardless of rank, branch or trade. By way of formal training, this covers initial officer and recruit training and the career courses which personnel undertake either as an officer through the Joint Services Command and Staff College (JSCSC) or as airmen through Airmen's Command Squadron (ACS) at RAF Halton. GETC fulfils the role of the RAF's Training Requirements Authority (TRA) for this development and thereby establishes the generic education and training requirement to be delivered by the Formal Training Establishments (FTEs).

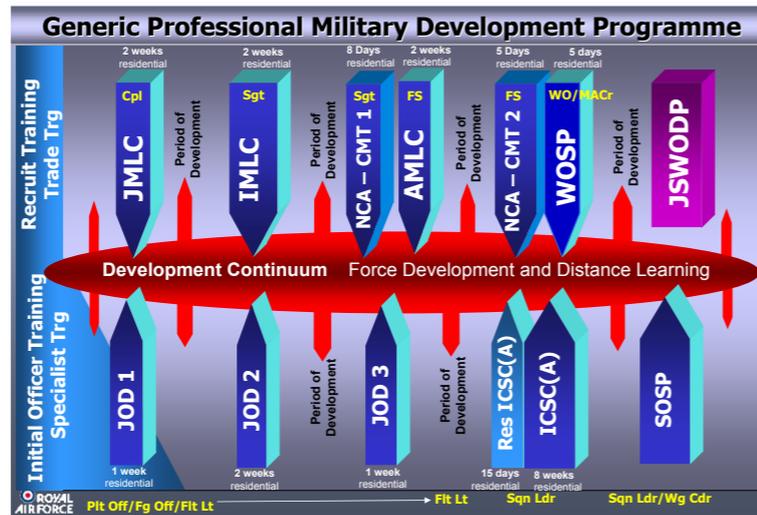
To facilitate the output of the TRA, a through-Service curriculum was created which is known as the Generic Education and Training Requirement (GETR). The aim of the GETR is to provide an essential coherence tool to sharpen the focus of development by providing clear direction on the knowledge, skills and attitudes common to all RAF Regular and Reserve personnel in the following 8 areas:

- Air Power
- Leadership
- Management
- Communications
- Ethos
- Military Skills
- Force Protection
- Organisation

A word picture of performance is provided for each rank, known as effective indicators and based around the internationally-renowned

Bloom's competency framework which captures performance from a 'competent operator' to an 'expert'. As well as providing a framework of development, the GETR also captures the training objectives delivered by the FTEs and thus provides a clear picture ensuring that the education and training we deliver matches the needs of the Service.

The GETR also captures all of the education delivered through Distance Learning (DL) and that which will be delivered in the workplace through Force Development Squadrons (FDSs) on Units. By ensuring that residential, distance and workplace learning are all



The progression of courses intertwined with Distance Learning and Force Development activities

aligned, PMD(A), as directed by the GETR, aims to deliver a truly holistic program of development for all personnel throughout their time in the Service.

Professional Military development for our junior officers is embedded within the Junior Officer Development Program (JODP). Launched in April 2008 for officers graduating from the revised Initial Officer Training (IOT) course, JODP is a 3-phase education and training intervention, starting approximately 18 months post IOT, with a target of 2 years between each phase. The residential phases are delivered by the RAF Division of the JSCSC. All phases aim to maximise student involvement in their own learning and there is a large emphasis on interaction with guest speakers, as well as in syndicate discussion and through delivery of their own presentations.

There is a legacy Junior Officers' Development Program for officers who graduated from the older-style IOT and all junior officers are mandated to complete their respective version of the JODP, in order to qualify for substantive promotion to the rank of squadron leader.

Soon after promotion to squadron leader, personnel are nominated to attend the 8-week Intermediate Command Staff Course(Air) (ICSC(A)) which was launched on 1 Oct 08. ICSC(A) provides an invaluable education and training uplift for newly promoted squadron leaders to enable them to face the leadership and operating challenges of their new rank. As for the JODP above, the emphasis is on students maximising their own learning through interaction with the eminent guest speakers and in being able to discuss with confidence all aspects of Air Power at the operational level, as it is delivered in the joint, combined and multi-agency environment of contemporary



JMLC at ACS RAF Halton

operations. The course includes visits to HQ Air, the other Services, an intensive practical consolidation and confirmation phase. Once squadron leaders have completed ICSC(A), they will require further development opportunities to remain competitive and to prepare them for further career advancement, including Advanced Staff Training (AST) or the Senior Officers' Study Period (SOSP).

The SOSP is to be introduced for those officers not selected for AST, the content of which is well underway, using the GETR to support the training needs analysis with concurrent stakeholder consultation. The primary target audience for the SOSP is wing commanders within their first year in rank who have not undertaken, or been pre-selected, for AST to attend on a mandatory basis. The secondary target audience, attending on a voluntary basis, is non-AST nominated or qualified squadron leaders who have 6 years or more seniority in rank. The first full delivery of the SOSP is set to commence in 2012 at the Air Warfare Centre, Cranwell.

Fully integrated Distance Learning within the PMD(A) continuum aims to ensure students can maximise their learning opportunities during any of the residential phases.



Professional Military development for airmen is embedded within the ACS, based at RAF Halton. PMD(A) up to the rank of Flight Sergeant is via 3 interventions aimed at personnel attending Junior, Intermediate or Senior Management and Leadership Courses, to coincide with promotion to substantive rank of Corporal, Sergeant and Flight Sergeant. The courses are dynamic and interactive with an emphasis on combining the education of principles with practical application and exploration through in-depth discussion. There has been substantial development to roll-out enhanced PMD(A) for all airmen ranks, using the blended learning approach and including greater emphasis on air power education.

As with officers, the PMD(A) journey for airmen is intertwined by the support of DL, with e-learning Air Power Study Packs having been revised and modularised to enable their extended use throughout ACS. Accessible on the internet, via the Defence Learning Portal, courseware currently available comprises interactive packages covering Air Power, Leadership, English Reinforcement and Defence

Writing. The alignment of e-learning with residential delivery allows individuals to attend courses, empowered with a background knowledge base, which can be then be maximised in discussion or application whilst at the FTE.

Development at Warrant Officer level is facilitated by a 5-day Warrant Officer Study Period (WOSP), delivered at ACS, RAF Halton from Dec 07. This 2-week course aims to prepare the Warrant Officer to operate predominantly in a single-Service environment on promotion. There is on-going work to develop 2 further education and training uplifts for Warrant Officers to be delivered at the JSCSC. These 2 uplifts will prepare more experienced Warrant Officers not only to operate in joint Service positions but also at the very top end of their career posts.

Another breakthrough of PMD(A) has been in the area of accreditation. The WOSP has now been accredited towards a

March 2011 - Military 'LLL' (2)



Adventurous Training is a key Force Development contributor in developing the PMD(A) core competencies within RAF personnel in the Workplace

Masters of Business Administration (MBA) award from Staffordshire University. Students are required to attend 2 separate one-week residential courses hosted by Staffordshire University Business School and complete a DL program for the award of the Postgraduate Certificate in Management within the first year. In Year 2, they will form a joint cohort with ICSC (A) graduates to complete the Postgraduate Diploma phase of the MBA program, by attending 4 one-week residential courses interspersed with DL. In addition, the new, 8-week ICSC(A) is accredited to the Chartered Management Institute's Level 7 Diploma in Strategic Management & Leadership, with successful students receiving 60 points towards the Masters Degree in Leadership and Management from Portsmouth University. Accreditation staffs at 22 Trg Gp continues to pursue accreditation opportunities through professional institutions for PMD(A).

Away from the formal interventions of PMD(A), but by way of complementing and reinforcing them, equally dovetailed with the GETC output is RAF Force Development (FD). It is through workplace development that we can cement the learning of our



residential and on-line programs, enabling our personnel to apply the principles in practice in an environment contextualised to their own operational roles.

This alignment is still in its infancy and hence a 'Force Development – Developing and Maintaining Warfighter Spirit' strategy is being crafted to ensure full robustness and longevity of FD activities, with the aim to reinforce AMP's intent, issued on 30 Sep 09, which stated that increased mental and physical robustness is key to the future development of our personnel. The enduring 'Warfighter' spirit will be developed in our personnel by exploiting the whole range of Adventurous Training, Physical Education (including Sport), Force Protection and Training Development Support on offer through Force Development Squadrons.

In concluding this article it is useful to reflect on the significant developments with the RAF's through-Service education and training program. It is true to state that the delivery of the ROAD Final Report Recommendations has had a major impact on training and education for RAF personnel up to and including the rank of squadron leader, with further changes to follow by 2012 for wing commanders. The organisational structures and policy for the delivery, continual review and update of continuing PMD(A) have been set in place. The GETC, as curriculum TRA, will be able to monitor and develop the GETR in line with Service needs and direct the delivery organisations to respond appropriately. The technological solution has been tested and work is ongoing to ensure that an appropriate delivery platform will continue to be provided and managed under Defence Learning Portal guidance. The momentum for change generated by the ROAD IPT, and taken forward by the GETC, must continue if PMD (A) is to remain a fully utilised element of RAF culture and the vehicle for the delivery of through-Service education and training for our people.

The operational focus of FD training is essential in developing the skills of our personnel to face current and future challenges, whilst ensuring a through-Service development of resilience and 'warfighter'

March 2011 - Reserve Officer Training

Reserve Officer Initial Training Overview

Flight Lieutenant Whitwham, Officer Commanding Reserve Officers' Initial Training, OACTU

After successful selection at the Officer & Aircrew Selection Centre (OASC), Generic Phase 1 training for potential Royal Auxiliary Air Force and Royal Air Force Reserve officers consists of 2 separate elements: the RAuxAF Basic Recruit Training Course (BRTC) and the Reserve Officer Initial Training (ROIT) Course. The recently revamped ROIT course, post-BRTC, is programmed to last 6 months.

After passing final selection at OASC, potential officers for the RAuxAF and RAFR are attested as officer cadets (Off Cdt) but adopt the rank of airman/airwoman for BRTC. Prior to attending BRTC, personnel attend normal squadron training events where they also undergo initial kitting and complete the necessary admin procedures. They are required to attend and 'pass' 3 dedicated training weekends, where they are taught subjects such as drill, general Service knowledge and Air Power. If they pass assessment at this stage they are then in a position to attend BRTC at RAF Halton. BRTC is a 2 week force protection element culminating in a field exercise where the confirmation of practical training is tested. On completion of BRTC, a potential officer will have the same basic skill sets and knowledge as a RAuxAF airman.

Following successful completion of BRTC, a potential officer will adopt the rank of Off Cdt and is then ready to undertake ROIT. Prior to arriving at RAFC Cranwell for the first time, potential officers will have worked through a significant amount of pre-course reading. This replaces the previous Distance Learning package and is designed to provide a thorough grounding prior to their arrival at RAFC Cranwell. ROIT training builds upon the basic skills acquired during BRTC, introduces a number of new subjects including Air Power Studies and defence writing and provides a more detailed understanding of the structure and workings of the RAF. Potential officers attend a 2 week residential phase sandwiched between 4 intensive training weekends, all at RAFC Cranwell.

Emphasis is very much placed upon developing a cadet's leadership qualities. The training element at RAFC Cranwell focuses on teamwork, followership and leadership and aims, in short order, to train the ROIT cadets against similar objectives to regular IOT cadets. During the new 2 week residential phase, cadets undertake leadership exercises in both force protection (FP) and non-FP environments with the Special Entrant and Re-Entrant (SERE) Course cadets. They are split between the flights to live and work with SERE cadets and are tested to the same standard. Further instruction in oral communications, force development and CESR (customs, etiquette & social responsibility) is undertaken and this completes the package of instruction. A final Performance Review Board is held and, if successful, cadets will be invited to return to graduate with the main course, participating in the Parade and Luncheon held in College Hall Officers' Mess.

VR VR



 **ROYAL
AIR FORCE
RESERVES**

March 2011 - OACTU Instructor (1)

So you want to be an Instructor at OACTU

Wing Commander J P White, Wing Commander Training, OACTU

I have yet to meet any officer in the Royal Air Force who does not possess a view on Initial Officer Training. Those opinions can vary widely from positive to negative, the sublime to the ridiculous and they are often based on urban myths or flimsy evidence; what often accompanies these views is that the individuals believe that if they were an instructor they could make a difference. Unfortunately, for a variety of reasons, the vast majority of people will not take this any further. This article will seek to explain what the Officer and Aircrew Cadet Training Unit (OACTU) looks for in its instructors and how they are selected. But before tackling the facts it is perhaps wise to spend a little time dispelling some of the more common myths.

The Three Laws of Training

There are certain universal laws regarding training. Despite many attempts to challenge or disprove them they have stood the test of time. The first of these is that IOT was harder in 'my' day; the second law is that today's trainees are not as good quality as their predecessors; and the third law is that being employed at OACTU is a career killer. Additionally, there is an emerging belief that to be an IOT instructor one must own a house in Lincolnshire. The last point is obviously silly but in many respects is no dafter than the other 3 'laws'.

IOT today is significantly more demanding than the old 18 and 26 week courses; it tests mental and physical robustness as well as intellectual ability. Anyone who doubts this is welcome to visit OACTU to gain an insight into today's training. If the second law is true then the RAF has been in terminal decline since 1 April 1918, fortunately the quality of today's recruits ensures that the Service remains in good hands. They are no worse or better than previous generations just different and it is the job of instructors to deal with that difference while developing the individuals to meet the requirements of tomorrow's RAF.

The final misconception regards promotion, in particular that instructional tours don't carry sufficient weight to help promotion.

Instructing at IOT is a complex and demanding job that if done well can enhance promotion prospects or find out those who are not good enough. Instructional duties add variety to a portfolio and allow officers and SNCOs to develop a wider Service knowledge. A good performance allied to an additional duty will, if supported by a well written OJAR/SJAR, help promotion. Certainly in the last 24 months OACTU has had significant success in getting its staff promoted. Indeed it has probably exceeded the average numbers for personnel getting promotion.

Although instructional tours are often touted as rest tours, the reality is that life as an instructor is hard work. Instructional tours do provide respite from units with a high operational tempo as, within the constraints of the program, personnel can forward plan with a good degree of certainty. In OACTU's case the ability to forward plan and the 'rest tour' concept should not be equated to an easy life. The reality of Initial Officer Training (IOT), Special Entrant and Re-Entrant (SERE) and Non-Commissioned Aircrew Initial Training Course (NCAITC) is long hours and a significant number of working weekends; in an average 10 week term it is not unusual for instructors to work 3-4 weekends and in the early part of all the courses long days are the norm.

