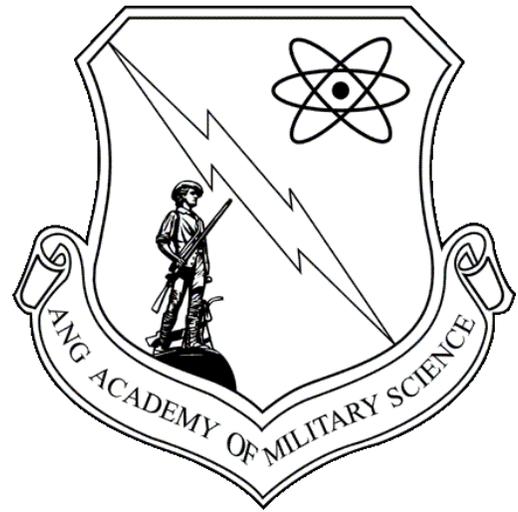


AIR NATIONAL GUARD

Pre-commissioning Training

**ACADEMY OF MILITARY
SCIENCE (AMS)**

August 2012



COURSE SYLLABUS

Holm Center for Officer Accessions and Citizen Development

OFFICIAL

This syllabus is in effect beginning with AMS Class 13-01.

Supersedes Holm Center Syllabus MMOPM-AMS-YAMS-000, Sept 11

Pages: 89

OPR: AMS/CC

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Summary of Changes

General:

- Added “Full Range Leadership Model” (FRLM) flight room lesson to complement current “Situational Leadership” material.
- Reduced Situational Leadership lesson to one hour (delete exercise) and move from flight room to auditorium. Transitions emphasis from Situational Leadership model to FRLM.
- Reduced AF EO lesson from 2 to 1 hour as part of the diversity blocks of instruction weave.
- Merged “Total Force” lesson from BOT, COT and ROTC with “Citizen Airmen” lesson from AMS. Retitled Citizen Airmen: The Total Force.
- Merged “Oath of Office” lesson from BOT, COT and ROTC with “Officer Responsibility” lesson from AMS. Retained Oath of Office reading to achieve cognitive learning outcome.
- Add 1 hour lesson on “*Domestic and Interagency Operations.*”
- Add 1 hour lesson on “*Evaluation Concepts.*”
- Add 2 hour lesson on “*Cyberspace.*”
- Merge AF Core Values and Core Values Case Studies. Allows proper coverage while laying the foundation for the Core Values weave through the rest of the programs.
- Add EES and OES lessons to AMS.
- Combine Force Packaging & Introduction to War Gaming lesson & supplement with CBT.
- Add 2 hour sister service panel discussion & Army/Navy/Marine Corps/Coast Guard readings to AMS.
- Add “Civilian Personnel” reading to AMS.
- Add “Enlisted Force” lesson to AMS.
- Add Financial Responsibility lesson to AMS.
- Add “AF Fraud and Complaint, Waste, and Abuse Program” reading to AMS.
- Add SERE CBT to AMS.

Administrative—

- Updated responsibilities to delineate between CCT and CCV
- Moved prerequisites for classes to Chapter 2 so that all prerequisite identifiers are in the same place.

CHAPTER 1

COURSE DESCRIPTION

1. **Course Title** -- Academy of Military Science (AMS)
2. **Course Number** -- YAMS 000
3. **Location** -- Maxwell AFB, AL
4. **Duration** -- 40 Training Days
5. **Course Entry Prerequisites** – In accordance with ANGI 36-2005, Chapter 2, paragraph 2.1, “the selection of officers for appointment in the ANG is a function of the state. Appointments are made without regard to race, color, creed, national origin, sex, or, age, except where specifically authorized by this instruction or AFI 36-2005. By authority of the Secretary of the Air Force (SAF), appointments are federally recognized in the ANGUS at the discretion of the Chief, NGB.”
6. **Status Upon Graduation** – Graduates of the course are commissioned as Second Lieutenants in the United States Air Force and their respective states, territories, commonwealths, or district. Officer candidates complete the AF Form 133 and NGB Form 337 and are awarded a commissioning certificate. The graduate is ready to enter follow-on AF training programs or proceed to direct duty assignments. Specifically, graduates will have satisfactorily met all requirements specified in AFI 36-2014, Commissioning Education Program and:
 - 6.1 Possess the essential military knowledge, skills and values that a new Air Force officer needs to perform effectively during the initial years of commissioned service.
 - 6.2 Demonstrate high standards of character, conduct, physical fitness, self-discipline, commitment, integrity, and honor.
 - 6.3 Be familiar with AF missions and basic capabilities.
 - 6.4 Possess a sense of leadership and personal responsibility for the officer’s mission, people, and profession of arms.
 - 6.5 Have a basic understanding of AF operations fundamentals.
 - 6.6 Comprehend the overall AF and ANG organizations and chains of command.
 - 6.7 Have a working knowledge of basic AF skills to include uniform wear, dress and personal appearance standards, drill and ceremony and USAF and other Service rank structures.
 - 6.8 Have a basic knowledge of and be able to use basic AF expeditionary skills.
 - 6.9 Be familiar with and able to demonstrate AF communications standards.
 - 6.10 Be able to write and brief IAW AF standards.
 - 6.11 Understand and be able to employ the elements of personal and team leadership at the tactical level.

