SECURITY COOPERATION ORGANIZATION/ OFFICER INTERMEDIATE RESIDENT COURSE

Executive Overview

Defense Security Cooperation Agency
DEFENSE SECURITY COOPERATION UNIVERSITY

Thinking creatively and holistically to solve problems.

DRAGON SCLAYERS CONNECT THE DOTS.

Integrating multiple expert perspectives within the operational SC Enterprise in a cognitive apprenticeship construct to provide realistic experiences that require real-time abstract thinking, flexibility, and critical thinking.

Connecting Learners with the Entire SC Operational Universe.

PROBLEMS AND SOLUTIONS FROM UNEXPECTED DIRECTIONS.

More than just how to do the job ... the art of HOW TO THINK when doing the job.

The Need:
A paradigm shift in DSCU instruction.

EXPERIENTIAL KNOWLEDGE,
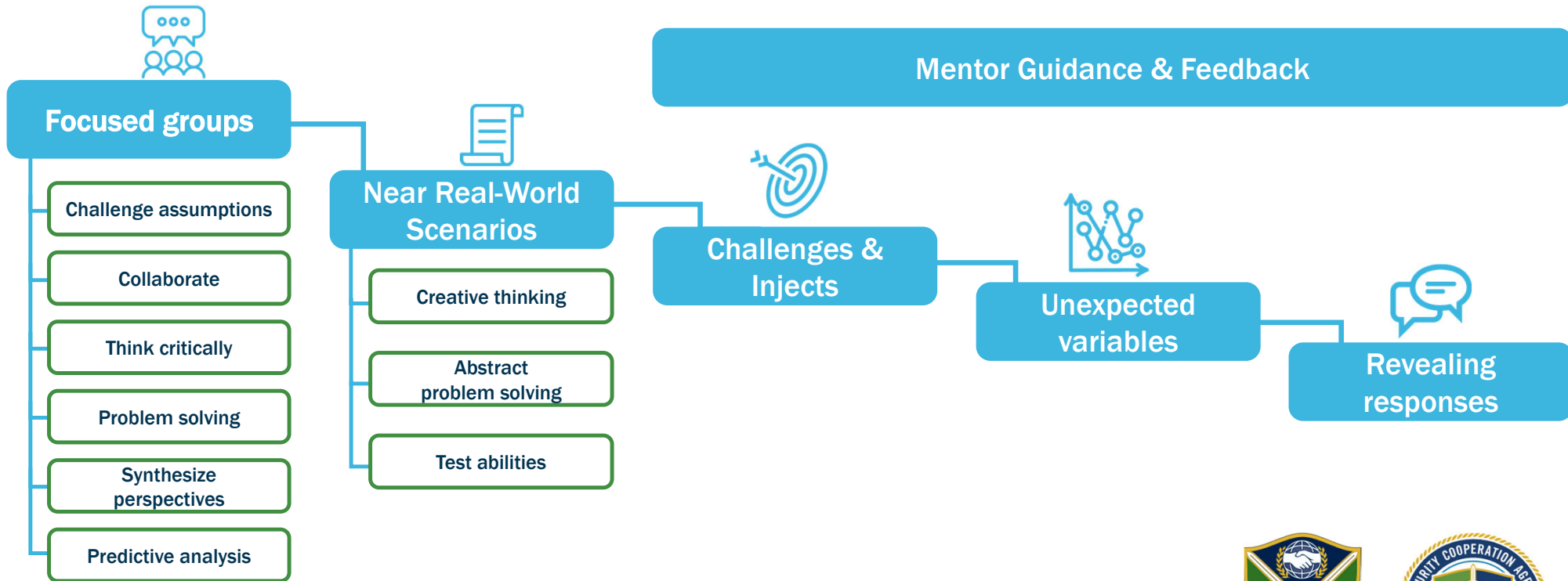**ACADEMIC ACUMEN,**
PERSONAL REFLECTION.

Cognitive Apprenticeship approach to university-level learning that instructs more effectively in the ART of international security engagement.

THE "HOW"

Navigate situational events

Focused groups

- Challenge assumptions
- Collaborate
- Think critically
- Problem solving
- Synthesize perspectives
- Predictive analysis