So what is the attraction? The answer is simple, immense job satisfaction, self development and, dare I say it, the chance to work in a positive and forward thinking unit, which fundamentally influences the future of the RAF. So if you don't mind hard work, enjoy training people and want to develop your own skills then perhaps a job at OACTU is for you.

Selection

Of course, it is one thing for an individual to believe that they are just what OACTU needs, however, it is now the policy that the training unit also gets a vote and an individual will be expected to pass an interview prior to being offered a posting to OACTU. The interview takes about 30 minutes and, as for all things in life, the better prepared you are the more chance of success; it is not just a formality and currently approximately 10% of candidates are rejected at this stage.

Understandably OACTU wants high quality officers and SNCOs; but what do we mean by this? Some of the obvious attributes are good appearance and bearing, equally an individual must be at least green for fitness but light blue is desirable. Recent operational experience is useful, as it will provide the individual with a certain amount of credibility and also makes mentoring in the final term easier. Most importantly is the ability of an individual to be a role model for cadets, lead by example and to have a strong recommendation for instructional duties. Interviewees will receive feedback on the day as to whether they have been successful, if not they will be informed why. A short report of their interview is sent to Manning.

Training

Selection is but one part of becoming an instructor at OACTU. The Defence



OSIC students direct Delta Flight Cadets...

requirement is for instructors to attend the two and a half week Defence Train The Trainer (DTTT) course at RAF Halton. Secondly, the potential instructor must demonstrate that they have the necessary attributes to instruct at OACTU during the 8 week OACTU Staff Induction Course (OSIC); the unit invests heavily in training its staff and the calibre of the OSIC and its instructors is second to none as preparatory training.

Evaluation and Standardisation

Apart from the obvious continual assessment by your 1st RO, all staff at OACTU undergo periodic and ongoing instructional assessment to ensure that they continue to uphold the high standards expected and deliver effective and standardised training. This is outlined in the OACTU Instructor Standardisation Strategy, which is a three tiered process that aims to ensure Staff are effective in the training that they deliver and that Squadrons within OACTU work in adherence to the relevant MOD and unit level policies.

Tier 1 and Tier 2 Standardisation focus on 2 main areas of training delivered by Staff at OACTU, namely: the facilitation and testing of cadet leads on the various Practical Leadership Exercises (PLEs) and classroom based instruction.

Tier 1 is carried out by the individual Squadron Commanders who walk with each of their Staff during their facilitation of a cadet lead and produce a report based on their observations.

Staff Training Flight (STF) are responsible for Tier 2 Standardisation. This involves the walking of all Staff involved in PLE facilitation on an annual basis. Once again a report is produced that focuses on the Staff's interaction and performance in the following areas:

- The build up to the Cadet's lead i.e. establishing training goals, briefing and the support/direction offered during the planning phase.
- The management of the lead i.e. the use of 'injects' to develop the cadet's leadership skills and the coaching provided throughout.
- Conduct of the review process i.e. managing the feedback from the cadets in the post lead discussion, questioning technique to elicit the appropriate learning points and developing future training goals.

STF in conjunction with Training Development, also carry out the monitoring of all Staff involved in the delivery of classroom based training. Staff are observed whilst teaching in the classroom environment and are assessed based on the structure and content of the lesson, their instructional skills and the level of understanding and learning achieved with the class.

Tier 3 Standardisation involves members of STF or the Quality Assurance (QA) Dept reviewing a Sqn's application of policy and unit orders. Examples would be checking compliance with MOD policy such as the Supervisory Care Directive or adherence to OACTU specific orders such as the Conduct of Review Boards. The aim is to ensure that the training delivered and the treatment of cadets is, as far as possible, consistent across all the Squadrons.

Accreditation

OACTU has built a strong and quite unique position within the wider milieu of education and training. Over many years, OACTU has



March 2011 - OACTU Instructor (2)



... under the watchful eyes of STF

developed relationships with several universities and Chartered Institutes. DS who complete the DTTT and OSIC will receive the following qualifications from the Chartered Management Institute (CMI):

- Level 5 Certificate in Coaching & Mentoring (26 credits)
- Level 5 Certificate in Management & Leadership (36 credits)

The qualifications are on the new Qualification and Credit Framework (QCF) meaning that they are the most up to date qualifications available and are currently funded entirely by the RAF.

The level 5 is the equivalent difficulty of a foundation degree or second year bachelors degree and reflects the depth of knowledge, skill and practical application required by DS at OACTU – the worth of these qualifications should not be underestimated.

The CMI is the only Chartered professional body in the UK dedicated to management and leadership. CMI qualifications (levels 2-8) gained through the accreditation of RAF management and leadership courses (including JODP and AMLC) are excellent standalone civilian recognised credentials. In

addition, DS can use this qualification to progress on to higher levels of accreditation or to gain exemptions from qualifications awarded by universities and business schools.

Furthermore, OACTU recognises the importance of developing leadership and management in line with the most up to date academic theory. As such, OACTU completely funds several places on Masters level programs with universities such as Exeter and Stafford. Staff are also encouraged and funded to undertake qualifications in the teaching of Myers-Briggs Type Indicator (MBTI) and Strength Deployment Inventory (SDI) to name two.

Summary

To be Directing Staff at OACTU requires recommendation, experience, drive and high standards across all aspects of RAF life. We are in a position now and will be for some time to come, where the numbers required for recruitment are small and, one would imagine, the quality of those selected for IOT very high. I have the responsibility of providing the highest quality training possible to those potential officers and require the highest quality staff as a consequence.

The challenges of the next few years are becoming clearer as the ripples of SDSR are felt at all levels. It is therefore, a crucial time to be providing training for the future leaders of the RAF. Without doubt, the quality of instructor at OACTU has to be high, the continued development of the training delivered consistent with the RAF's needs and the responsibility to produce the highest calibre Junior Officers is clear. The rewards for staff are plentiful for the academically minded and those interested in furthering themselves.

What is unquestionable is the job satisfaction of producing tomorrow's leaders, assured in the knowledge that you have a real influence in the shape of the future of the Royal Air Force.



March 2011 - Air Cadets (1)

A New World of Opportunity: Air Cadets Engineer a Bright Future in the 70th Year...

Denise Parker Housby, Head of Media & Communication, Air Cadet Organisation

Foreword: The ACO reports directly to 22 Group rather than coming under the RAF College but Commandant Air Cadets is grateful to Commandant RAF College Cranwell for the opportunity to publish in the College Journal.

Delivery of a comprehensive and coherent engagement programme has never been more critical to the Air Cadet Organisation and it is here that Commandant Air Cadets, Air Commodore Barbara Cooper has focused efforts for the year 2011 – the Air Cadets' 70th Anniversary.

Air Commodore Cooper's vision for the ACO – which comprises the Air Training Corps and Combined Cadet Force (RAF) – will take a leaner, streamlined organisation into an exciting and demanding future environment. Further, she intends to do that whilst retaining the core values and activities that have kept the national voluntary youth organisation at the top of its game since its establishment in 1941.

In the light of the Strategic Defence and Security Review announced in Sep 10 the ACO is no different to any of the other eight pillars of 22 (Training) Group. Furthermore, it has to shape up quickly, tighten its belt and do so not just under public scrutiny but whilst maintaining the goodwill and countenance of its legion of 15,000 volunteers without whom the organisation would cease to exist.

So it is a tough remit on a 60,000-strong organisation which along with its counterparts¹ carries the chalice of hope ... "the next generation" of good citizens for Great Britain in whatever walk of life they choose, whether it be a military career or civilian. The nation and Big Society² relies greatly on the cadets for its future and this is well proven as outlined in the latest paper³ written by senior academics at Portsmouth University.



Air Commodore Barbara Cooper



226 Sqn marching past Buckingham Palace

From its origins in the late 1930s and formal establishment in 1941 the Air Cadets have been through severely austere times before and survived. In 2011 the ACO can sing its praises and successes from the roof tops celebrating its platinum anniversary and at the same time raise its profile amongst stakeholders, including the RAF, industry and commerce and engendering support from influencers.

The Commandant's key messages are clear:

The ACO is a fantastic organisation;

The organisation must face the challenges ahead together and thirdly;

The ACO has a very exciting and bright future.

Air Commodore Cooper says: "Engagement has never been more important than it is today and that is why it is our theme for the 70th anniversary of the Air Cadets this year...at every level we seek to foster good relations with our stakeholders and to maintain and enhance our reputation."⁴

"Throughout this year we intend to increase the interest members of the regular RAF have and to strengthen that bond as many servicemen and women are former cadets and may wish to help their former squadrons. We need to think SMART⁵ and work intelligently to deliver an ACO that will be fit for the future and flexible enough to harness the goodwill of its supporters whilst moving coherently and carving its new structure in a distinctive and resolute manner."



Grob Tutor over College Hall

"This will take strength of character at all levels and a degree of bravery, but it is also incredibly exciting to be involved in the process of transformation and in forging a stronger ACO."

While the Cadet Forces were not looked at specifically by the Strategic Defence and Security Review, the Commandant says the ACO will nevertheless experience collateral damage in many ways as a consequence of the decisions made, including closure of some stations and the parenting by those stations of nearby ATC squadrons.

As the picture becomes clearer, the ACO has reconciled with the prospect of sharing the pain of the wider RAF and of cutting its cloth accordingly whilst also ensuring that it can meet its challenge set by Chief of the Air Staff to grow to 50,000 cadets by 2018.

Broadly speaking the ACO must face the reality of the overall financial state of the Ministry of Defence and do its bit to reduce overall running costs, while minimising damage to the 'core cadet experience', for example activities key to the Air Cadets such as flying. At present

the ACO is undergoing a radical restructuring exercise which will ultimately tighten processes and expedite delivery.

As Air Commodore Cooper said: "The overall loss to Defence of a significant proportion of Civil Servants is a particular challenge for us and we are considering what our future structure will look like as most of the ACO's permanent staff comprises MOD Civilians."

The ACO is also working closely with the MOD in a Youth Engagement Review that seeks to determine the appropriate level of engagement between Defence and youth and to align wherever possible.

Alumni Developed

The year is full of challenges but also affords opportunities for the ACO to look to its wide range of stakeholders to effuse support. The ACO is also lucky to have the anniversary of its 70th birthday⁶ on which to roll out a campaign to engage more strategically. This includes developing an alumni database and calling on all ex-cadets (including any reading this article) – or indeed anyone who has an interest in helping the Air Cadets to get in touch via our alumni page on our website raf.mod.uk/aircadets.

The Air Cadets are particularly interested in hearing from you if you are currently serving. Links at all levels to the RAF are very important. If you are able to visit a squadron or CCF (RAF) unit on an intermittent basis to give them the benefit of your operational experience – fantastic. If you can offer more to enable cadets to get a "Light Blue" experience – even better.

Further the ACO has approximately 15,000 volunteers, including 5,000 members of the RAF Volunteer Reserve (Training) and ATC Senior Non-Commissioned Officers and 5,000 Civilian Committee Members. Dedicated short courses are available for the former at RAF College Cranwell but mentors from the RAF would help them greatly to understand the mechanics of the parent Service. So if you are reading this and would like to help a newly commissioned VR(T) officer or ATC SNCO the ACO would like to hear from you. Just contact your local squadron for more information or email ACO Training Development Officer Flt Lt Rachael Cadman on so3trgdev@atc.raf.mod.uk.

In addition, the ACO is fund-raising hard to boost its coffers – each of the ATC's 921 Squadrons, 36 Wings and six Regions has its own civilian committee which is responsible for fund-raising. So if you wish to help in this dimension please get in touch with your local or former squadron once again via the Air Cadet website above.

Sport is a fundamental part of the Air Cadet Organisation



1. Counterparts of the ACO – Army Cadet Force and Marine and Marine Society & Sea Cadets.
2. www.bbc.co.uk/news/uk-10680062
3. www.mod.uk/NR/rdonlyres/59FF3DA7-3DA7-3CIB-4C6F-AC20-C3599DA

4. www.cipr.co.uk/content/policy-resources/about-pr
5. www.learnmarketing.net/smart.htm
6. www.raf.mod.uk/aircadets

March 2011 - Air Cadets (2)



Engineering The Future...

On a different tack the ACO is strengthening its links with aerospace industries and associations specialising in science, engineering and technology, to help cadets develop their talents in these areas. As the Air Cadet syllabus offers a high level of academic training in these fields it seems appropriate to form closer ties with industry.

The Commandant has already made some new links with industry and it is envisaged that this will expand to cultivate a rich source of opportunity.



Cadets march down the Mall

To quote the Commandant: "In sum, 2011 offers fantastic opportunities to focus on developing an even better 'cadet experience', while refining the way we do business in the future. Yes, there are lots of challenges that come with the package – but the Chief of Air Staff doesn't call us the 'best uniformed youth organisation in the world' for nothing."

70th Anniversary

The first event in the 70th anniversary is the annual ATC Church Service at St Clement Dane's Church, London on 6 Feb and a

calendar of events is planned throughout the year, in particular, at the Royal International Air Tattoo in July when the ACO hopes to have a flypast of air cadet aircraft and numerous displays in the RIAT Arena.

The launch of the organisation's first official history book for 50 years is set for the autumn and the book should prove a fascinating read for anyone with an interest in the Air Cadets.

Of course, the ACO shares its anniversary with the Search and Rescue Helicopter Force which also marks 70 years; with the Royal British Legion who have notched up 90 years and with the Royal International Air Tattoo who celebrate 40 years. The ACO wishes each of these organisations the very best for 2011.

Cadet 150

The 70th anniversary of the Air Cadets leads straight on from Cadet 150 which included the Army and Sea Cadets. Throughout 2010 an array of Cadet 150 events showcased the Cadet Forces, including a colourful parade down The Mall in London, royal visits and a royal garden party. For a few lucky cadets there was also an unforgettable flight with the Red Arrows and an expedition to Africa. All in all the cadets and volunteers resolutely marked the 150th year since the cadet movement began and made national television news doing so.

New World Of Opportunity

Finally the ACO is acutely aware of the challenges ahead and at all levels is working to bring about positive change.

Again as Air Commodore Cooper said: "We have celebrations and we have challenges. We must enjoy our historic 70th anniversary milestone and not shy away from the challenges but instead look



at them as an opportunity to improve and strengthen the ACO for the future."

"As we move into 2011, I am confident that we will confront this challenge together and we will become a better organisation - stronger, more resilient, capable and as always dynamic."

"We have been called the crème de la crème of youth organisations by our competitors and I fully intend us to retain that title...with the support of our colleagues serving in the RAF and those who have retired from the Service we must maintain the faith, work SMART and I have no doubt an exciting future awaits. We are all in this together and we have a new world of opportunity ahead."