6.12 Have a basic understanding of other cultures and areas of the world of strategic interest to the United States.

6.13 Have an understanding of the state mission and heritage of the ANG.

7. Course Objective – To empower and commission the finest officers in the United States Air Force...officers who embody the Core Values of Integrity, Service, and Excellence...officers who view themselves as Airmen first and serve as equal partners within the Total Force.

8. Educational Philosophy and Course Implementation – This course provides initial training to officer candidates and develops competent AF and ANG leaders. The course is organized in three phases that align academic and training curriculum according to the AMS educational philosophy:

The educational philosophy at the Academy of Military Science is solidly grounded in current educational thought...most notably, the theories of Habermas, Jarvis, Kolb, Kuhn, and Mezirow. These theories focus on how learners construct “meaning” by connecting thoughts and experience. Significant and transformational learning occurs when the learner develops a new meaning or way of viewing the truth. Simply put, learning begins when an experience occurs that the person is unprepared to handle. Mezirow calls this a “disorientating dilemma,” a situation in which old responses are ineffective. Actions taken to resolve the dilemma begin the reconstruction or transformation process (learning). The individual must reflect on their old assumptions, behaviors, beliefs, or “paradigms” that are not working. Learning doesn’t occur from the cognitive process of taking in new information. It comes from the experience of personally interacting with the information.

With this in mind, the role of the educator is to provide the stimulus that place the student in purposeful disorientating situations and allow them to “reconstruct” their meanings. The applied educational theory at AMS uses this approach to create its learning environment. Purposeful learning events are constructed to allow students to interact with information presented.

Concepts/principals/tools/techniques are presented in the classroom to expose the students to the learning objectives. For example, classes expose students to the learning concepts and principles, discipline and reward processes, interpersonal communication skills, problem-solving and work process improvement techniques, etc. To reinforce this “information,” purposeful learning experiences are created to allow students to personally interact with it. Activities are constructed to allow both leaders and followers to interact with leadership and management principles, ANG organizational structures, mission accomplishment, etc. Wing administration activities (dormitory maintenance, academic assignments, student formations/movements, meals, etc.) are used to simulate a military mission. Higher headquarters establishes standards and requirements. Classroom learning is reinforced as the student wing members work to meet and exceed the mission requirements and standards set. Student leaders must decide how to analyze and improve work processes; how to deal with non-performers; how to use the reward and discipline processes to affect mission accomplishment; how to manage multiple priorities; goal-

setting and team-building; risk-taking; etc. The followers learn how to operate within the chain of command; how to work on a team; how to manage their priorities; personal accountability; working within the boundaries; etc. These activities provide practical, applied learning experiences that can help the learners construct new meaning...a “archetype” of the effective military officer.

9. **Phases** – In conjunction with and in support of our educational philosophy, AMS utilizes a three-phase program designed to bring students from dependency to independency. This process closely follows the Situational Leadership I model for follower development. This process is accomplished through a changing approach used by the staff and the flow of curriculum hours.

9.1 Phase One (Directive/Telling) is the beginner phase. At this point, students are not aware of the requirements of officership and the staff is highly directive in their guidance and interaction with the students. To support this, the curriculum flow is designed to help them make the transition into the military (Warfare Studies, Profession of Arms, etc.) and to provide program foundational skills that will be needed to execute the other phases of the program, such as communication and marching skills. Topics are more "black and white" and the "right way" is taught in the curriculum.

9.2 Phase Two (Coaching/Selling) is the intermediate phase. The staff begins to shift roles and become more coaching in their style of interaction. Decision-making and direction is shared between the students and staff members. Student staff members make more independent decisions and the staff provides directional feedback on their performance. The curriculum begins to focus on officership foundational skills, (management, leadership, problem solving, diversity, etc.) and building upon the classes presented in Phase One. These classes are more "gray" and the learning becomes more interactive. The AMS staff begins to encourage risk-taking in decision-making and help the students see applications for the classes they have had so far.

9.3 Phase Three (Mentoring/Participating/Delegating) is the final phase. The staff shifts into a mentoring role with the students assuming most of the responsibility for direction and decision-making. The curriculum provides opportunities to apply foundational skills and ties skill sets together into systems. Each of the curriculum areas is summarized in a series of final capstone classes designed to help the students connect ideas together and to give them the confidence needed to meet the challenges of officership.

9.4 Another key component of AMS training is the use of student leadership positions. During the demanding six-week program, each officer candidate (OC) will have a student leadership position at the wing, squadron, or flight level. In addition, each OC has the opportunity to lead an event during the Leadership Reaction Course (LRC). These experiential leadership opportunities afford students the opportunity to apply classroom theory to practical situations.

10. Training Hours

Figure 1.1 Training Hours

AREAS	Study Hours	Class Hours
Academic Assessments	6.00	8.00
Administration	0.00	11.00
Communication Studies	13.50	18.00
Drill & Ceremonies	0.00	24.00
Field Leadership	0.00	58.00
Field Training	0.00	19.00
Formal Counseling	0.00	18.00
Air Force Culture	0.00	50.00
Leadership Studies	30.00	50.00
Profession of Arms	24.00	19.00
Warfare Studies/International Security Studies	27.00	24.00
Orientation	1.00	1.00
Preparation	0.00	3.00
HOURS	101.50	303.00

CHAPTER 2

COURSE ADMINISTRATION

Section A – Syllabus Management

1. Syllabus Interpretation -- This syllabus is directive in nature. The AMS/CC is responsible for both managing the syllabus and ensuring that the intent of the syllabus is met. If no clear syllabus guidance exists, resolve the situation using the appropriate chain of command. If the logical course of action appears to conflict with other directives, the OTS/CMDT in coordination with Holm Center/CR, will make the final decision on the course of action to follow and will direct the AMS/CC to provide the correct guidance in the syllabus.