Near Real-World Scenarios

- Creative thinking
- Abstract problem solving
- Test abilities

Mentor Guidance & Feedback

Challenges & Injects

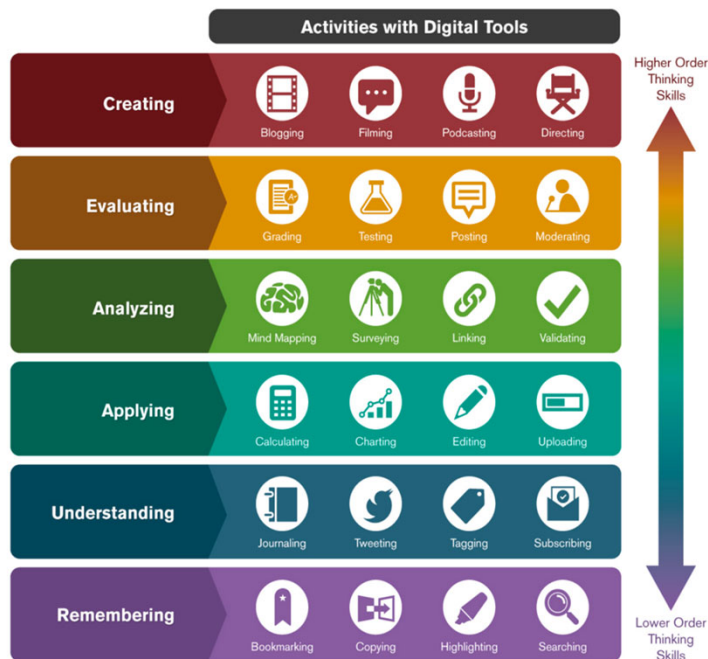**Unexpected variables**

Revealing responses

A large part of what we call good teaching is a teacher's ability to obtain affective objectives **by challenging the student's fixed beliefs.**

— Benjamin Bloom

THE SCIENCE

Bloom's Digital Taxonomy

The experience creates a comprehensive framework for applying skills at all six mastery levels described by Blooms Taxonomy for Learning.

The learning experience engages:

- The *Principals of Effective SCO Engagement*
- *SCO Key Attributes*
- Occupational & cognitive apprenticeship
- Observation & enacting

Cognitive Apprenticeship Phase	SCO 271				Learning Province	Blooms	Teaching/Learning Scope	Occupational Apprenticeship Phase
Phase 0 Foundational Learning	Classroom Activities	Individual Activities			• Background Information • Prerequisite knowledge • Historical information	1	Macro - Orientation	**Student**
Phase 1 Modeling	Classroom Activities	Individual Activities			• "Trade" environment including tasks, tools, resources, products/outcomes • "Professional" positioning and relevancy	1 - 2	Macro – Trade & Profession	**Beginner**
Phase 2 Approximating	Classroom Activities	Individual Activities	Situational Events (Scripted)		• Task/tool understanding and familiarity (disparate) • Individual gaps and obstacles to task performance	2 - 3	Micro – Task & Individual	**Novice**
Phase 3 Fading	Classroom Activities	Individual Activities	Situational Events (Scripted)	Situational Events (Unscripted)	• Task/tool competency (disparate) • Task sequencing/orchestrating • Individual gaps and obstacles to task competency	2 - 4	Meso – Task & Procedure Micro - Individual	**Advanced Novice**
Phase 4 Self Direction (learning/practice)			Situational Events (Scripted)	Situational Events (Unscripted)	• Task/tool Proficiency (disparate) • Task sequencing/orchestrating • Procedural problem solving, estimating, predicting • Individual gaps and obstacles to efficiency	3 - 5	Meso – Task Macro – Procedure, Profession, Trade Micro - Individual	**Practitioner**
Phase 5 Generalizing (application/ experimentation ||reflection)			Situational Events (Scripted)	Situational Events (Unscripted)	• Task/tool excellence • Procedural mastery • Scenario problem solving, estimating, predicting • Individual gaps and obstacles to mastery	3 - 6	Macro – Profession, Trade Micro - Individual	**Journeyman**
Phase 6 - Teaching								

THE FRAMEWORK

Cognitive Apprenticeship ...

- Helps learners assimilate the problem-solving processes that expert practitioners use to solve complex problems and make critical, real-time decisions.
- Integrates academic learning with metacognitive skills and processes.

Situational learning occurs in five dimensions; Context, Methods, Sequence, Psychology, and Sociology

- Integrated holistically to help participants perform in the context of their application to realistic problems.

- Developed within a culture influenced and executed via expert practice.

This experience guides participants through strategy development and problem solving considering limiting and enabling factors within themselves, their enterprise, and the world in which they operate.

Scenarios that challenge capabilities.
Expected and unexpected variables.

AN EXPERIENCE THAT CAN'T BE REPLICATED.

The event combines:

- Classroom instruction and facilitated dialogue

- Small group collaboration and discussion

- Individual and group solutioning

- Personal reflection and self critique

- Peer to peer learning

- Mentor interactions

SCO-271 Security Cooperation Organization/Officer Intermediate Resident Course – Roadmap Phase I

Day 1 — ADMINISTRATIVE

Day 2 — SCO OPS ENV / DiSC ASSESSMENT / EVENT

Day 3 — COMPLEX SCO OPS / EVENT

Day 4 — SECURITY & PROTOCOL/ EVENT

Day 5 — PRESS & INDUSTRY / EVENTS

Pre-Course Requirements

Successful completion of the SCO 201 course.

Completion of the DiSC Personality Assessment.

Course Themes

Facilitated discussion

Small & Large Group Activities

Research/Case Studies

Mind Mapping Activity

Situational Events

Day 1 — ADMINISTRATIVE

Welcome Session

Administrative activities to include pre-work, accommodation check-in, system access, etc.