Editor's note: Queries to: Denise Parker Housby, Head of Media & Comms, HQAC 01400 267631 or hdcc@atc.raf.mod.uk



2010 marks 150 years of the movement

March 2011 - Leadership Training (4a)

The Circle is Complete; Now I am The Master¹ (From Student to Instructor via the OSIC)

Flight Lieutenant Neil Towers, Leadership Training Squadron, OACTU

Well, not quite, but whereas I was once a Student Officer on Initial Officer Training, I now sit within the cadre of Directing Staff at the Officer and Aircrew Cadet Training Unit (OACTU) providing a piece of the jigsaw that forms Phase 1 training for Royal Air Force officers. 'Why?' is an interesting question which will be answered shortly. The really interesting question is: how? Apart from the necessary experience and motivation to provide credible training, a pre-employment requirement is satisfied by the 2 1/2 week Defence Train The Trainer (DTTT) course run by the Defence Centre for Training Support at RAF Halton. The link between the DTTT and providing the training to cadets is the OACTU Staff Induction Course, or OSIC. This article will describe the OSIC in broad Terms and hopefully highlight how it aims to prepare OACTU staff to meet the high expectations and enormous responsibility placed upon them of training the next generation of Junior Officers.

Why?

So, to the question of 'why?' I suppose that I was inspired; I had 2 flight commanders during IOT: one I perceived as bad, one good and I felt compelled to positively contribute to the training which fundamentally makes the difference between capable and incapable Junior Officers. I thought that I could do a good job as an instructor and I suppose, only time will tell. Of all the values required of an instructor at OACTU, I would cite commitment, optimism, determination and above all, credibility as key to success. From a credibility perspective, Phase 2 training and continual development courses must have been completed. Experience of working in Joint and Combined environments and an Out of Area deployment are highly desirable as well as an understanding of the broad range of issues affecting the RAF and military are necessary.

So, what do I bring? I have completed Phase 2 training, development training including the Tactical Leadership Program (TLP) in Belgium, Junior Officers' Command Course, Initial Staff Studies Course, Air Electronic Warfare Course and am a qualified Imagery Analyst and Targeteer. I have deployed to Basra in Iraq several times including as part of Brigade HQ, Kandahar and Kabul in Afghanistan and Al Udeid Air Base in Qatar as part of the Combined Air and Space Operations

Going Tactical on Ex MIL AID



Centre and UK Air Component staff. I have commanded several Flights, worked in Joint organisations in the UK and theatre as well as US Joint Forces Command and have led a number of capability development projects for ISTAR² during Combined and Joint trials at China Lake in Nevada, USA. My Force Protection experience is probably comparable to that of my non-RAF Regiment colleagues, but I have worked 'outside the wire', spending more time in the back of a Warrior than I would have expected and been involved in/experienced a multiple IED incident in Maysan Province in Iraq. I was also an Air Cadet and completed Elementary Flying Training at University Air Squadron. Finally, from a personal perspective, I hope that the experiences at OACTU will enrich my abilities as a RAF Officer. I do not know if all of this is enough but I am motivated to succeed and influence the next generation of Junior Officers.

Of course, this could all mean nothing if it is not used smartly. Any experience requires packaging and delivering in such a way as to enhance the training provided to the officer cadets (by providing context, relevance and future focus) not as a reason to contradict or defy the training objectives of the course in favour of a cynical view of the RAF. Packaging that experience into context is where the OSIC comes in.

OSIC: Does it Meet the Requirement?

The start of the journey at OACTU begins with an initial interview with Wing Commander Training. This is short and informal and is mentioned elsewhere in the Journal. Then, following DTTT, new OACTU staff find themselves on the OSIC. OSIC 2/10 consisted of 2 Sqn Ldrs, 5 Flt Lts and 4 FS³ as well as Flt Lt Training Development who attended the course to gain an understanding of current and development issues associated with the course. The course lasted 6 weeks and culminated with various roles as testers or mentors on Exercise DECISIVE EDGE.

The OSIC provides all of the information necessary to understand the OACTU courses in a contemporary and historical context and the necessary OACTU doctrine and concepts regarding the provision of instruction and training to cadets. The course is packaged and presented in the most sequential and relevant manner possible given the vast amount of information and the short time available to teach everything about the OACTU courses⁴. The easiest way to describe the course is to break it down into its constituent weeks and whilst it covers all of the courses at OACTU, I will focus on IOT.

Week 1

Week 1 included a round of introductions and welcomes then quickly progressed to the organisation, systems, core values, ethos and doctrinal elements of the College. It became clear to us that phrases such as 'debrief' and 'sheet 3' no longer existed as when we came through IOT. The IOT course is very much aligned to continual learning, peer review and action plans. We were introduced to OACTU Training and Management Information System (OTMIS), which is the central IT system on which all cadet records are kept, from PED and 'my life' essays to academic scores and leadership test



OASC hangar: Ex STATIC (KINETIC EDGE)

reports. Everything and anything to do with the cadets' performance, care and progression can be found on the system including: Notes Of Action (NOA) which record occurrences, without prejudice⁵, in order to provide an audit trail should context be needed during progress reviews; and Ethos and Core Values (ECV) reports, highlighting when a cadet has either failed to uphold or has exceeded the expectations of a potential Junior Officer.

Week 1 continued with explanations of Health and Safety, Equality and Diversity, Culture, Quality Assurance and Specific Learning Difficulties (SpLD) amongst other things. The OSIC students then progressed to begin to look at more depth into the learning styles and needs of cadets. This builds upon lessons learned on the DTTT and looks at the tools employed at OACTU. Phrases such as SDI (Strength Deployment Inventory), Kolb, Johari's Window, Transactional Analysis and PICSIE (Plan, Initiate, Control, Support, Inform, Evaluate) would now become part of our routine vocabulary for the next 2 years or so; I could not do justice trying to explain the above in this article and that's why we have the OSIC!

Time was spent in the Officer and Aircrew Selection Centre (OASC) hangars to experience Exercise STATIC⁶ which the cadets will undertake in Week 5 of Term One. For most cadets and staff, this is the first time that we have been back in the hangars since the selection process (a long time for a couple of the OSIC students!) so it provided a chance to identify, use and review some of the leadership theory models that we had been discussing so far.

The week culminates with an in depth look into the peer review process. This is the process used to highlight to the cadet leader

what areas of development their leadership style has, why that area has been identified and how they can work on developing that area. The cadets have real 'ownership' of the process and it is the unique facilitation skill that the staff bring to the review that the OSIC aims to teach; the ideal would be for the staff to say nothing during a peer review and for the cadets to raise all of the points necessary. However, depending on the group dynamics, cadet confidence and openness, the staff will keep things moving and provide context where necessary. The review is concluded with the completion of a Supplementary Action Plan (SAP)⁷. The SAP is the record for the cadet of what happened, why it happened, what they are going to

Peer review techniques on Ex MIL AID



1. Darth Vader to Obi Wan in Star Wars 1977, 20th Century Fox
2. Intelligence, Surveillance, Target Acquisition and Reconnaissance

3. 2 ATC, 3 pilots, 2 RAF Regt, one Pers Admin, one Int, one Air Load Master and one PTI
4. IOT, SERE, ROIT, CWOC, NCAITC, Delta, RAD and OSIC

5. NOAs should not indicate a positive or negative opinion, they are a factual representation of an occurrence

6. Ex STATIC has been renamed Ex KINETIC EDGE from 3 Jan 11
7. SAP have been redesigned and are simply Action Plans (AP) from 3 Jan 11

March 2011 - Leadership Training (4b)



Blind lead the ... OSIC has its work cut out



Ex MIL AID: OSIC Student (left), STF (second left), Squadron DS (centre), cadets (right)

develop and how they are going to develop their leadership style; the SAP is probably the most important document for the cadets' development and much work is done on the OSIC to ensure that the staff can provide the best support for its completion.

The review process was practised on Exercise ACTIVE EDGE with the Special Entrant and Re-Entrant (SERE) course (a Force Protection exercise in SERE Week 5) where the OSIC students perform as cadets to experience the peer review first hand. In spite of all that experience, it is almost amusing how difficult a simple task can become when back as a cadet! Our OSIC also visited Exercise MIL AID (run in Week 3 of Term 2 for IOT) which is a Military Assistance to the Civilian Authority (MACA) based Ex (non-Force Protection) aimed at pushing the cadets to demonstrate leadership in an environment outside of the traditional military scope. We visited this exercise twice, once with SERE and Delta Flight and once with the main IOT course. A quick 1.5 mile run, swim in a pair of denims and some sit-ups and the week was over; the OACTU Fitness Assessment (OFA) has a pass rate equivalent to light blue on the RAFFT.

Week 2

Week 2 was, well, brilliant. An early start on the Sunday took us to the Force Development and Training Centre (FDTC) at Fairbourne



FDTC Fairbourne

in Gwynedd, North Wales. The cadets visit the centre in Week 7 of Term One as an opportunity to do some practical learning away from the College environment. Hence, the OSIC visits⁸ the centre to understand what activities and what learning the cadets can expect during their time there. The FDTC staff (Adventure Training Instructors or ATIs) facilitate the activities such as rock climbing, canoeing, high ropes and caving and the OSIC students use the activities to practise reviewing techniques. Competitive spirit was evident throughout which enhanced the unique perspective gained of what the cadets may experience when they visit Fairbourne. The OSIC students used the evenings to research and present many of the leadership theories used during IOT such as Tuckman's Model, Maslow's Hierarchy of

Week 3

Needs, Emotional Intelligence, the Communications Triangle, the 6 P's of leadership and the College's 3 pillars of leadership; again, I will not attempt to expand on the theories here.

In Week 3, the OSIC starts to focus heavily on the cadet and develops the staff's inventory of skills to identify and cater for different learning styles and cadet needs. This is a vast array of information and understanding and is where the OSIC instructors (Staff Training Flight or STF) earn their pay. Without an understanding of how to identify and master the different types of learning style and barriers to learning in the context of Phase 1 Officer Training, OACTU staff simply could not offer credible instruction to the cadets. It is not always perfect as highlighted by the presence of Delta Flight, which provides additional training to some cadets, but it is mitigated by constant standards evaluation throughout a member of staff's OACTU career. The theory is put into practice, again with OSIC students perform as cadets for Exercise DYNAMIC⁹. This is an exercise in Week 6 of Term One during which cadets will undertake leadership tasks in quite structured leads. It also involves an overnight bivvy (the use of a makeshift shelter and sleeping bag) which can be a first experience for many cadets and an awakening for the OSIC students. More time is spent with SAPs and reviewing with cadets.

The OSIC progresses to look at lead management and trains the new staff member to use various methods to promote the maximum learning opportunities during each lead. We learned about the 'contract set', which is the pre-lead chat with the cadet to establish what the previous SAP covered and what they have done to work on those development areas identified. The ground rules are laid down and an agreement is formed (the contract) between the staff and cadet as to how and when the staff member should provide guidance during the lead. The use of 'injects' was discussed and demonstrated which can put a cadet under more pressure and draw out more learning. The necessary Health and Safety, Standards and NODUF¹⁰ information was also demonstrated at this stage.

One key skill that is taught and practised on the OSIC during this week is facilitating the discovery of 'root causes' as to why a cadet's leadership is either not effective or not developing as it should. Root causes are generally identified as a lack of Self Belief, Self Awareness or simply not possessing the Skills necessary. The question of 'why?' is an extremely powerful tool to identify root causes and the OSIC students practise this in depth; cadets can get frustrated with

8. Development of the OSIC has meant that the FDTC visit no longer takes place as similar experiences can be generated within OACTU with a more specific tailoring for OSIC

9. Ex DYNAMIC has been renamed Ex SHARP EDGE from 3 Jan 11

10. NODUF is a term used to highlight information that is outside of the lead scenario. Live firing, out of bounds areas and safety information is covered.

March 2011 - Leadership Training (4c)

the emotional digging that this generates, but tenacious staff can make a difference to a cadet's future using this technique.

The week also included instruction on the 7 Questions (7 Q or Estimate) which forms one of the major tools taught at OACTU for planning. Its use is well established in the Joint environment and an understanding of how to use and apply it as a new junior officer is key to credibility in the shrinking and increasingly Joint milieu. Having used the 7 Q for a Brigade-level operation in Basra in 2006, I can testify first hand that to work in that environment it is critical to be comfortable with this particular planning tool. Hence, it is vital that staff understand the process in detail. After a 'check walk' on Ex DYNAMIC where STF oversee an OSIC student managing a cadet lead, Week 3 ends.

Week 4

Week 4 of the OSIC coincided with Exercise DECISIVE EDGE which is the main exercise of the IOT course. The Ex is where Term 2 cadets are tested and where Term 3 cadets are mentored in a headquarters environment. From the OSIC perspective we had our first experience of the Ex and of the unique roles as tester and mentor within the same exercise. The testing role is much different from the facilitator training that we had experienced and practiced to date. The interaction with cadets was limited to an opening statement introducing the test and a closing brief interview during which the grade and test report are provided to the cadet. The change in mindset from driving instructor to driving test examiner can be a little strange, especially if you see the cadet about to go the wrong way on a roundabout!



SH support to Ex DE



Pyrotechnics add another layer of realism to exercises



Squadron Leader Barnes in his 'bivvy'

The main skill is being in the right place at the right time to see what is needed to be seen of the cadet's leadership. I certainly spent a lot of time 'skulking' in shadows and hiding in corners to observe the cadet in natural action whilst not interfering with their momentum. Of course, sometimes actions can contradict thought so it is also an option to ask the leader what they are thinking to establish a greater understanding. STF again provide the guidance and 'walk' with the OSIC student as a 'first time tester' and provide feedback as necessary.

On the mentoring side, this was a much more dynamic role. There are a range of interactions with cadets; as a mentor to provide guidance; role playing a higher headquarters to provide direction within the context of the scenario (and the occasional telling off to add some pressure!), or as a role player such as host nation liaison officers, to provide scenario realism and observe the cadets' interaction with 3rd parties. Mentoring calls on previous experience in your specific branch or trade, though a PTI and Logistics Officer providing intelligence mentoring and an Engineering Officer providing Force Protection guidance contradicts this. This would suggest that all of that experience mentioned at the beginning of the article is wasted. Not at all. The experience is invaluable and allows the staff to mentor outside of their specialisation; it is the leadership that is being observed, with no expectation that the cadets are experts in the function they are performing. It is how the cadets pass information, plan, make decisions and command that is key, not their ability to task, arm, fuel, brief, launch, recover and debrief a Merlin sortie. The OSIC provides enough guidance to enable staff to fulfil the mentor role within the HQ; of course there are always colleagues around to ask for an opinion.