2. Syllabus Waiver -- Unless otherwise noted herein, an approved syllabus waiver is required for any planned exception to the syllabus caused by special or unusual circumstances that would result in omission of a graduation requirement. Permanent or blanket waivers are not authorized, but rather should be suggested as syllabus changes. AMS/CC will submit waiver requests electronically or in writing, on AETC Form 6, Waiver Request, through the OTS/CMDT, and Holm Center/CR for review, to Holm Center/CC for approval.

3. Syllabus Deviation -- A syllabus deviation is any unplanned variation from syllabus requirements such as prerequisite flow or omission of a non-graduation requirement training event. Normal scheduling variations within less than a 3 training day window do not constitute a deviation as long as the syllabus prerequisite flow is maintained. Normal training day flow should be maintained unless unforeseen circumstances drive a change. If unforeseen circumstances result in an omission of syllabus training, the AMS/CC will determine if the omitted training can be accomplished later in the syllabus flow without adversely affecting the quality of training. Syllabus deviations with AMS/CC-directed corrective actions will be documented and forwarded to OTS/CMDT and Holm Center/CR for review following each phase of training.

4. Syllabus Review – This syllabus will be reviewed annually by representatives from AMS and Holm Center/CR and all changes forwarded to the Holm Center Syllabus Steering Committee for final review and approval recommendation IAW Holm Center I 36-2301. All chapters with the exception of Chapter 3 will be maintained by the AMS/DO.

Section B — Responsibilities

1. Holm Center/CR will:

- 1.1** Train all incoming AMS FCs on basic Air Force classroom instruction requirements IAW AETCI 36-2201 and HOLMCENTERI 36-2201.
- 1.2** Establish, develop, and maintain curriculum requirements established for initial officer training, in coordination with AMS/CC.

- 1.3 Administer and score consolidated written tests (CWT) IAW Holm Center Instruction 36-2002.
- 1.4 Administer AMS internal and external survey programs in accordance with established policies and directives.
- 1.5 Manage Chapter 3 of this syllabus.
- 1.6 Provide lecturers for designated lecture classes.

2. OTS/CMDT will:

- 2.1 Ensure all Holm Center training requirements are accomplished.
- 2.2 Provide direction on training philosophy and program emphasis.
- 2.3 Coordinate with ANGRC concerning any major programmatic changes affecting AMS training philosophy.

3 AMS/CC will:

- 3.1 Ensure all AMS training requirements are accomplished.
- 3.2 Provide direction on training philosophy and program emphasis.
- 3.3 Execute AMS program and syllabus in support of Air Force and Air National Guard requirements.
- 3.4 Award the Commissioning Certificate upon completion of program and Oaths of Office.
- 3.5 Prepare an NGB Form 337 for each student.
- 3.6 Provide incoming Flight Commanders Mission Qualification Training and certify them to conduct training directed by this syllabus.
- 3.7 Maintain certification of all AMS instructors through annual evaluations or as directed by higher headquarters.

4 22 TRSS/CC will:

- 4.1 Provide emergency medical care and treatment to injured and sick officer candidates.
- 4.2 Administer physical fitness training.
- 4.3 Monitor and prepare Field Training sites.
- 4.4 Provide MTIs as required.

5 OTS/CCV will:

- 5.1 Coordinate with AMS/CC to determine program specific variations in certification procedures for AMS instructors.
- 5.2 Initially certify all AMS instructors through initial evaluations.
- 5.3 Conduct no-notice evaluations on instructors based on AMS specific guidance and provide feedback to AMS/CC via a Standardization/Evaluation Review Board or other means.

6. OTS/CCT will:

- 6.1 Provide all incoming AMS Flt/CCs initial qualification training.
- 6.2 Assist and/or conduct in-service training of AMS instructors.

Section C — Administration

1. Training Requirements and Restrictions:

1.1. Intent: This course combines military training with academic education in order to give the graduate sufficient skills to perform non-AFSC-specific actions required of an Air Force Second Lieutenant.

1.2. Officer Candidate and Flight Commander Responsibilities: Officer Candidates (OCs) are required to monitor their training; however, FCs are responsible for training accomplishment.

1.3. Events per Day: OCs should not normally accomplish more than one graded measurement per day. The exception is an incomplete event due to maintenance problems or weather impacts that may not qualify as an accomplished event. The AMS/CC is approval authority for more than one graded event per day.

1.4. Instructor and Officer Candidate Guides: Holm Center/CR develops and distributes instructor and officer candidate materials (e.g. textbooks, lesson plans, audiovisual support material) to support the academic curriculum in this syllabus. These support documents expand on the information in this syllabus and contain the detail necessary to ensure consistent training for all officer candidates.

1.5. Key Events: These events require special attention by staff to prevent officer candidates from being absent from them. Details or other appointments with staff members do not excuse officer candidates from these key events. Key events are foundational and necessary for further training, critical evaluations or non-repeatable training. Key Events include:

- 1.5.1.1. Leadership Reaction Course
- 1.5.1.2. Commander's Challenge
- 1.5.1.3. Ropes
- 1.5.1.4. Patriot Challenge
- 1.5.1.5. Dining In

2. Safety: Staff will emphasize adherence to established operating procedures, discipline, professionalism, and judgment. AMS faculty and staff must use every training opportunity to stress the use of sound operational risk management principles while officer candidates are performing in both leader and follower roles.