Mentor session

No Host Social (Hope Hotel)

Day 2 — SCO OPS ENV / DiSC ASSESSMENT / EVENT

SCO Operational Environment

DiSC Assessment and Lesson

Mentor session

Day 3 — COMPLEX SCO OPS / EVENT

Classified Material Review

The Art of SCO Engagement

SCO Office Operations Briefs

Mini-Situational Events:

- Surprise Dilemma
- SDO/DATT

Mentor Session

Day 4 — SECURITY & PROTOCOL/ EVENT

SCO Security:

- Cyber
- CI/CT
- Surveillance Detection

Practical Protocol

Mentor Session

Day 5 — PRESS & INDUSTRY / EVENTS

Dealing with the Media/Press

Dealing with Industry

Situational Events:

- AMB Office Call
- Industry meeting

Mentor Session

SCO-271 Security Cooperation Organization/Officer Intermediate Resident Course – Roadmap Phase I

Day 6 — NARRATIVE SPACE / EVENTS

Day 7 — EVENTS

Day 8 — OFFICIAL TRAVEL/ EVENTS / GRADUATION

Pre-Course Requirements

Successful completion of the SCO 201 course.

Completion of the DiSC Personality Assessment.

Course Themes

Facilitated discussion

Small & Large Group Activities

Research/Case Studies

Mind Mapping Activity

Situational Events

Day 6 — Narrative Space

Narrative Space

Mini-Situational Events:

- SCIP OASIS SOCIUM
- Press interview

Situational Events:

- EUM Mission
- PN CHOD Office Call

Mentor Session

Day 7

Situational Event: Planning Session for DV Visit & SCO Ops

Mini-Situational Event: Industry Rep Meeting

Mentor Session

Day 8

SCO Diplomatic Immunities & Protections

Mini-Situational Event: Invitational Travel Order Dilemma

Mentor Session

Situational Event: Relationship Building / Mini-State Luncheon

Classroom AAR / Graduation / Student Departure

Next Step:

Attend SCO 262 Course – Washington D.C.

SCO-271 Security Cooperation Organization/Officer Intermediate Resident Course – Roadmap Phase II

Day 9

MUTC EXERCISE

Day 10

MUTC EXERCISE

Day 11

AAR / GRADUATION

Pre-Course Requirements

Successful completion of the SCO 201 course.

SCO-271 Phase I

Course Themes

MUTC Live Exercise

Day 9 — MUTC EXERCISE

Distinguished Visitor Activities

Movement to MUTC

Customs Exercise

DV Recon

DV airport pick up

Movement to EMB

Hotel Check-in

AMB Country Team Meeting

CI/CT Injects

Day 10 — MUTC EXERCISE

Distinguished Visitor Actives

Partner Nation Meetings with DV

Social Function

Return to WPAFB

Day 11 — AAR / GRADUATION

Classroom AAR / Graduation / Student Departure

Next Step:

Attend SCO 262 Course – Washington D.C.

RESOURCES

FACULTY

- 1:6/8 DSCU Faculty/student ratio
- CI/CT instructors
- Protocol Instructor
- Admin Cell/Controller

ROLE PLAYERS

- 1x AMB, 1x DCM, 1x POL Off, Country Team Members, 1x SDO/DATT, 3x RSOs, Industry Reps, PN CHOD + action officers
- Each training event will require role players
- CI/CT role players

WPAFB/ MUTC

- BLDG 52 and Area A/B - classroom, SCO "office"/SCIF access, and PN facilities
- Lodging
- EMB facilities
- PN facilities
- Social facilities

VEHICLES

- WPAFB local area transport
- Bus transport to/from MUTC

THE DIFFERENCE

Adult learning and performance improvement is best achieved when the appropriate learning experience is designed for the expected outcomes.

FOUNDATIONAL KNOWLEDGE

Best presented in a more institutional manner, giving learners the opportunity to ask the instructor questions and get clarification.

PROCEDURAL KNOWLEDGE

Best presented in a way that allows learners to observe, synthesize, and then practice until proficiency is achieved

PERFORMANCE

Concepts such as critical and abstract thinking, decision making, predictive analysis, mental agility, self-awareness, and social/organizational excellence are best learned in experiences that require real-time performance in realistic scenarios.

Metrics/Measurement:

LEARNING CREATIVELY, MEASURING SUCCESS CREATIVELY.

Assessments for levels of completion, interaction, and concept mastery will employ a range of Rubrics developed to evaluate the quality of students' responses in various academic domains including:

- Participation

- Process/Procedure

- Foundational knowledge

- Interpersonal interaction

- Self-reflection/evaluation

- Abstract thinking/creative problem solving

The SCO-271 learning experience is how we arm our warriors for success in the SCO operational environment.

Fills current gaps in operational knowledge and aligns DSCU education with the broader DoD community and specifically JMAS.

Common curriculum and evaluation methods for instruction in the Art of Security Cooperation will set our SCOs up for success well into the 22nd Century.