With a couple more lessons on the 7 Qs and some pyrotechnics training, Week 4 was over. At this stage it is reasonable to say that the OSIC students were itching to be released on the cadets, having built a sound platform from which to launch. However, there were still some areas to cover to ensure the full depth and breadth of training was provided by the OSIC.

Week 5

Week 5 was very much to do with understanding the different roles at OACTU for staff and a bit more 'hand-over' or OJT (on the job training) that most personnel would expect at a new post. Time was spent with the Leadership Instructors (LIs) and with the Flight Staff (the Flt Lts with the Flight Commanders and FS with the Deputy Flight Commanders - Dep Flt Cdr) to gain a perspective of the real issues and day-to-day battle-rhythm of the posts. LIs fall under the



Simple but effective group dynamics exercises

command of Officer Commanding Leadership Training Squadron within Training Wing and are either Flt Lt or FS. The LIs provide all of the leadership lessons and support to the various exercises in terms of leadership development. There is no direct chain of command for the cadets with the LIs; this allows the cadets to express ideas freely and dig deep into the leadership theory. The OSIC provided a fairly quick canter through the leadership lessons taught throughout the 30-week IOT course, though, those who find themselves in the LI cadre, learn the lessons and background to a greater depth.

The Flight Staff provide the chain of command for the cadets and are the first point of contact for routine business for the cadets. The Flt Cdr or Dep Flt Cdr are charged with ensuring the cadets are in an appropriate condition to receive training. This varies from counselling, discipline and ensuring orders are followed, to inculcating the core values of both the RAF and of being an officer. The role of the Dep Flt Cdr, especially in the first few weeks of IOT, is fundamental to the success of the cadets.

Week 5 continued with time spent back in 'greens' (Combat Soldier 95 uniform) on the low ropes and confidence course. We were trained in the use of the low ropes and of the various different methods available to generate good group dynamics. Sensory deprivation is a useful tool to generate team dynamics; by removing sight, sound or touch, the reliance on your teammates increases dramatically building trust. However, there did appear to be a disproportionate use of blindfolds during this element of the OSIC. The skills taught were very useful, particularly at the beginning of a new course or when the group dynamic is negatively affecting learning. The low ropes are also a very useful controlled environment in which to build cadet confidence and team cohesion.



Low Ropes



Confidence Course

It would not be proper to attend a course at the Royal Air Force College without a bit of drill! For some this was a bit of a refresher, for others a shock to the system (particularly our Navy transferee). Nevertheless, with a muster parade every Term where all Squadrons parade in front of College Hall Officers' Mess, regular parades at RAF Cranwell and in the local area and a graduation parade every 12/13 weeks, it is necessary for staff to present a credible performance in front of their peers and the cadets. Luckily we had a Queens Colour Squadron drill instructor in the shape of a RAF Regiment FS, who gently eased us through some basic manoeuvres.

During Weeks 2 - 5 of Term 3, IOT cadets are in the 'carousel' Phase of their course. During this period, they undertake station visits, attend courses at the Air Warfare Centre (AWC) and Amport House (the Armed Forces Chaplaincy Centre) in Hampshire and spend a week at the FDTC Grantown-on-Spey in the Scottish Highlands. The Basic Air Warfare Course

(BAWC) is a week long course run by the AWC located at the opposite end of RAF Cranwell. It teaches the principles of Air Power, ISTAR, Air Battle-Space management and weapons employment and sets a good standard for the soon to be Junior Officers' understanding when progressing to Phase 2 training and operational posts. Much of what is taught on the BAWC can be directly related to the functions performed during Ex DE and gives the cadets a good grounding before deployment. Hence, our week on the OSIC drew to a close following some additional briefs regarding the BAWC, Mission Command, Oral Communications, Essential Service Knowledge and OACTU orders.

Week 6

I said that Week 2 was brilliant. Week 6 was not far behind. The lessons of the OSIC were now complete and for all intents and purposes we were fully fledged OACTU Directing Staff. However, to provide flexibility when running exercises and ensure an in depth knowledge of pyrotechnics and blank ammunition, the OSIC students spent 3 1/2 days at RAF Syerston near Newark in Lincolnshire undertaking the Small Arms (Managers') course (SA(M)) or M-Qual as it is often referred to. During this course, we learned how to plan, conduct and debrief exercises and lessons with the use of blank rounds and pyrotechnics. We each delivered a lesson in basic fire team (4 personnel) and section level (8 personnel) manoeuvre aimed at extracting from or engaging with an enemy. The course does not turn us into soldiers, but it was extremely useful, not to mention excellent fun.

A course critique, photo and a glass of wine or two and the OSIC was done.

March 2011 - Leadership Training (4d)



SA(M): Fire team attack

Reflections

After 8 months as a member of the OACTU Directing Staff, I can account for the importance and quality of the OSIC in providing the training necessary for OACTU staff. To say that a lot is asked of DS is an understatement and the OSIC was invaluable in preparing us for that task. I have mentored once, tested once and been the events list co-ordinator once (not to mention some extremely good acting as a host nation Major!) on Exercise DECISIVE EDGE. I can testify to the high expectations placed on the staff to provide accurate and considered judgement on the Term 2 tested cadets and on the mentors to guide and stretch the Term 3 cadets.

In those 8 months I have run 3 Exercise MIL AIDs and have seen a vast range of training needs. The OSIC work on the SAPs was critical to be able to draw the best learning out of the cadets and I must have provided staff comments to over 50 by now. I have had the opportunity to spend time working one-on-one with a number of cadets whose development was falling short of the mark; that 'why' question in identifying root causes is a great tool and seeing them graduate having successfully met the standards required is rewarding; I am but a small part of the process but play that part with pride and armed with the OSIC experience.

On reflection, I could not identify any of the staff at OACTU that do not take the huge responsibility placed on them seriously and



SA(M): Manoeuvre under fire

strive to meet the high expectations of the cadets, 22 Group and the Royal Air Force to produce high calibre Junior Officers. Back to my original question of 'why'. If I was inspired then I am thankful. I recall some of the cynicism conveyed by DS during my time on IOT and a distinct lack of operational experience compounded by the perception that it was a 'rest' tour for some. As cadets, we towed the line, jumped through the hoop and tried to remain as grey as possible to get through. Thankfully, that has gone. If it was purely perception, then I am sure that there are current cadets that have the same perceptions, but they are in the minority. Without doubt, a lot is asked of the staff at OACTU. I am biased but would count this as one of the posts to strive towards as an experienced FS or Flt Lt. The job is thus far balanced in equal measure with challenge and reward. The OSIC is a fundamental part of the process and prepares OACTU staff well. Finally, whilst not the point, it is a thoroughly enjoyable course.

Postscript

In order to maintain standards and ensure the most up-to-date training is provided to OACTU staff, the OSIC is being constantly improved. Whilst, this article is representative of the aims and general structure of the course, new OACTU staff will recognise subtle changes. As the Journal goes to press, I am moving into Staff Training Flight to provide that training.



OSIC Graduation

March 2011 - IOTC 21 Reflections

IOT 21: Reflections of Term Three

Officer Cadet Dodgson, Initial Officer Training Course No 21: D Squadron, OACTU

It was the start of Term 3 for the cadets of Initial Officer Training Course (IOTC) 21. Twenty weeks had passed since 70 or so fresh faced individuals arrived at the main guardroom eager to begin their training. So far we had completed Terms 1 and 2 which had been hard work but extremely rewarding.

Starting Term 3, morale was high. We had recently returned from Exercise DECISIVE EDGE (DE) which took place at RAF Syerston. For this exercise we had deployed as a Sqn to the fictional country of Moltovia to conduct peace keeping operations. During the exercise cadets are tested on their leadership in a number of roles, all leading a small team consisting of fellow cadets. Throughout the Exercise, the Sqn achieved excellent results and we were looking forward to the last 10 weeks before the long awaited finishing line - graduation.

Term 3 of IOT was a chance for the officer cadets to really prove that we were ready to become Officers in the Royal Air Force. Some changes in protocol made a big difference in feeling like you were really progressing towards becoming a junior officer. Cadets were able to walk smartly outside as opposed to marching and could remove their headdress when inside.

The Term consisted of some preliminary planning for Ex DE II, and then the cadets were split into 4 groups for the 4 week carousel phase of IOT. During this period, cadets alternated between 3 different activities.

The first activity was a 2 week Basic Air Warfare Course in Trenchard Hall at RAF Cranwell. There, we consolidated our learning about the basic principles of Air Power and the foundations of the RAF. The Course was based around the 4 fundamental air and space power roles, which was enhanced with the various means of delivering these operations in an effective manner. The Course culminated in a test of knowledge which all cadets passed thanks to the excellent tuition at the AWC.

The second activity was a week at the Force Development and Training Centre at Grantown-on-Spey in the beautiful Scottish Highlands. Cadets were given the opportunity to practice Mission

Command and responsibility in a real-time environment. Cadets had to plan a 3 day expedition in which they were to cover the greatest distance and/or height gain possible. The activities that were available included canoeing, mountain biking and hill walking. Being in Scotland in December meant that the weather at times was extremely cold which made the expeditions very challenging. Despite the conditions, the cadets persevered and endured the elements resulting in a very satisfying and enjoyable week.

The final week was split into two halves. Up until Wednesday cadets undertook a station visit at various locations around the UK. Each section visited various departments around the station to broaden their Service knowledge and learn about units on an operational RAF Station. On Wednesday cadets moved to Ampert House in Hampshire to complete a Care in Leadership Course. The 2 days were designed to educate the cadets in some of the issues they could face as future officers within the Royal Air Force; dealing with family bereavement or welfare problems. The Course finished on Friday morning with some actors coming in from London to give cadets the opportunity to use the techniques they had learned and understand the Emotional Intelligence required of a junior officer.

Once back at RAF Cranwell, cadets had one week to prepare for Ex DE II; the final major hurdle faced prior to the end of Course.

On a frosty Wednesday morning we collected our weapons from the armoury prior to deploying to RAF Syerston. As Term 3 cadets our main effort for our second visit to Moltovia was to run the Combined Operating Centre (COC) 24 hours a day until the end of the deployment.

The COC was a hive of activity and we quickly learned to multi-task whilst dealing with a myriad of issues. The planning time we had been allocated in the previous weeks helped immensely as real-time and exercise problems came flooding in for solutions to be found. This was a great opportunity to test all of the leadership, command and management tools that we had been given throughout the previous 27 weeks in a risk-free environment.



It does not matter how good you are at leadership, if you loose kit, Flight Sergeant Guthrie will take you to task

Each cadet spent 48 hours in the COC. It was an extremely tiring and challenging period, but overall it was an enjoyable 2 days of hard work, operating as part of a large team to achieve a common goal.

After our shifts in the COC, cadets carried out other duties such as guard, patrols or exercise support tasks. The Exercise was conducted during a cold snap which meant that we again had to endure sub-zero temperatures. This made our duties much more challenging, but all the more rewarding on completion and we can now look back with fond memories of a job well done despite the elements.

Having returned from Syerston, cadets had 2 days before the Progress Review Board. This was when we would find out if we had met the required standard to graduate from IOT and become Officers in the Royal Air Force.

After receiving the good news, the final week was mostly spent on the CHOM parade square, practising our graduation parade in front of the ever watchful eye of the College Warrant Officer.

IOT had been full of personal challenges, but thanks to the hard work of cadets and the support from the Directing Staff at OACTU we persevered and achieved our dreams.

After 30 weeks at IOT I understand a lot more about myself and other people and how to get the best from whomever I meet. At times we make mistakes but rectifying these and upholding the core values expected of Officers will make us credible individuals - something which needs to be earned and not just acquired.

IOT has been a very demanding but rewarding Course and has provided a solid foundation as we progress as junior officers. I, for one, am proud of what I have achieved as are my fellow cadets of IOTC 21.



Sector One and COC: What a difference 24 hours makes!



March 2011 - IOTC 22 Reflections

IOT 22: Reflections of Term Two

Officer Cadet Hopkinson, Initial Officer Training Course No 22: B Squadron, OACTU

After the intensity of the 10 week militarisation phase that is Term One the sheer volume of examinations and tested elements of the course which lie in Term 2 makes the next 10 weeks seem an equally, if not more, challenging prospect. In this overview I will convey my experiences of Term 2.

After returning from a week's leave at the end of Term 1 the first week of Term 2 eases cadets back into things as they try to shake the luxury of their previous week away. However, the imminent prospect of deploying on Exercise MIL AID soon has everyone back in the swing of things and 'week one' is essentially geared towards preparing for this deployment.

Exercise MIL AID takes place during the second week of Term 2. It is an exercise designed to allow cadets to practise and hone their leadership skills. Where Force Protection is usually the vehicle used for this Ex MIL AID has cadets aiding the civil authority in handling situations as the milieu in which to use their training. For this Exercise we were transported by coach to Stanford Training Area (STANTA) where accommodation came in the form of a barn. The conditions were cold, with the bivvy night proving to be one of the warmer ones!

Ex MIL AID Briefing at the ICP



However, despite the worsening conditions, we thoroughly enjoyed this exercise and looking back, feel that it was the best I have been on during IOT to date.

The leads were more like those in Exercise DYNAMIC, but with little timing afforded for planning. There was also a large level of collaboration with other cadets on their leads being encouraged, something which many found beneficial. The highlight of this week, however, must be the highly competitive, 'Rocket Race' a points based race come inter-flight competition. Everyone gets swept along

Lynford Home Farm: Home for Ex MIL AID



Back to the classroom

in the intense rivalry and overwhelming desire to win and I am proud to say, my flight, B Flight, proved to be triumphant.

Once back from Exercise MIL AID we were straight into an academically focused few weeks, with the number of Air Power Studies (APS) lectures and Syndicate Room Discussions building up in preparation for the coming APS 2 Examination. We found these lectures more enjoyable than some of the earlier ones as they were now beginning to look at Case Studies which allowed us to apply what we had learnt about Air Power theory to specific historical scenarios rather than being purely theoretical. We also found, as in Term One, that we particularly enjoyed the Syndicate Room Discussions as they proved very stimulating, having an opportunity to voice our own opinions as well as hear and discuss those of other cadets. This academic phase concluded with the APS 2 examination, formatted in a similar manner to APS 1, taking place just before deployment on Ex DE.

Running parallel to this is the Bandar Essay. The Bandar Essay is a 1500 word essay written as part of the APS curriculum. Cadets are allowed to choose their essay subject from a series of options and the best essay of the calendar year is awarded the Bandar prize. The essay must be submitted by the Wednesday of week 5. I personally enjoyed writing my Bandar essay as, due to the number of choices available, I found a question which particularly appealed to me, 'Compare the leadership styles and key decisions of Napoleon and Wellington in the battle of Waterloo'.