3. Graduation Requirements: Graduation requires that all training standards and objectives directed in this syllabus be met, and all graded measurements be satisfactorily completed. Failure to meet standards is grounds for disenrollment and will be processed IAW applicable AMS Operating Instructions (OI). To receive a commission through AMS, officer candidates must complete the following:

3.1. Six graded academic measurements:

3.1.1.Two written examinations.

3.1.2.Two 5-7 minute informative briefings.

3.1.3.Two background papers.

3.2. Pass graded academic measures with a minimum score of 80% and receive a passing score on pass/fail graded measurements.

3.3. Maintain 80% or better academic average across two exams.

3.4. Score 75 or better on Physical Fitness Assessment and meet all component minimums.

3.5. Recommendation for commissioning by Flight Commander and Student Squadron Commander.

4. Physical Training: Physical training helps officer candidates cope with the rigors of the training environment and improves their physical condition. Weather permitting, organized PT will normally be accomplished by each class three days per week. Additional individual PT will be accomplished by each student three days per week.

5. Training Progression

5.1. Normal Progression: OCs able to meet the performance standards for each unit or block of training, as written in this syllabus on the appropriate day of training, qualify as performing under “normal progression.” Attainment of course objectives will be measured through written examinations, graded writing and briefing assignments, and graded field leadership missions. An OC must meet all training objectives in each unit or block in order to progress to the next unit or block of training, or to graduate.

5.2. Student Non-Progression (SNP): Failure of a graded measurement.

5.3. Additional Training: Because OCs enter training with varied experience and ability, some trainees will require more training to meet required performance standards. Additional training (AT) events may be provided to bring an OC’s performance up to standards following SNP. AT events will be clearly defined in time and scope on a memo or OC grade sheet by the FC prior to the AT event. AT events will be accomplished by any method available to correct an OC deficiency, to include a combination of academics, briefings, computer-based training (CBT), or field events IAW the Holm Center Training Manual.

6. Courses of Action:

6.1. Counseling:

6.1.1. Following any failure of a graded event, or as deemed necessary by FC or other members of the AMS staff, normally due to poor performance in other areas, OCs will receive verbal and/or written counseling. Counseling may include AT or other corrective actions for improvement.

6.2.Action Plan:

6.2.1. SNP OCs may be placed on an Action Plan by the FC after coordination with the Student Squadron Commander (SSC), normally after more than one failure of a graded measurement. OCs may also be placed on an Action Plan at any other time at the discretion of the FC, SSC, AMS/DO or AMS/CC, normally for poor performance in other areas.

6.2.2. While on the Action Plan, the FC will deliberately set milestones for the OC to achieve, which help the OC meet course training standards. AT may be assigned to an OC as part of the Action Plan. Action Plans will be IAW applicable AMS Operating Instructions (OI).

6.2.3. Action Plans serve as the next higher form of disciplinary action for OCs. OCs are typically placed on an Action Plan as a last effort to correct an OC prior to a summary disenrollment. Failure to complete an Action Plan will lead to a summary disenrollment and elimination from the AMS program.

6.3. Summary Disenrollment

6.3.1. Elimination Check (EC): The EC is the AMS/CC's final evaluation tool and is administered by a DO, SSC, Course Director or CR (comprehensive written tests only) to determine the trainee's ability to meet objectives satisfactorily and continue with the normal syllabus flow. An EC failure triggers a commander's review (CR). Trainees who pass the EC will return to training. Any of the following events will be an EC:

6.3.1.1. Any graded measurement for a trainee with two previous graded measurement failures. Graded measurements include: comprehensive written tests #1 and #2, briefings #1 and #2, papers #1 and #2, the Leadership Reaction Course, the leadership position evaluation, and mid-course or end-of-course trainee reports.

6.3.1.2. At any other time at the discretion of the AMS/CC, normally for poor performance in other areas including failure to complete an Action Plan. Trainees who require an extended period of close supervision should be considered for an EC, on the recommendation of the SSC to the AMS/CC.

- 6.3.2. Commander's Review (CR):** A Commander's Review is the final step in the summary disenrollment process. During a CR the AMS/CC will consider all relevant factors including attitude, professional qualities, experience level, prior performance in the course and any unusual circumstances documented in their training folder.
- 6.3.2.1.** A CR is triggered by the failure of an EC or through the recommendation of the SSC to the AMS/CC for documented and sustained poor performance.
- 6.3.2.2.** Commander's Options: During the CR, the AMS/CC has three options: trainee Reinstatement, disenrollment with the ability to return to AMS at a later time, or disenrollment without the ability to return to AMS.
- 6.3.2.3.** Trainee Reinstatement: Either the AMS/CC or OTS/CMDT can return a trainee into the normal syllabus flow.
- 6.3.2.4.** There are three categories of summary disenrollments:
- 6.3.2.4.1.** Military Training Deficiency (MTD). A MTD is a failure to achieve a passing grade/score on graded measurements. This does not include practice exercises. Normally, three failures are grounds for recommending a MTD disenrollment; however, a single failure may warrant an MTD disenrollment depending on the severity of the failure.
- 6.3.2.4.2.** Lack of Adaptability (LOA). Inability to adapt to or display the necessary physical, psychological, or personality traits of an Air Force officer, or an OC lacks the personal capacity and inclination, whether natural or acquired, to adapt to military relationships, customs, and responsibilities that have become traditional and necessary in military service. Also includes, but is not limited to, any misconduct, prejudicial conduct, any conduct inconsistent with the OTS honor code; or demonstration of undesirable character traits.
- 6.3.2.4.3.** Medical Disqualification under Circumstances Within the Trainee's Control. This occurs when a trainee becomes medically disqualified for commissioning, or for a category of commissioning, due to circumstances within the trainee's control. This action may require an informal or formal Line of Duty determination. Examples include:
- 6.3.2.4.3.1. Alcohol-related injuries
- 6.3.2.4.3.2. Injuries caused by hazing, fighting, or pranks.
- 6.3.3.** The OTS/CMDT on G-Series orders is the approval authority for summary disenrollments, per AUI 36-2315, para 2, unless the disenrollment is for