Once we had made our way through this academic stretch we moved onto theory and practical Chemical, Biological, Radiological and Nuclear (CBRN) lessons. These lessons were both to teach us the importance of, and gain confidence in, the kit we would be using

CBRN Training



while working under CBRN conditions and also to prepare us for using it on Exercise DE. The lessons were a welcome return to the Regiment Training Flight (RTF) for a lot of the Squadron who enjoy the RTF staff's sense of humour and teaching style. These lessons culminated in a practical and theory examination.

The theory part of the CBRN exam was a multiple choice paper and the practical being two visits to the Respirator Training Facility. These visits were generally approached with trepidation, but did not prove as terrible as anticipated, albeit they were still unpleasant. In the first we were instructed to remove our respirators and provide the Regiment Sergeant with our name, service number and where we were from. This was to allow us to experience the affects of CS gas, to make us appreciate that our respirators did work and the benefit of carrying out good drills. The second test involved carrying out decontamination drills, eating drills and changing canister drills in the chamber. When these drills were carried out correctly the experience of CS was limited and the whole experience much less stressful.

After passing the necessary CBRN tests we were now ready to be deployed first to RAF Barkston Heath and then RAF Syerston on Ex DE. Our deployment to RAF Barkston Heath was for two days of pre-deployment training with the RTF to prepare us for Ex DE. Although it was becoming increasingly cold these were two largely enjoyable days where we re-capped on how to build sangers, set up razor wire, carry out combat manoeuvres and give accurate fire orders. We were also allowed an increased amount of down time which cadets took advantage of to gain sleep and finish cleaning their rifles and arranging their kit in preparation for our 18 hour working day on Ex DE. From here we set off to Deployed Operating Base (DOB) Syerston in 'Moltovia'.

Exercise DE is the tested leadership element of the IOT course. In the scenario we are an Expeditionary Air Wing being deployed as part of CADETFOR to DOB Syerston in Moltovia in a bid to secure peace and stabilise the situation between Moltovia and neighbouring Lovitzna. In real terms we are deploying to RAF Syerston where we will carry out two tested six hour leads (with a third available should we fail one) acting as either; Sector Adjutant, Guard Commander, Combined Incident Team Commander or Patrol Commander.

Sanger position in Sector 2



These leads are assessed by Directing Staff from all areas of OACTU. To pass the Exercise each cadet must pass two different leads being tested by two different instructors on John Adair's Action Centred Leadership model, balancing the requirements of the 'Task', with the development of the 'Team' and the needs of the 'Individual'.

Hoppo and Hudson stand-to



Unfortunately, I failed my first lead. I was Guard Commander on Sector One and I had not balanced the three areas of need to a satisfactory standard. I found this failure quite demoralising; however, as I look back the support and encouragement I received from both my peers and my own Squadron Directing Staff was immense. The work ethic among the cadets to do what they can for one another to try to ensure that everyone passes their leads is incredible and this, along with the training I have received to this point played no small part in me going on to pass my following two leads with an A and a B.

The adverse weather conditions we faced whilst on Ex DE added an extra element to the scenario. The cold and snow covered ground tested the limits of our mental and physical robustness. As a member of the B Sqn DS stated they were the worst weather conditions he had ever seen on Ex DE. However, when the 10 days were over we proudly marched away from DOB Syerston having accomplished a significant amount.

Now we are back from what seemed a lengthy, mentally and physically demanding part of the course, cadets are left feeling a certain amount of relief, a feeling that we have 'broken the back' of the course. However there is no time to rest on our laurels as we must now turn our attention to our Essential Service Knowledge exam and, subject to being found ready, to progress to Term 3 and



March 2011 - SERE 15 Reflections

Attestation to Graduation: an Introspective Journey

Officer Cadet Cox, Special Entrant and Re-Entrant Course 15

The Special Entrant and Re-Entrant (SERE) course, not to be confused with Search Evade Resist and Extract training; is an 11 week, condensed, sleep deprived Officer Training marathon, designed for the life experienced and strong hearted professionals.

Whilst the pervading and historical myth suggests that SERE is merely an attendance course, I would like to dispel such derogatory notions. Officer Cadets on SERE have just 11 weeks to learn and assimilate the skills and military knowledge required to perform well as Officers in the Royal Air Force.

Great expectations...

SERE Officer Cadets can be an interesting cohort, often with vast life experience, professional experience and skills. There is generally a mixture of healthcare professionals, lawyers, chaplains and ex-servers, combining in varying proportions to provide a vocal confident cohort with a bottomless pit of dark humour. SERE 15 comprised 10 Doctors, 2 Nurses, 2 Physiotherapists, one Dentist and a Padre and was unusual in the disproportionately large number of young Doctors. Many of the Doctors have been sponsored through medical school by the RAF; therefore have approached SERE armed with more insight than others. Despite differing military exposure and experience our expectations of SERE Officer Training were quite similar.



We expected to be challenged and pushed to extremes, both physically and mentally. To be extracted from our comfort zones, placed under pressure and continuously assessed through close observation and overt testing. Academically we expected to learn about the culture and history of the RAF.

Having seen the documentaries about Officer Training we nervously anticipated 11 weeks of constant reprimanding, derogation, shouting and punishment (basically purgatory). Through hardship we expected to learn new ways of thinking and behaving; gaining not only military bearing and core skills but also an appreciation of personal management and leadership.



Ex DE: Pack light! SERE 15 start the one mile walk across the airfield

Lastly but by no means least, we hoped to enjoy (a proportion of) our time at RAF College Cranwell; to become part of the historic and awe inspiring club and during the process of training make friends for life.

Challenging Learning

One of the toughest challenges encountered during SERE is tiredness and fatigue; for the medical audience be prepared to feel worse than following 2 weeks of A & E nights. The fatigue is not due to intense physical training sessions, but due to the seemingly never ending days; every minute of the day is accounted for, leaving very little time to reflect, assimilate and consolidate on knowledge and no time for personal administration. The continuous bombardment with new skills and information make the course mentally exhausting. The evenings are consumed by mass ironing and bullying corridor parties. The mornings begin with inhalational breakfast followed by buddy-buddy checks, burning of loose threads and hiding of toggles to ensure uniformity, prior to the daily ritual of inspection!

For some, the prospect of physical fitness is the most dreaded curricular item, dependent upon baseline. However, physical training sessions become revered lessons providing a welcome break from the classroom and respite from thought, in addition to the elation of endorphin release. The high physical intensity of SERE combined with the lack of time to recover can unfortunately predispose to unsatisfactory performance and injury. On most SERE courses a team member or more may be re-coursed as a result of fitness and injury. This is disappointing and sad for the individual and the whole team; it is hard to know what to say to offer comfort when internally the thought process is selfishly thinking "that could be me".



Throughout SERE and leadership training, we are provided with continuous constructive criticism and peer group critiques, in addition to this we utilise the Strength Deployment Inventory (SDI) tool all of which raise self awareness. Through self recognition SERE offers techniques and skills to alter our approach to a situation.

Militarisation

During SERE you learn about military technique and RAF culture and in so doing, develop a group of civilian professionals into the semblance of a team of military personnel. Uniform worn from day one is a visible sign to external observers of military status, much like a stethoscope or cassock and surplice are tangible signs that signify to the world of one's vocation.

You are taught the chain of command, much like a hospital or ministerial hierarchy, but respect and organisation is enforced with sanctions. The importance of timings becomes very apparent, particularly when, as course leader you are to ensure all cadets are marched from field to classroom with timely precision and vitally 5 minutes before schedule. This may sound incredibly simple; however, when you

put together a large number of vocal, intelligent people, a simple task becomes an arduous overcomplicated affair! Particularly when collective responsibility means negative sanctions applied to all SERE cadets for individual misdemeanours.

Uniformity and "attention to detail" become your daily mantras, as you work together to ensure each cadet's room is uniform, down to the position of identical notes on the notice board and the position of the plug in the sink. Throughout your training you will recognise that dust is your enemy and you must be vigilant at all times in order to combat this ruthless opponent.

The fundamental tool in survival is good teamwork. The intense environment of SERE fosters this from an early stage, strengths and weaknesses are highlighted and developed upon. For those who consider themselves "lone operators" patience can become an issue, however, living in such close quarters, sharing experiences and collective responsibility form a cohesive team and effective team players.

Standards

As immortalised by one of our female officer cadets wearing make up whilst on bivvy night, "it's all about standards". Standards are pivotal to the core values and the functioning of the RAF. From day one we have standards drilled into us; standards of dress



code, punctuality, fitness and uniformity to mention but a few. We have been taught how to iron all uniform items correctly; these lessons have been invaluable, even to those who believed their ironing skills to be above par; for in the RAF uniforms are designed for the sole purpose of showcasing the skill of or lack thereof ironing; particularly with sleeve box pleats, pleats of precision and the notorious female quadruple pleated blouse! We have been indoctrinated to strive for excellence in everything, causing widespread frustration,

and nearing some cadets to nervous disaster over attaining the sharpest well placed creases and the crispest shirts!

To fall short of perfection has earned each of us Restrictions or more entertainingly Show Parades. For those ignorant of these negative sanctions, attend the parade square of College Hall Officers' Mess; and 3 times daily you may have the opportunity to witness the misery of those cadets on Restrictions Parade who have fallen short upon expected standards.

Have expectations been met?

Overall SERE has met the majority of our expectations, I am relieved to state that it has not been pure purgatory! Whilst it has not necessarily changed individuals, it has equipped us all with the tools, confidence and capacity to deal with situations more effectively, both as a leader and a follower. We have been pushed to extremes and learnt to focus under pressure. The majority have found SERE emotionally harder than expected, with the unremitting, relentless hard work coupled with a lack of personal space; resultantly cadets have improved upon their physical and mental stamina. SERE has been more fun than



expected, for many of the wrong reasons, we have been brought together by the ridiculousness of situations and inspections, with multiple in-house jokes. Some have struggled learning the military core skills, but all have gained new capabilities and confidence be that in their own capacity or in their issued respirators following CS chamber test! SERE has offered insight into the roles of our future comrades, patients and flock. We will all be able to take forward the discipline and leadership methods learnt into military or civilian environments.

TOP TIPS FOR SURVIVAL

Come with a positive attitude and try to get into the military mind set early, you will be taking orders from day zero and receiving feedback from all directions.

- Work as a team to help each other, develop a washing rota, pre inspection room inspection rota whatever it takes to keep morale up and achieve uniformity.
- Come with a decent level of physical fitness, mental stamina and a good supply of multivitamins!
- Enjoy a slice of CAKE... Concurrent Activity, Anticipation at all levels, Knowledge...the rest to follow.



... another journey almost over

March 2011 - Prize Winners (1)

Royal Air Force Cranwell - Prizewinners 2010

Initial Officer Training Annual Awards

The Queen's Medal

The Queen's Medal is awarded to the RAF officer who, during Initial Officer Training, proved to be the most outstanding cadet of the year.

Flying Officer C B Shone MEng ACGI RAF

The International Sword of Honour

The International Sword of Honour is awarded to the International officer who, during Initial Officer Training, proved to be the most outstanding International cadet of the year.

Pilot Officer B A D H B Kithsiri
Sri Lanka Air Force

The Ecole De L'Air Trophy

The Ecole De L'Air Trophy is awarded to the RAF officer who, during Initial Officer Training, produced the most distinguished performance of the year in academic studies.

Flying Officer F M Bell MA BA RAF

The Prince Bandar Trophy

The Prince Bandar Trophy is awarded to the RAF officer who, during Initial Officer Training, submitted the best essay of the year on a Defence-related topic.

Flying Officer S K Flynn BSc RAF

The John Constable Memorial Trophy

The John Constable Memorial Trophy is awarded to the RAF officer, under the age of 21 at entry to the RAF College, who, during Initial Officer Training, demonstrated the greatest potential for further development by producing the best overall performance in both leadership and professional studies during the year.

Pilot Officer A James RAF

Initial Officer Training Course Awards

The Sword of Honour

Awarded to the cadet who has demonstrated outstanding ability, leadership and other officer qualities and potential for further development.

IOTC No 17	Officer Cadet J J Hubbleday BSc
IOTC No 18	Officer Cadet R A Pearson BSc
IOTC No 19	Officer Cadet L K Plackett MEng
IOTC No 20	Officer Cadet L E Stewart MEng IET
IOTC No 21	Officer Cadet J R W Burrow MA

The Hennessy Trophy and Phillip Sassoon Memorial Prize

Awarded to the RAF cadet who, during initial officer training, has proved to be the best all-round cadet, other than the Sword of Honour winner.

IOTC No 17	Officer Cadet L S Savage BSc
IOTC No 18	Officer Cadet Carlyle BA
IOTC No 19	Officer Cadet K Cranleigh-Swash MEng BA
IOTC No 20	Officer Cadet T M A Keating BA MA
IOTC No 21	Officer Cadet R C Ward

The MacRobert Prize

Awarded to the cadet who, during initial officer training, in the opinion of his peers, has made the greatest contribution to the Course.

IOTC No 17	Officer Cadet Murray BMus LRSM LLCM
IOTC No 18	Officer Cadet J A M Hilton
IOTC No 19	Officer Cadet S Winter BA
IOTC No 20	Officer Cadet T C Allen BSc
IOTC No 21	Officer Cadet T S Foskett

The King's College London Trophy

Awarded to the cadet who, during Initial Officer Training, has demonstrated consistent academic excellence.

IOTC No 17	Officer Cadet C J Strachan BA
IOTC No 18	Officer Cadet P M Williams BA
IOTC No 19	Officer Cadet G M Dickson MA MSc
IOTC No 20	Officer Cadet E A Muldowney BA MA
IOTC No 21	Officer Cadet J R W Burrow MA

The BAE Systems Trophy

Awarded to the RAF or International cadet who has attained the highest marks for professional studies on the Course:

IOTC No 17	Officer Cadet L S Savage BSc
IOTC No 18	Officer Cadet D C E Bellamy BSc
IOTC No 19	Officer Cadet N A Buffery BSc
IOTC No 20	Officer Cadet A S Toogood MEng
IOTC No 21	Officer Cadet Nash

The Overseas Students' Prize

Awarded to the International cadet who, during Initial Officer Training, has attained the highest marks for professional studies on the course.

IOTC No 17	Officer Cadet M S S Al-Busaidi RAFO
IOTC No 18	Not awarded
IOTC No 19	Not awarded
IOTC No 20	Not awarded
IOTC No 21	Not Awarded

The Group Captain Williams Memorial Trophy

Awarded to the RAF cadet who, during Initial Officer Training, has shown the greatest improvement.

IOTC No 17	Officer Cadet A N Dickinson BA
IOTC No 18	Officer Cadet D C E Bellamy BSc
IOTC No 19	Officer Cadet E L Pattison BSc
IOTC No 20	Officer Cadet M J I Douglas BSc
IOTC No 21	Officer Cadet L J Price BSc

The Sarah Moland Memorial Prize

Awarded to the RAF cadet who, during Initial Officer Training, has demonstrated outstanding qualities of courage and fortitude.

IOTC No 17	Not awarded
IOTC No 18	Not awarded
IOTC No 19	Officer Cadet E Bateson MEng
IOTC No 20	Not Awarded
IOTC No 21	Not Awarded

The Longcroft Trophy

Awarded to the cadet who, during Initial Officer Training, has contributed most to sport.

IOTC No 17	Officer Cadet G W Lewis MSc BSc
IOTC No 18	Officer Cadet J A M Hilton

IOTC No 19	Officer Cadet C G H Dixon
IOTC No 20	Officer Cadet J M Coulman B Eng
IOTC No 21	Officer Cadet S W Ricketts BSc

The RAF Club Prize

Awarded to the RAF cadet who, in the eyes of the Directing Staff has, throughout the Course, shown grit and unwavering perseverance, meeting every challenge with enthusiasm.

IOTC No 17	Officer Cadet M A Gilmore
IOTC No 18	Officer Cadet J A M Hilton
IOTC No 19	Officer Cadet Dickson MA MSc
IOTC No 20	Officer Cadet M Sanderson
IOTC No 21	Officer Cadet P J Conway

Special Entrant and Re-entrant Course Awards

The Daedalus Trophy

Awarded to the student who, during training on the Specialist Entrant and Re-Entrant Course, has proved to be the best all-round cadet.

SERE No 12	Officer Cadet J P Sheppard BSc
SERE No 13	Officer Cadet J Collins BM MRCOphnt MRCGP
SERE No 14	Not awarded
SERE No 14A	Officer Cadet N M Jackson BChD
SERE No 15	Officer Cadet A Kennett BSc PG Dip

The Chapman Trophy

Awarded to the Specialist Entrant and Re-Entrant Course officer cadet who, by showing strength of character, has succeeded despite adversity and who has inspired others on the Course to reach the exacting standards required to graduate.

SERE No 12	Officer Cadet P J E Green BDS MJDF
SERE No 13	Officer Cadet D C Fowler
SERE No 14	Not awarded
SERE No 14A	Officer Cadet C Ashton
SERE No 15	Officer Cadet R Gifford MBCh B

Non-Commissioned Aircrew Initial Training Course Awards

The Air Gunners' Association Trophy

Awarded to the cadet who, during NCA Initial Training, attained the highest overall academic performance.

242 NCAITC	Sgt A W Giles
243 NCAITC	Sgt D S Gilderson
244 NCAITC	Sgt M Wecki
245 NCAITC	Sgt I M Bateson

The Butler Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated outstanding Team Support.

242 NCAITC	Sgt J M Moore
243 NCAITC	Sgt D J Brown
244 NCAITC	Sgt I S Deeley
245 NCAITC	Sgt C Skelland

The Bowering Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated the greatest determination, effort and enthusiasm in physical education

242 NCAITC	Sgt A W Giles
243 NCAITC	Sgt L H Ainsworth
244 NCAITC	Sgt R J Willcocks
245 NCAITC	Sgt C Skelland

The Training Poignard

Awarded to the cadet who, during NCA Initial Training, has achieved the best overall performance in Leadership and SNCO qualities.

243 NCAITC Sgt D J Brown

Defence College of Logistics and Personnel Administration Annual Award

The BAE Systems Prize.

Awarded to the student on the Air Logistics Staff Course who achieves the highest overall academic mark throughout the duration of each Cohort.

No 1 ALSC	Wing Commander A M Hawker
No 2 ALSC	Squadron Leader M A Rowlands
No 3 ALSC	Wing Commander A J Vine
No 4 ALSC	Squadron Leader S E Toyne

The AgustaWestland Prize

Awarded to the student who submits the best individual academic essay throughout the duration of each Cohort

No 1 ALSC	Squadron Leader H R Raja
No 2 ALSC	Squadron Leader J O Thorley
No 3 ALSC	Squadron Leader M J Clulo
No 4 ALSC	Squadron Leader A M Sanderson

The Chartered Management Institute Prize

Awarded to the student who achieves the highest aggregated marks across 2 Cohorts, measured against 4 discrete academic management essays.

No 1 ALSC	Squadron Leader N J Critchley
No 3 ALSC	Wing Commander A J Vine

The Chartered Institute of Purchasing and Supply Prize

Awarded to the student who submits the best Masters level dissertation during the academic year.

No 1 ALSC	Squadron Leader H M Parr MSc (Distinction)
-----------	--

Air Warfare Centre Cranwell

The Andrew Humphrey Memorial Gold Medal

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard throughout the Course and made the greatest personal impact upon the overall success of the Course. The award takes into account both academic and personal qualities.

No 42 Aerosystems Course Lt Cdr L Pritchard RAN

The Aries Trophy

Awarded to the Aerosystems Course member who, in the view of the staff, submits the best personal project.

No 42 Aerosystems Course Lt Cdr L Pritchard RAN

The Edinburgh Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard in the computer and communications related subjects on the course.

No 42 Aerosystems Course CAPT D Barrett RAEME

The Royal Institute of Navigation Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard in the navigation-related subjects of the Course.

No 42 Aerosystems Course Flt Lt S Cummins RAF

March 2011 - Prize Winners (2)

QinetiQ Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having contributed the most in the Flight Trials module of the course.

No 42 Aerosystems Course Lt Cdr L Pritchard RAN

SELEX Trophy

Awarded to the Aerosystems Course member who has achieved the best overall standard in the Sensors module.

No 42 Aerosystems Course Flt Lt S Cummins RAF

Old Crows' Award

Awarded to the student who has submitted the best Electronic Warfare project.

No 42 Aerosystems Course Flt Lt J McKie RAF

The THALES Trophy

No 42 Aerosystems Course Flt Lt J McKie RAF

No 1 Elementary Flying Training School

The R M Groves Trophy Memorial Prize for 2009

Awarded annually to the best all round RAF graduate from Elementary Flying Training.

Winner Flying Officer T P Hansford
Runners-up Flying Officer S S Blyth

The Michael Hill Memorial Prize for 2009

Awarded annually to the Royal Air Force graduate from Elementary Flying Training with the best proficiency in applied flying.

Winner Flying Officer S Milne

The Bryan Memorial Trophy

Awarded to the Royal Air Force student who has delivered the best performance during Groundschool.

EFT 137 Flying Officer B Scarlett
EFT 138 Flying Officer S A Jenkins
EFT 139 Flying Officer S P Bowman
EFT 140 Flying Officer S S Blyth
EFT 141 Flying Officer T P Hansford
EFT 142 Flying Officer G I Sumner
EFT 143 Flying Officer A Donovan
EFT 144 Acting Pilot Officer L Keady
EFT 145 Flying Officer C Williams
EFT 146 Flying Officer C Thompson
EFT 147 Flying Officer A K McEwen
EFT 148 Flying Officer P Chalkley
EFT 149 *Course Gapped*
EFT 150 Flying Officer C Deen
EFT 151 Pilot Officer D M K Wales
EFT 152 Flying Officer E Arkell

The VT Aerospace Trophy

Awarded to the Royal Air Force student who has displayed the best performance in the air.

EFT 137 Acting Pilot Officer R Neaum
EFT 138 Flying Officer K A Gilroy
EFT 139 Flying Officer J A Carlton
EFT 140 Acting Pilot Officer S J Dickinson
EFT 141 Flying Officer T P Hansford
EFT 142 Flying Officer D A Yule
EFT 143 Acting Pilot Officer J Bates
EFT 144 Flying Officer M Deane

EFT 145 Acting Pilot Officer E Reeder
EFT 146 Flying Officer S Milne
EFT 147 Flying Officer A K McEwen
EFT 148 Flying Officer P Chalkley
EFT 149 *Course Gapped*
EFT 150 Flying Officer C Deen
EFT 151 Flying Officer J J Hubbleday
EFT 152 Flying Officer E Arkell

The Dickson Trophy

Awarded to the Royal Air Force student who gives the best overall performance in the air and on the ground.

EFT 137 Flying Officer C La Brow
EFT 138 Flying Officer B C Geal
EFT 139 Flying Officer Bowles
EFT 140 Flying Officer S S Blyth
EFT 141 Flying Officer T P Hansford
EFT 142 Flying Officer G I Sumner
EFT 143 Flying Officer Blackford
EFT 144 Flying Officer M Robson
EFT 145 Acting Pilot Officer J Sainty
EFT 146 Flying Officer R Watts
EFT 147 Flying Officer A K McEwen
EFT 148 Flying Officer J Leslie
EFT 149 *Course Gapped*
EFT 150 Flying Officer S Roberts
EFT 151 Flying Officer J J Hubbleday
EFT 152 Flying Officer E Arkell

The Midshipman Simon Trophy

Awarded to Royal Navy student with the best results in Groundschool.

EFT 140 and 141 Midshipman D Houghton RN
EFT 142 and 143 Lieutenant C Gayson RN
EFT 144 and 145 Sub Lieutenant L Holborn RN
EFT 146 Midshipman L Milton RN
EFT 147 and 148 Midshipman D Howes RN

The Hargreaves Trophy

Awarded to the Royal Navy student with the best overall results in flying.

EFT 140 and 141 Sub Lieutenant T Morris RN
EFT 142 and 143 Sub Lieutenant T Morris RN
EFT 144 and 145 Sub Lieutenant R Parker RN
EFT 146 Midshipman L Milton RN
EFT 147 and 148 Midshipman S Jones RN

The British Aerospace Trophy

Awarded to the best overall Royal Navy student.

EFT 140 and 141 Sub Lieutenant T Morris RN
EFT 142 and 143 Lieutenant D Hancock RN
EFT 144 and 145 Sub Lieutenant R Parker RN
EFT 146 Midshipman L Milton RN
EFT 147 and 148 Midshipman D Howes RN

The CO's Trophy

Awarded to the Royal Navy student displaying the best fortitude, character and individuality during EFT and 'The man you would wish to have on your Squadron'.

EFT 140 and 141 Sub Lieutenant R Powell RN
EFT 142 and 143 Sub Lieutenant D Simpson RN
EFT 144 and 145 Midshipman L O'Sullivan RN
EFT 146 Sub Lieutenant J Hamlyn RN
EFT 147 and 148 Captain C Eden RM

The Martin Trophy

Awarded to the Army student who demonstrated the highest skill and ability in aircraft piloting.

EFT 130 (Short) Second Lieutenant C Wright AAC
EFT 131 (Short) Captain T Cowie REME
EFT 132 (Short) Second Lieutenant B Brown AAC
EFT 133 (Short) Corporal N Sutherland AAC
EFT 134 (Short) Second Lieutenant M Ison AAC
EFT 135 (Short) Second Lieutenant E Dovey AAC
EFT 136 (Short) Second Lieutenant E Marsden AAC

The Chief Groundschool Instructor's Cup

Awarded to the Army student who achieved the best overall Groundschool result.

EFT 130 (Short) Major N Jeffery RAMC
EFT 131 (Short) Captain T Cowie REME
EFT 132 (Short) Second Lieutenant W Francis AAC
EFT 133 (Short) Second Lieutenant P Smith AAC
EFT 134 (Short) Second Lieutenant M Ison AAC
EFT 135 (Short) Sergeant B Robertson REME
EFT 136 (Short) Staff Sergeant C Hadley REME

The Horsa Trophy

Awarded to the Army student who has demonstrated the greatest determination and courage.

EFT 130 (Short) Corporal G Bottomley AAC
EFT 131 (Short) Second Lieutenant O Snell AAC
EFT 132 (Short) Sergeant J Cicconi AAC
EFT 133 (Short) Corporal N Sutherland AAC
EFT 134 (Short) Captain E Fox RLC
Captain T Jamieson RA
Captain H Lobban RA
Second Lieutenant O Gibbins AAC
Second Lieutenant M Ison AAC
Second Lieutenant A Parmenter AAC
Sergeant M Titchener RLC
EFT 135 (Short) Sergeant P Blaker AGC (RMP)
EFT 136 (Short) Staff Sergeant C Hadley REME

No 3 Flying Training School

The No 3 Flying Training School Sword of Merit

Awarded to the student, at each graduation, who has produced the best overall performance during training, irrespective of whether they are an officer or senior non-commissioned officer; however, grades of high average or above average must have been achieved both on the ground and in the air.

Not Awarded

No 45 (Reserve) Squadron

The Serco Trophy

Awarded to the student pilot who gains the highest overall marks in Ground School studies on the multi-engine training course, providing the student achieves an above average Ground School assessment.

No 193 MEAFT Pilot Officer T J Hamilton
No 194 MEAFT Not Awarded
No 195 MEAFT Flying Officer R J Ball
No 196 MEAFT Flying Officer J P Palmer

The Glen Trophy

Awarded to the student pilot who gains the highest overall marks for flying, provided that the student has achieved a high average assessment.

No 193 MEAFT Pilot Officer S Meldrum
No 194 MEAFT Flying Officer O T Thornton
No 195 MEAFT Flying Officer G Drysdale
No 196 MEAFT Not Awarded

The Radley Trophy

Awarded to the student pilot who gains the highest overall standard in academic studies, flying and officer qualities, provided that the student has achieved an overall high average assessment.

No 193 MEAFT Pilot Officer S Meldrum
No 194 MEAFT Flying Officer R Power
No 195 MEAFT Flying Officer G Drysdale
No 196 MEAFT Not Awarded

Dacosta Trophy

The Dacosta Trophy is awarded, at the discretion of the Officer Commanding No 45 (R) Squadron, to the student who has shown the best overall improvement during the course.

No 193 MEAFT Not Awarded
No 194 MEAFT Not Awarded
No 195 MEAFT Flying Officer A J Ball
No 196 MEAFT Flight Lieutenant A J Harman

No 55 (Reserve) Squadron

The Navigation Cup

Awarded to the best graduate on each fast-jet Weapons Systems Officers' Course, provided that the student has achieved at least a high average assessment overall.

No 506 WSO Flying Officer S T Rutherford
No 509 WSO Flight Lieutenant P M Shields
No 511 WSO Flight Lieutenant G O Jacobs
No 512 WSO Flight Lieutenant H J Phillips

The Air Navigation School Leadership Trophy

Awarded to the Weapons Systems Officer Student who, during training at No 3 Flying Training School, has demonstrated outstanding leadership qualities.