misconduct. For cases involving misconduct, the Holm Center/CC maintains disenrollment authority. Additionally, if the OTS/CMDT function is being filled by a rotational Air National Guard Colonel not on G-Series orders, the Holm Center/CC will serve as disenrollment authority for all summary disenrollments IAW Holm Center/CC memo, Guidance on Operational Direction (OPDIR) and Command Authority at OTS, dated 7 Jun 10.

6.4. Administrative Disenrollment

6.4.1. OCs may be eliminated from training for administrative disenrollment including any of the following:

6.4.1.1. Medical: Medical eliminations will be based on a determination by competent medical authority that the OC's continued training at AMS is not advised.

6.4.1.2. Emergency: Emergency eliminations will be determined by the factors creating the emergency.

6.4.1.3. Failure to be within 10% of the USAF physical fitness assessment standards as set forth in AFI36-2905 in any component or overall score for the initial Physical Fitness Diagnostic may be grounds for returning the OC to his/her home unit without further administrative action. Failure to pass all components and the overall final physical fitness assessment standards as set forth in AFI36-2905 will result in the OC being eliminated from the program without further administrative action.

6.4.1.4. Extended Absence: Due to the intensive nature of the AMS course, OCs who miss more than three consecutive training days for any reason will be eliminated from training.

6.4.1.4.1. Extended Absence for personal reasons: If an OC is having significant personal problems (e.g. custody case, divorce, loss of family member, etc.) which affect their performance they may request disenrollment for extended absence (personal). A unit recall may be initiated.

6.4.1.5. Unit Recall: The determination to remove an OC from the AMS program under this provision will be made by the OC's home unit commander and executed by the AMS staff.

6.4.1.6. Self-initiated elimination (SIE): This is the sole decision of the OC. AMS faculty and staff will neither encourage or discourage an SIE. AMS faculty and staff will advise the OC that an SIE from AMS may prevent him/her from obtaining further training leading to a commission in any of the Armed Forces of the United States.

- 6.4.1.6.1.** OCs electing to self-eliminate must advise their FC of their intent to self-eliminate, complete and sign the Self-Initiated Elimination Request (see below) and submit the written request through their FC.
- 6.4.2.** The AMS/CC will consult with the chain-of-command and ANGRC/JA before disenrolling an OC for reasons other than those listed in paragraph 6.4.1.
- 6.4.3.** Specific procedures for administrative and summary disenrollment can be found in applicable AMS Staff Operating Instructions (OI)

Self-Initiated Elimination (SIE) Request

1 Jan 10

MEMORANDUM FOR AMS COMMANDER

FROM: AMS FLT X-XX/XX

SUBJECT: Self-Initiated Elimination Request

I, (Name), (SSAN), (Unit), (State), an OC in Class _____, request elimination from the ANG Academy of Military Science.

I request elimination because _____.

I fully realize that this action may preclude the possibility of my obtaining further training leading to a commission in any Armed Force of the United States.

I have/have not notified my unit commander of my decision.

FIRST MI. LAST, OC, ANG
Flight Member

1st Ind, AMS/CC
1 Jan 10

TO: OC XXXXX

Approved/Disapproved

FIRST MI. LAST, Lt Col, USAF
Commander

Section D – Graded Measurement Prerequisites

1. CWT #1

1.1. Academics

War and the US Military
Profession of Arms
Religious Respect
Military Customs and Courtesies
Suicide Awareness
Air Force Core Values
Roles of The President, The Executive Branch, Congress, & Civilian Control of The Military
Airman's Creed/Code of Conduct
Stress Management and Resiliency
Air Force Core Functions
Listening
Air Force Leadership
Setting the World Stage
Department of the Air Force
Department of Defense
Air Force Smart Operations for the 21st Century
Principles of War and Tenets of Air and Space Power
Airpower through WWI
Leadership Authority and Responsibility
Motivation
Followership
Airpower: End of WWI through WWII
Military Law
Joint Ethics
The Need for Cross-Cultural Competence
Handling Culture Shock Effectively
Management Functions and Principles
Enlisted Force
Team Building
Managing in a Diverse World
Problem Solving
Full Range Leadership
Sexual Assault Prevention and Response
Corrective Supervision and Counseling
Visioning
Officer Responsibility: Oath of Office
AF Fraud and Complaint, Waste, and Abuse Program
Uniform Code of Military Justice
Nuclear Operations