No 509 WSO Flying Officer D E Borrie

The Ardian Trophy

Awarded to the Weapons Systems Officer graduate who has displayed the highest overall standard of airmanship throughout the course, provided that a high average assessment has been achieved, or to the student who has shown significant improvement during training at No 3 Flying Training School.

No 506 WSO Flight Lieutenant S Haley
No 509 WSO Flying Officer R D Hartley
No 511 WSO Flight Lieutenant P R Farmer

The Sutton Sword

Awarded to the Weapons Systems Officer who achieved the highest standard in navigation, academic subjects and personal qualities, provided the student has achieved a high average assessment.

No 512 WSO Flight Lieutenant S J Baker

March 2011 - Prize Winners (3)

The Royal Institute of Navigation Trophy

The Royal Institute of Navigation Trophy is presented to the weapon systems officer who achieves the highest overall standard of air navigation, academic studies and personal qualities of all graduates over a 6-month period.

No 509 WSO Flight Lieutenant P M Shields
No 512 WSO Flight Lieutenant S J Baker

The Canham Memorial Trophy

Awarded to the best Weapon Systems Officer graduate on each multi-engine air navigation course, provided the student has achieved a high average assessment.

No 508 WSO Flight Lieutenant O R Selvester
No 510 WSO Flight Lieutenant G D Rapkin

The Above Water Sensors Studies Trophy

Awarded to the student Weapons Systems Operator (Electronic Warfare) who achieves the highest marks during professional training, provided that an above average grade has been achieved during the academic, synthetic and flying phases of the Course.

No 12 WSOp Sergeant I Cooper

The Air Loadmaster Trophy

Awarded to the Weapon Systems Operator who has achieved scores of over 90% during Initial Specialisation Phase and who has performed above average throughout the whole course.

No 13 WSOp Sergeant T Atkins
No 15 WSOp Sergeant C K Hall
No 16 WSOp Sergeant M S Salt
No 19 WSOp Sergeant S J Yarlett

The Reynolds Trophy

The Reynolds Trophy is an award, which was presented by Squadron Leader Keith Reynolds who served as Officer Commanding Air Engineer Squadron (1982-4). It is awarded to a student weapon systems operator who has made the most significant progress while undergoing training at 3 FTS.

No 13 WSOp Sergeant T R Buxton
No 15 WSOp Sergeant B P Staton
No 18 WSOp Sergeant M J Wade
No 19 WSOp Sergeant J R McIntosh
No 20 WSOp Sergeant R Broadbent

The Hamilton Trophy

Awarded to the Weapon Systems Operator student who achieves the highest overall standards in the academic, synthetic and flying phases of professional training, provided an above average overall assessment has been achieved.

Not Awarded

The George Holderness Memorial Prize

Awarded annually to the student SNCO who has displayed the highest standards throughout training, both in professional studies and personal qualities. The recipient is selected from all weapon system operators who have graduated during a 12-month period.

No 19 WSOp Sergeant A Harrison

The Leadership Trophy

Awarded to a student Weapon Systems Operator who, during training at 3 FTS, has demonstrated outstanding qualities of leadership.

Not Awarded

The Townsend Trophy

Awarded to the best overall Weapon Systems Operator who has undergone both generic and specialist training at 3 FTS.

No 13 WSOp Sergeant N Scally

The Acoustics Studies Trophy

The Acoustics Studies Trophy (formerly the Air Electronics Air Merit Award) is awarded to the weapon system operator (acoustics) student who achieves the highest standards during professional training, provided a high average overall assessment has been achieved.

No 18 WSOp Sgt R Montgomery

Royal Air Force Central Flying School, Cranwell

Wright Jubilee Trophy

The Trophy is retained by the Central Flying School at RAF Cranwell and is permanently displayed in York House Officers' Mess. It is now awarded to the display pilot from 22 Group who gives the best flying displays throughout the season. Competing aircraft types are the Grob Tutor, Shorts Tucano, BAE Hawk and Beechcraft King Air.

Flight Lieutenant Bould

Trenchard Memorial Prize

Nominations for the award of the trophy are for any individual or organization that has made a noteworthy contribution to the art of flying instruction. The terms of the competition were set deliberately very broadly at its inception and the wording of the inscription on the trophy leaves plenty of scope for nominations. Operational as well as the training arms of the 3 Services are invited to submit nominations; the "art of flying instruction" is deemed to include instruction in a wide range of flying disciplines, for example specific weapon delivery techniques or operational tactics.

78 Sqn, TDSF

Gross Trophy

Awarded on each Central Flying School course to the student who has achieved the highest marks in ground school.

424 Course Flight Lieutenant Simpson
425 Course Not Awarded
426 Course Squadron Leader Militus
473 Course Flight Lieutenant Jackson

The Bulldog Trophy

Awarded on each Central Flying School course to the Tutor Qualified Flying Instructor who has achieved the highest average marks and assessments.

424 Course Flight Lieutenant Moore
425 Course Flight Lieutenant Jones
426 Course Squadron Leader Militus
427 Course Flight Lieutenant Jackson

The Bulldog Cup

Awarded on each Central Flying School course to the student who was judged to give the best aerobatic display on the Tutor.

424 Course Flight Lieutenant Moore
425 Course Flight Lieutenant Jones
426 Course Squadron Leader Militus
427 Course Flight Lieutenant Jackson

The Hopewell Trophy

Awarded on each Central Flying School course to the Tucano student who has achieved the highest assessments, during the flying phase, for flying ability and instructional technique.

424 Course Flight Lieutenant Denman
425 Course Flight Lieutenant Kerr
426 Course Flight Lieutenant Geddes
427 Course Flight Lieutenant Law

The Clarkson Trophy

Awarded on each Central Flying School course to the best Tucano aerobatic pilot.

424 Course Flight Lieutenant Denman
425 Course Flight Lieutenant Kerr
426 Course Flight Lieutenant Geddes
427 Course Flight Lieutenant Law

The Hawk Trophy

Awarded on each Central Flying School course to the best Hawk instructor.

424 Course Flight Lieutenant Battersby
425 Course Lieutenant Stubbs RN
426 Course Flight Lieutenant Turner
427 Course Flight Lieutenant Ricketts

The Indian Air Force Trophy

Awarded periodically on Central Flying School courses for effort and determination.

424 Course Not Awarded
425 Course Not Awarded
426 Course Not Awarded
427 Course Not Awarded

The CFS Trophy

Awarded periodically, when merited, on Central Flying School courses to the best all round student.

424 Course Not Awarded
425 Course Not Awarded
426 Course Not Awarded
427 Course Not Awarded

The Folland Trophy

The Folland Trophy is awarded to the Hawk student who demonstrates the best navigational skills throughout the course. (wef Nov 08).

424 Course Flight Lieutenant Milmine
425 Course Not Awarded
426 Course Flying Officer Noyes
427 Course Not Awarded

The Top Hat

The Top Hat is awarded to the student who achieves the lowest marks in ground school.

424 Course Flight Lieutenant Milmine
425 Course Flight Lieutenant Fleming
426 Course Flight Lieutenant McVay
427 Course Flight Lieutenant Champan

Air Cadet Organisation Annual Awards

Lees Trophy

Awarded annually to the Squadron which is judged to be the best in the Corps in overall achievement and efficiency during the year of assessment, having regard to its size, location and facilities.

1275 (Dulwich) Sqn

Morris Trophy

Awarded annually to the squadron which is judged to be the 2nd best in the Air Training Corps.

126 (City of Derby) Sqn

Dacre Sword

Awarded annually to the best male cadet, based on all-round performance.

CWO Glyn Owens - 2415 (Penkridge) Squadron

Dacre Brooch

Awarded annually to the best female cadet, based on all-round performance.

CWO Abigail Bagshaw - 2415 (Penkridge) Sqn

Ganderton Sword

Awarded annually to the officer who, on the recommendation of the Adult Training Facility Directing Staff, has performed best in all aspects during the Officers' Initial Course.

2009 winner Pilot Officer Alyn Rayner Lewis
2227 (Mid Gwendraeth) Squadron, No 3 Welsh Wing.

Shackleton Trophy

Awarded annually to the Air Cadet Training Corps Region, Wing or Squadron which mounts the most successful, imaginative and adventurous expedition.

2009-2010 Kent Wing

The Quinton Memorial

2009 winner Sgt (ATC) Hazel Dawn Scaresbrook
225 (Brighton No 1) Sqn, Sussex Wing.

March 2011 - College Senior Appointments (1)

Royal Air Force College Senior Appointments

Commandant Royal Air Force College and Director of Recruitment and Initial Training (Royal Air Force)

Air Commodore Paul Oborn was born in Auckland, New Zealand and educated at Auckland Grammar School. He was commissioned into the Royal Air Force in 1980 and, after 2 years of officer and flying training gained his wings as a pilot on the C-130 Hercules aircraft. Thrust into the aftermath of the Falklands War, his operational experience over 2 decades have seen him involved in humanitarian relief missions around the world as well as involvement in both Gulf Wars. A Command pilot and Flight Instructor with over 5,000 flying hours, he was finally wrestled from the flight deck in 1994 and posted to Toronto to attend the Canadian Joint Command and Staff Course. On his return to the UK in 1995, he was employed at Strike Command as a project officer for the introduction to Service of the new Hercules aircraft, known as the C-130J.



Air Commodore P N Oborn
CBE ADC RAF

On promotion to Wing Commander, he returned to RAF Lyneham to command No. 24 Squadron. Between 2000-03, he was the Personal Staff Officer to the Commander-in-Chief Strike Command before finally returning to his 'roots' and taking command of RAF Lyneham in 2003. He graduated from the Royal College of Defence Studies in 2006 and was posted, on promotion to Air Commodore, to be the UK Air Component Commander in Al Udeid in January 2007. He was made CBE in the New Years Honours List in January 2007 for his command of RAF Lyneham during a very busy operational period which included the loss of Hercules XV179 and her crew. On his return from the desert he was posted to HQ 2 Group as the Air Officer Air Transport and Air-to-Air Refuelling.

Responsible for the safe delivery of the Airbridge into Afghanistan, his duties also included being Director for the Future Brize Norton Programme, the closure and amalgamation of RAF Lyneham's assets into a single AT/AAR hub at Brize Norton. He took up his current role as Commandant RAF College Cranwell & Director of Recruitment and Initial Training (RAF) on the 3 June 2010.

Air Commodore Oborn is married to Sarah, a chartered surveyor and conservation officer, and they have one son, Nicholas.

Chief of Staff & Deputy Commandant Royal Air Force College Cranwell



Group Captain M F Killen
BSc MA RAF

Group Captain Martin Killen graduated from St Andrews University in 1980 with a Bachelor of Science Degree in Physics and Mathematics. After flying training, he served in a number of Royal Air Force squadrons in the air defence role and in training. He has commanded at flight and squadron level and has accumulated over 4500 hours on Phantom F4K and F4M, Hawk, and T-38 aircraft. Gp

Capt Killen was a Qualified Flying Instructor (QFI) on the F4 and the Hawk, and was an Instructor Pilot on the T-38. He served as Sqn QFI on 56 (Fighter) Sqn and 74 (Fighter) Sqn, and as OC 1435 (F4) Flight in the Falkland Islands. His last flying appointment was as Wing Commander Central Flying School where he was responsible for assessing flying instructional standards in the Royal Navy, the British Army, the RAF, and foreign and commonwealth air arms by invitation. Staff appointments have included Personal Staff Officer to AOC TG, a tour on the Air Staff in the Ministry of Defence, Head of Air Component and Division Director at the Joint Services Command and Staff College, and RAF Advisor to Commander Air University at Maxwell AFB, Alabama. Before taking up his current appointment he commanded the Officer and Aircrew Training Unit at the RAF College.

Gp Capt Killen is a graduate of the RAF Staff College, the Joint Services Command and Staff College, and the Air War College, and holds a Masters Degree in Strategic Studies.

He is President of the RAF Equitation Association and he is a British Fencing Association Level 2 coach. He plays racquet-ball (badly), sails (in light winds), and enjoys messing around on one ski on the water and on two skis (preferably) in the snow. He is accompanied by his wife Sheila, and children Matthew and Anna.

Group Captain Officers and Aircrew Selection Centre

Group Captain 'Harry' Hyslop served his first 2 tours as a Buccaneer navigator with 208 and 12(B) Sqs at RAF Lossiemouth in the maritime strike attack role. As a QWI with 12(B) Sqn, he served in Operation GRANBY (Gulf War 1). A staff tour within HQ 18 Gp, phasing out of service the Buccaneer and introduction of the Tornado GR1B, was followed by a Flight Commander tour flying the GR1B on 617 Squadron where he commanded the Squadron over Northern Iraq. After a short tour as the air advisor to the CG of EUCOM (Heidelberg) and JSCSC, a tour at PJHQ followed, responsible for oversight of the ongoing Operations in the Middle East: an excellent precursor for 4 months as the DCFACC and DCBF at Incirlik, Turkey, again in support of NORTHERN WATCH. Returning to the newly formed UK JFACHQ, he was involved with several Operations including PALLISER (Sierra Leone), MAGELLAN I and II (Balkans reinforcements and elections) and ENDURING FREEDOM (Afghanistan) before completing his tour as Chief Combat Operations within the CAOC for IRAQI FREEDOM (Gulf War 2); for which he was awarded the Bronze Star Medal. In June 2003 Group Captain Hyslop took command of 55(R) Squadron, responsible for all RAF rearcrew training, before moving to HQ 22(Trg) Group, Innsworth, in January 2006 to oversee all multi-engine pilot and rearcrew training, and the Transition Team responsible for the introduction of MFTS. In August 2007 he deployed to Baghdad as part of the Coalition Air Force Training Team, where he served as the Senior Advisor to the Iraqi Air Force and leader of the Coalition Air Force Advisory Team for which he was awarded a further Bronze Star Medal. Returning to the UK in December 2007, Group Captain



Group Captain R M Hyslop
RAF

Hyslop was appointed DACOS J3 Ops Spt at PJHQ, responsible for all J3 Air and Operational Support to UK forces deployed on ongoing Operations, principally in Iraq and Afghanistan, before taking up his current appointment of Group Captain Officers and Aircrew Selection Centre in November 2009.

Married to Sue with 2 children, Harry and Lucy. Group Captain Hyslop lives in his own house in Kettering, Northamptonshire. He is a keen golfer (7 Hcp) who enjoys all sport, reading, gardening and classical music.

Group Captain Inspectorate of Recruiting (Royal Air Force)



Group Captain I R Tolfts
OBE MA MCIPR RAF

Group Captain Tolfts joined the Royal Air Force in 1984 as an Administrative (Secretarial) (now Personnel Branch) officer. He completed junior officer tours at a variety of locations including the RAF College Cranwell, RAF Coningsby, RAF Headley Court and RAF Honington. On promotion to squadron leader in 1995, he was posted to RAF Marham as Officer Commanding Estate Management Squadron and was heavily involved in the planning for the rebasing of Tornado squadrons from RAF Bruggen. Following nearly 3 years at RAF Marham, the Royal Air Force Infrastructure Organisation beckoned where he was responsible for property management issues across half of the RAF. Group Captain Tolfts attended Number 4 Advanced Command and Staff Course in September 2000 and was promoted wing commander in January 2001. Following completion of the course, during which he gained an MA in Defence Studies, Group Captain Tolfts was posted to the RAF's Directorate of Corporate Communication in the Ministry of Defence where he was responsible for day to day news management, forging links with the national and international media and development of the RAF's Corporate Communication Strategy. From January to May 2003, he was deployed to the Permanent Joint Headquarters and then the Gulf Region on Operation TELIC where he acted as SO1 Media Ops for the National Contingent Headquarters. He assumed command of Base Support Wing at RAF Brize Norton in August 2003 and during his 2 years there he handled many repatriation ceremonies as well as developing the Station's community facilities extensively. Following 18 months as SO1 A1 Operations at Headquarters Air Command, Group Captain Tolfts assumed his current rank in May 2007 and was appointed as DACOS Media and Communication - a return to his "media roots" - charged with the delivery of the RAF Engagement Strategy. He started his current role as Group Captain Recruiting in July 2010.

Group Captain Tolfts is married to Jo, a freelance consumer and financial journalist. They have a house in the Cotswolds with their 2 (rescue) dogs - Bob, a black Labrador and Benson, a Boxer cross English Bull Terrier - but also a house at RAF Cranwell. Group Captain Tolfts enjoys scuba diving, mountaineering and dining out as well as the enforced interest of trying to keep the garden under control.

Group Captain Officer & Aircrew Cadet Training Unit

Group Captain Jones was born and raised in Swansea and joined the RAF directly from school in 1979. Following officer and flying training he joined 12 (B) Sqn in 1982 flying the Buccaneer. In 1987, after 2 Buccaneer tours, including completing the Qualified Weapons Instructor Course, he converted to the Tornado F3. Tours followed on both the Tornado and Buccaneer and to date he has accumulated 3500 flying hours. Gp Capt Jones undertook flying command tours as CO Falkland Islands Air Wing and in the dual role of Stn Cdr Mount Pleasant Airfield/COS HQ British Forces South Atlantic Islands.



Group Captain P J Jones
MA RAF

Group Captain Jones has completed ground tours at the former Strike Command Air to Air Missile Establishment, NATO Air HQ at Ramstein, as DS on ACSC and at the Air Warfare Centre.

The Group Captain flew operationally on Op Pulsator (Lebanon-1983/4) and Desert Storm/Shield (Iraq-1990/1). He has also completed operational deployments in Kosovo, Afghanistan and the Falklands.

Group Captain Jones is married to Barbara and between them they have four children. His hobbies are cricket, cooking and photography. He also spends much time contemplating why he has so many children, when all he actually wanted out of life was a Ferrari.

Gp Capt Jones has just returned from a 1 year course at the USAF Air War College, where he was awarded a Masters in Strategic Studies.

Dean of the Royal Air Force College



Dr Joel Hayward
ZDAF BA MA (Hons) PhD

Dr Joel Hayward taught strategy and operational art at the Joint Services Command and Staff College before becoming, in November 2005, the Head of the new Air Power Studies Division created by the Royal Air Force and King's College London. He and his team of academics are based at the historic and prestigious Royal Air Force College, Cranwell, of which he was appointed the Dean in April 2007. Four months later he was also appointed a Director of the Royal Air Force Centre for Air Power Studies (RAF CAPS). Dr Hayward is additionally a member of the CAS Air Power Workshop, a small working group of scholars and other theorists convened by the Chief of Air Staff, Royal Air Force. He is also the academic lead, and air power conceptual designer, of King's new MA, Air Power in the Modern World (subject to validation), as well as a member of the Editorial Advisory Board of both the World War II Quarterly and the Air Power Review.

March 2011 - College Senior Appointments (2)

A former Senior Lecturer in Defence and Strategic Studies at the Centre for Defence Studies in New Zealand, his birth country, Dr Hayward has taught in, or lectured to, many officer cadet colleges and command and staff colleges around the world. He continues to teach or advise on air power matters at military academies and colleges throughout Europe and beyond and is a regular speaker at air power conferences. He holds fellowships from the USAF and the Federal Government of Germany.

He has written or edited eight books and dozens of peer-reviewed academic articles, as well as countless newspaper pieces. While retaining his primary focus on air power, Dr Hayward has a wide-ranging intellectual curiosity and nowadays gains greatest pleasure from researching and writing on the ethics of air power and the complex relationship between air power and ecology. Some of his works have been translated into German, Russian, Portuguese, Spanish and Serbian.

Dr Hayward is currently under contract with Cambridge University Press to author a pioneering new study, *An Ecological History of War: The Environment Consequences of Warfare from Antiquity to the Present*.

In May 2007 three of Dr Hayward's earlier articles on German strategy and operational art were considered sufficiently meritorious to be republished by eminent English historian Professor Jeremy Black in a volume of "seminal articles" on the Second World War.

Unusually for a social scientist, he is also active in the literary arts. He has had much poetry and fiction published, including a book of short stories and a book of poetry. Both garnered excellent reviews.

Officer Commanding No1 Elementary Flying Training School

Group Captain Lee began his flying career on the University of Wales Air Sqn whilst studying for a Bachelor's degree in Marine Biology and Oceanography at Bangor University in North Wales. After completing flying training he was posted to No 201 Sqn RAF Kinloss flying the Nimrod MR2. Catching the closing years of the Cold War, he was able to hone his anti-submarine warfare skill frequently on Soviet nuclear and conventional submarines. During Gulf War 1 the Nimrod switched to an anti-surface role and Flt Lt Lee was the pilot in command of the first Nimrod to patrol the Persian Gulf.



Group Captain Lee
BSc MA RAF

A CFS tour followed with a posting to the Tucano at RAF Cranwell, where Flt Lt Lee became an A2 flight commander and the Unit Test Pilot. Returning to the front line Flt Lt Lee flew as a captain and AAR pilot on No 206 Sqn RAF Kinloss on the Nimrod, before being promoted into a flight commander position on No 120 Sqn, where he became an Aircrew Checking Officer and IRE.

A ground posting finally arrived with a posting to No 3 Group at Northwood in the post of SO2 Nimrod. A place on ACSC, an MA and promotion followed and in 2003 Wg Cdr Lee was appointed Commanding Officer of No 32 (The Royal) Sqn at RAF Northolt where, although specialising in the BAe 125, he was also able to fly the BAe 146 and Twin Squirrel helicopter.

Following this Wg Cdr Lee was posted to the Directorate of Air Resources and Plans in MOD, before being promoted into the role of Gp Capt Air RP. Gp Capt Lee assumed the post of OC No 1 EFTS on 22 Oct 09.

Gp Capt Lee is married to Alison, a dentist and has 2 children, Jonathon 12, and Susannah 10. They live in their own house in Amersham. Hobbies include motorcycling, classic cars, sailing (dinghy and offshore) and skiing.

Officer Commanding Royal Air Force Cranwell & No 3 Flying Training School

Group Captain Dave Waddington joined the Royal Air Force in January 1985. Following officer and pilot training, he joined the Tornado GR1 Force in 1988. During his first tour, with 27 Squadron based at RAF Marham, he deployed to Op GRANBY as part of the UK's contribution to the coalition operation to liberate Kuwait. On the 19 January 1991 he was shot down over Iraq and became a prisoner of war, spending the next 6 weeks incarcerated in Baghdad. After returning to flying duties and completing his tour at Marham, he was selected to attend the Qualified Weapons Instructor course, being awarded the prestigious Ferranti Quaiche as best student. Thereafter he was posted as an instructor on the Tornado Weapons Conversion Unit.



Group Captain D J Waddington
MA RAF

In 1995 he was posted as the first ever exchange officer on the Mirage 2000D with the French Air Force, based at Nancy. He returned to the Royal Air Force in September 1998 on promotion to Squadron Leader and completed a short appointment as the fast-jet flight safety specialist in MOD before being posted as the Executive Officer to 31 Squadron at RAF Bruggen. He was specifically responsible for overseeing the Squadron's relocation to RAF Marham in 2001. After a few months based at RAF Waddington as the tactics and weapons specialist he was selected for the Advanced Command and Staff College during which time he was promoted to Wing Commander and graduated with a Masters degree in Defence Studies.

He returned to the MOD as the staff officer responsible for equipment capability on in-service offensive support aircraft, most notably overseeing the Harrier GR9 upgrade and Tornado future capability. Thereafter he assumed command of IX (Bomber) Squadron in July 2006 until October 2008, during which time he commanded the Squadron on two operational tours of the Gulf.

At the end of his command tour he was promoted to Group Captain and returned to the MOD as the Assistant Head in the International Policy and Plans Directorate with specific responsibility for the Near and Middle East region.

Married to Claire, they have a son, Thomas and daughter Georgia. He is an avid amateur golfer, keeps fit by jogging very slowly and watching Manchester United play football.

Commandant Air Cadet Organisation



Air Commodore B Cooper
CBE RAF

Air Commodore Barbara Cooper was commissioned in the Royal Air Force in 1978 as an air traffic control officer. Following her first tour at RAF Finningley in Yorkshire (during which she attained her private pilot's licence), she was selected to become an instructor at the military air traffic control school at RAF Shawbury, Shropshire. She moved on to control at an Area Radar unit in East Anglia, where she completed her 7 year short service commission in 1985.

There followed a brief interlude out of uniform during which she gained qualifications in property management. However, having greatly missed Service life, in 1987 she regained her commission, this time choosing the Administrative Branch. There followed a number of personnel tours in Germany and the UK, including staff officer to the Chief of the Air Staff. Between 1998 and 2000 she commanded the administrative wing of RAF Lyneham in Wiltshire and was appointed as an Officer of the Order of the British Empire for her work there. She attended the first Advanced Command and Staff Course (ACSC 1) and returned in 2000 as Directing Staff on ACSC 4 and 5. She left on promotion to group captain and assumed the role of Deputy Director Service Personnel Policy (Operations and Manning), which included responsibility for operational welfare and the UK's Prisoner of War Information Bureau. In October 2003 she was recognised in the Iraq Operational Honours List for her role in support of the operation, as a Commander of the Order of the British Empire. In 2005 she assumed the appointment of Director Royal Air Force Division, within the Defence Academy at Shrivenham, Wiltshire. She was selected as a Member of the 2007 entry of the Royal College of Defence Studies, of which she completed 6 months before being posted on promotion to Air Commodore as Assistant Chief of Staff Manpower & Personnel Capability at HQ Air Command. Air Commodore Cooper assumed the appointment of Commandant Air Cadets on 1 June 2010.

Air Commodore Cooper is married to William, a happily retired Royal Air Force officer; their home is in Cirencester, Gloucestershire. Since 2003 she has enjoyed the role of reviewing officer at a number of Combined Cadet Force biennial inspections. She is President of the RAF Netball Association and the RAF Theatrical Association. Her interests include horticulture – she enjoys growing more vegetables than can be consumed by the family, is a recreational walker and cyclist, and will take any opportunity to visit the theatre.

Commandant Central Flying School

Group Captain Simon Blake joined the Royal Air Force in March 1981. Following the usual Fast Jet training route, he took the slightly longer than usual method of getting to the front-line, via a tour flying Canberras in the ECM trg role with No 360 Sqn and a tour as a QFI at No 4 FTS at RAF Valley. Following Jaguar training, he arrived on No 6 Sqn at RAF Coltishall in Oct 1991 to commence a long association with



Group Captain S Blake
OBE MA RAF

the Jaguar Force. An extended tour saw him promoted to become a Flt Cdr, and subsequently the ExecO on No41(F) Sqn.

During this period at Coltishall, Blake saw operational service in both Iraq (OP WARDEN) and Bosnia (OP DENY FLIGHT, DELIBERATE GUARD) in support of the respective No-Fly Zones imposed in both theatres. Achieving some 180 operational sorties, he also deployed in support of the Harrier Force in Aug-Sep 95 during Op DELIBERATE FORCE; He subsequently led the return of the Jaguar Force to the Bosnian theatre, vice the Harrier Force, in early 1997.

A tour in the Aircraft Programmes and Airworthiness division of the Directorate of Air Operations followed where Blake was responsible for associated issues with the Jaguar, Canberra and Hawk fleets. He successfully completed No 4 ACSC, the first at the then new JSCSC at Shrivenham, during 2000-1, gaining an MA in Defence Studies. Promotion and a relatively short tour as SO1 Jaguar/Canberra/Recece at HQ No 1 Gp was followed by a final tour at Coltishall, this time as OC Operations Wg from Oct 2004 to Apr 2006, the last four months of which saw him act as the Stn Cdr and effectively supervise the closure of Coltishall as a flying station. He was promoted to Group Captain in December 2006 to assume the post of DACOS A3 Ops at HQ Air Command. On 1 Oct 2009, he assumed his current post as Commandant of the Central Flying School.

During his career, Blake has amassed almost 4000hrs, deploying widely on both operations and exercises. His interests include renovating and maintaining the garden of his home in Norfolk, social golf and trying to keep fit.

Officer Commanding Royal Air Force Leadership Centre



Group Captain P J Sagar
MBE RAF

Group Captain Sagar joined the RAF as an aircraft technician in 1978 and was employed servicing Vulcan and Harrier aircraft in Lincolnshire and West Germany respectively. Commissioned in 1983 he has since enjoyed a full and diverse career in the administrative branch of the RAF dealing with recruitment, property management, HR management, personnel policy and, latterly, training. Immediately prior to his current appointment, he ran the Equality and Diversity

Training Centre for the Joint Services and specialised in importing accelerated learning techniques to the course material in order to make it more engaging, memorable and more accessible to the students.

His current post is as OC Generic Education and Training centre at Cranwell, overseeing the introduction of the new Professional Military Development (Air) programme, which for the first time will provide a coherent through career delivery of generic education and training to Royal Air Force personnel in order to enhance their agility and better understand the wider aspects of their Service.

Phil Sagar is married to Karen, they have 3 young children, and live in a small village on the banks of the River Avon near Tewkesbury. He is currently undertaking a part-time MA in Leadership Studies with Exeter University. He lists sailing, playing the electric violin and church bell ringing as his hobbies.