USAF Major Commands
Information Assurance

2. CWT #2

2.1. Academics

Situational Leadership
Air Force Equal Opportunity Program
Sexual Harassment Awareness
Effective Supervision
Conflict Management
Terrorism
Joint Operations
Airpower through the Cold War Part I
Airpower through the Cold War Part II
Airpower in the Post Cold War
Citizen Airmen: The Total Force:
Law of Armed Conflict
Substance Abuse Control Program
US Constitution
Making Strategy
US Policy
Operational Risk Management
Civilian Personnel
Air and Space Power Today: The Global War on Terrorism
Counseling and Practicum
Standards and Accountability
Change Management
Performance Feedback
Enlisted Evaluation System
Officer Evaluation System
Examining Cultural Domains
Power and Influence
Career Progression in the Air National Guard
Department of the Army
Department of the Navy
US Marine Corps
US Coast Guard
Defense Support of Civil Authorities
Professional and Unprofessional Relationships (UPRs)
Cyberspace
Developing Airmen

3. Leadership Studies Prerequisites

- 3.1 Problem Solving
 - LS – AF Smart Operations for the 21st Century
- 3.2. Enlisted Evaluation System

- LS-Performance Feedback
- CS-Bullet Statements with Impact
- 3.3. Officer Evaluation System
 - LS-Performance Feedback
 - CS-Bullet Statements with Impact
- 3.4. 12 Angry Men
 - LS- Stress Management and Resiliency
 - LS- Management Functions and Principles
 - LS- Conflict Management
 - LS- Power and Influence
 - LS- Team Building
 - LS- Problem Solving
- 3.5. Standards and Accountability
 - LS-All LS material prior to CWT 2
- 3.6. Evaluation concepts
 - LS-Enlisted Evaluation System

4. Communication Studies Prerequisites

- 4.1. Listening: The Neglected Skill
 - CS- Listening Survey in Student Text
- 4.2. Briefing Requirements
 - CS-Basics of Briefing
 - CS- AMS Writing Requirements
- 4.2. Bullet Statement Practicum
 - CS-Bullet Statements with Impact
- 4.3. Informational Brief
 - 4.3.1. Academics
 - T&Q Military Briefings
 - T&Q 7 Steps to Effective Communication
 - Basics of Briefings
 - AMS Briefing Requirements
 - 4.3.2. Practicum
 - Country Briefing #1
 - Country Briefing #2
- 4.4. Background Paper
 - 4.4.1. Academics
 - T&Q Grammar and Writing Mechanics
 - T&Q 7 Steps to Effective Communication
 - AMS Writing Requirements
 - 4.4.2. Practicum
 - Background Paper #1
 - Background Paper #2

5. Warfare Studies/International Security Studies Prerequisites

- 5.1. Terrorism
 - WS/ISS-Setting the World Stage
- 5.2. Joint Operations
 - WS/ISS-Department of the Air Force
 - WS/ISS-Department of the Army
 - WS/ISS-Department of the Navy
 - WS/ISS-Marine Corps
 - WS/ISS-The US Coast Guard
- 5.3. Handling Culture Shock Effectively
 - WS/ISS- The Need for Cross Cultural Competence
- 5.4. Examining Cultural Domains
 - WS/ISS- The Need for Cross Cultural Competence
 - WS/ISS- Handling Culture Shock Effectively
- 5.5. All Airpower History lessons must stay in chronological order
 - WS/ISS-e.g., WWII must come after WWI, Cold War after WWII, etc.
- 5.6. Army/Navy/Marine Corps Panel Discussion
 - WS/ISS-Department of the Army
 - WS/ISS-Department of the Navy
 - WS/ISS-Marine Corps
 - WS/ISS-The US Coast Guard

6. Profession of Arms

- 6.1 Air Force Dress and Appearance II
 - PA-Air Force Dress and Appearance I
- 6.2 Military Law Case Studies
 - PA-Military Law
- 6.3 Professional and Unprofessional Relationship Case Studies
 - PA-Professional and Unprofessional Relationships (UPRs)
- 6.4. Officer Responsibility
 - All AMS Curriculum

CHAPTER 3

ACADEMICS

Section A – Academic Overview

1. Content – This chapter outlines the material to be covered in each academic area of instruction with specific instructional objectives listed. OPR for this chapter is Holm Center/CR with input from AMS/CC, AMS/DO, and AMS Flight Commanders. *To ensure proper version control, this chapter may only be altered by Holm Center/CRD.*

2. Sequence – Academic sequencing will progress in accordance with the flow of the three-phased leadership development approach. Officer candidates must satisfactorily complete all academic modules prior to the end of the course.

3. Critiques – The end-of-course critique (EOC) is forwarded to Holm Center/CR for action. Holm Center/CR reviews the critiques and forwards a package including historical data, current statistics and all officer candidate comments to Holm Center/CC, OTS/CMDT, and AMS/CC. AMS/CC will distribute the EOC throughout AMS as appropriate. The AMS EOC critiques are subject to the Air University Institutional Effectiveness (AUI 36-2312) policy requiring individual schools to identify critique items or trends requiring some type of action. Copies of end-of-course critiques are maintained by OTS/CCV and AMS/DO for tracking of trends.

ABBREVIATIONS

Syllabus Areas

AS – Assessments

CS – Communication Skills

ISS – International Security Studies

LS – Leadership Studies

OR – Orientation

PA – Profession of Arms

PR – Preparation

WS – Warfare Studies

Teaching Methods (TM)

B – Briefing

Case – Case Study

C – Coaching

CBT – Computer Based Training

FTV – Flight Room Television

GE – Group Exercise

GD – Guided Discussion

GL – Guest Lecture

IL – Informal Lecture

IN – Interview

L – Lecture

PE – Practical Exercise

R – Reading

SM – Student Managed

SP – Student Performance

TV – Television

VT – Video Tape

Section B – Academic Lesson Index

Communication Studies (CS)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
T&Q: Military Briefing	SM	CBT	0.00	1.00
T&Q: Writing Mechanics	SM	CBT	0.00	1.00
T&Q: 7 Steps To Effective Communication	SM	CBT	0.00	1.00
Listening: The Neglected Skill	AUD	IL	0.50	1.00
AMS Writing Requirements	AUD	IL/PE	1.00	1.00
Basics Of Briefing	AUD	IL	1.00	1.00
AMS Briefing Requirements	FR	IL	1.00	1.00
Background Paper Review	AUD	PE	0.00	1.00
Bullet Statement W/Impact	AUD	IL	1.00	1.00
Bullet Statement Practicum	FR	PE	1.00	1.00
Military Briefing	FR	PE	4.00	4.00
Military Briefing	FR	PE	4.00	4.00
	TOTAL HOURS		13.50	18.00

Warfare Studies/International Security Studies (WS/ISS)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
War and The US Military	AUD	IL	1.00	1.00
Making Strategy	SM	R	1.00	0.00
US Policy	SM	R	1.00	0.00
Department of Defense	SM	R	1.00	0.00
Department of The Air Force	FR	IL	1.00	1.00
USAF Major Commands	SM	R	1.00	0.00
Principles of War And Tenets of Air Power	FR	IL	1.00	1.00

Air Force Core Functions	AUD	IL	1.00	1.00
Airpower Through WWI	AUD	IL	1.00	1.00
Airpower: End of WWI Through WWII	AUD	IL	1.00	2.00
The Need For Cross-Cultural Competence	AUD	IL	1.00	1.00
Handling Culture Shock Effectively	FR	GD	1.00	2.00
Examining Cultural Domains	FR	GD/Case	1.00	3.00
Setting The World Stage	AUD	IL	1.00	1.00
Cyberspace	FR	IL/GD	1.00	2.00
Department of The Army	SM	R	1.00	0.00
Department of The Navy	SM	R	1.00	0.00
Terrorism	AUD	IL	1.00	1.00
US Marine Corps	SM	R	1.00	0.00
US Coast Guard	SM	R	1.00	0.00
Joint Operations	AUD	IL	1.00	1.00
Airpower Through The Cold War Part I	AUD	IL	1.00	1.00
Airpower Through The Cold War Part II	AUD	IL	1.00	1.00
Airpower In The Post Cold War	AUD	IL	1.00	1.00
Citizen Airmen: The Total Force	AUD	IL	1.00	1.00
Air and Space Power Today: The GWOT	AUD	IL	1.00	1.00
Army/Navy/Marine Corps Panel Discussion	AUD	GL	0.00	1.00
Nuclear Operations	SM	R	1.00	0.00
	TOTAL HOURS		27.00	24.00

Leadership Studies (LS)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
The Honor Code	FR	IL	0.50	1.00
Religious Respect	AUD	GL	1.00	1.00
Stress Management and Resiliency	FR	IL/GD	0.00	2.00
Managing In A Diverse World	FR	GD	1.00	1.00
Team Building	FR	IL/PE	0.00	2.00
Introduction To Leadership Theory	SM	R	1.00	0.00
Air Force Leadership	AUD	IL	1.00	1.00
Self-Assessment	AUD	IL	1.00	1.00
Motivation	AUD	IL	0.00	1.00
Visioning	AUD	IL/PE	1.00	2.00
Followership	AUD	IL	1.00	1.00
Conflict Management	FR	GD/PE	0.00	2.00
Introduction To Critical Thinking	SM	R	1.00	0.00
Air Force Smart Operations For The 21st Century	SM	R	1.00	0.00
Problem Solving	FR	IL/PE	1.00	2.00
Management Functions & Principles	FR	GD	0.00	2.00
Situational Leadership	AUD	IL	0.50	1.00
Leadership Authority and Responsibility	FR	IL/Case	2.00	2.00
Power and Influence	FR	GD	0.00	1.00
Full Range Leadership	FR	IL	1.00	1.00
Change Management	FR	GD/PE	0.00	1.00
AMS Peer Performance Feedback I	SM	PE	1.00	1.00
Air Force Equal Opportunity Program	FR	GD/Case	1.50	1.00
Sexual Harassment Awareness	FR	IL/Case	1.00	1.00
Sexual Assault Prevention and Response	FR	IL/GD	2.00	2.00

Effective Supervision	AUD	IL	1.00	1.00
Corrective Supervision and Counseling	FR	IL/PE	1.00	1.00
Performance Feedback	AUD	IL	1.00	1.00
Enlisted Evaluation System	SM	R	1.00	0.00
Officer Evaluation System	SM	R	1.00	0.00
Counseling and Practicum	FR	GD/PE	1.00	4.00
Evaluation Concepts	FR	GD	0.50	1.00
Developing Airmen (Mentoring)	FR	GD/Case	0.00	1.00
<i>12 Angry Men</i>	FR	GD/Case	0.00	3.00
Operational Risk Management	SM	R	1.00	0.00
Joint Ethics	AUD	GL	1.00	1.00
Standards and Accountability	FR	GD/Case	1.00	3.00
AMS Peer Performance Feedback II	FR	PE	1.00	4.00
	TOTAL HOURS		30.00	50.00

Profession of Arms (PA)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
US Constitution	SM	R	1.00	0.00
Roles Of The President, The Executive Branch, Congress, & Civilian Control Of The Military	SM	R	1.00	0.00
Information Assurance, Computer Security, and Information Operations	SM	R	1.00	0.00
Military Customs and Courtesies	AUD	IL	1.00	1.00
Air Force Core Values: The Price Of Admission and Case Studies	FR	IL	1.00	1.00
Profession Of Arms	FR	IL	1.00	1.00
Suicide Awareness	AUD	GL	1.00	1.00
Airman's Creed/Code of Conduct	FR	IL	1.00	2.00

AF Fraud and Complaint, Waste, and Abuse Program	SM	R	1.00	0.00
Uniformed Code Of Military Justice	SM	R	1.00	0.00
Military Law	AUD	GL	1.00	1.00
Military Law Case Studies	FR	GD	0.00	1.00
Civilian Personnel	SM	R	1.00	0.00
The Enlisted Force	AUD	IL	1.00	1.00
Substance Abuse Control Program	SM	R	1.00	0.00
Professional & Unprofessional Relationships	AUD	IL	1.00	1.00
Professional & Unprofessional Relationships Case Studies	FR	Case	1.00	1.00
Career Progression In The ANG	AUD	IL	1.00	1.00
Officer Responsibility: Oath of Office Reading	SM	R	1.00	0.00
Law of Armed Conflict	SM	R	1.00	0.00
Force Packaging / Intro To War Gaming (AFEX)	FR	IL/CBT	1.00	1.00
Air and Space Systems Capabilities	FR	IL	1.00	1.00
Defense Support of Civil Authorities	AUD	IL	1.00	1.00
Financial Responsibility	AUD	GL	0.00	1.00
Etiquette and Decorum	SM	R	1.00	0.00
NCO Perspective	AUD	GL	0.00	1.00
Officer Responsibility	FR	GD	1.00	1.00
	TOTAL HOURS		24.00	19.00

Assessments (AS)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
CWT #1	AUD	SP	2.00	2.00
CWT #1 Review	AUD	GD	0.00	1.00
CWT #2	AUD	SP	2.00	2.00

CWT #2 Review	AUD	GD	0.00	1.00
Comprehensive Review Test (CRT)*	FR	SP	2.00	2.00
	TOTAL HOURS		6.00	8.00

Orientation (OR)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
Academic Orientation	AUD	IL	1.00	1.00
	TOTAL HOURS		1.00	1.00

Preparation (PR)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
APT For CWT #1	FR	Tutoring	0.00	1.00
APT For CWT #2	FR	Tutoring	0.00	1.00
Comprehensive Test APT	FR	Tutoring	0.00	1.00
	TOTAL HOURS		0.00	3.00

CURRICULUM AREAS	STUDY HOURS	CLASS HOURS
CS	13.50	18.00
WS/ISS	27.00	24.00
LS	30.00	50.00
PA	24.00	19.00
AS	6.00	8.00
OR	1.00	1.00
PR	0.00	3.00
TOTAL HOURS	101.50	123.00

Section C—Academic Lesson Descriptions

All lessons are listed in alphabetical order. This is a comprehensive listing of all Holm Center academic lessons, and as such, not all lessons will appear in all programs.

Lesson Title: *12 Angry Men*

Lesson Objective: Respond positively to a discussion on the dynamics of group process.

Description: This case study lesson is a capstone and incorporates knowledge and principles from the Stress Management and Resiliency, Management Functions and Principles, Team Building, Problem Solving, Conflict Management, and Power and Influence lessons. It utilizes seven clips provided from the movie *12 Angry Men* (1957 version) to progressively lead the class through a discussion on the dynamics of group process.

Lesson Title: Advocacy Briefing Feedback

Lesson Objective: Comprehend the elements of an effective advocacy briefing.

Description: The instructor presents trainees with their grade sheets from the Advocacy Briefing Measurement. The class starts by giving general feedback on trend items noticed during the briefings. Then, the instructor counsels individual trainees on their performance.

Lesson Title: Advocacy Briefing Measurement

Lesson Objective: **Apply the concepts of a military briefing.**

Description: The goal of the Advocacy Briefing is to present a problem/issue and lay out several solutions followed by a proposed course of action. Trainees present a 5-9 minute briefing on a military issue using the Course of Action (Problem/Solution) or Pro-Con +1 pattern. Students also prepare a graded measure position paper IAW standards established in AFH 33-337, Tongue and Quill, pages 215-219. Paper must be between one-half and one page in length. Instructor will provide formal/graded feedback on paper via Holm Center Fm 9, Talking/Position Paper Evaluation Sheet.

Lesson Title: Advocacy Briefing Practice

Lesson Objective: **Apply the concepts of a military briefing.**

Description: The goal of the Advocacy Briefing is to present a problem/issue and lay out several solutions followed by a proposed course of action. Trainees present a 5-9 minute briefing on a military issue using the Course of Action (Problem/Solution) pattern or the Pro/Con plus 1 pattern. Students also prepare a practice position paper IAW standards established in AFH 33-337, Tongue and Quill, pages 215-219. Paper must be between one-half and one page in length. Instructor will provide formal feedback on paper via Holm Center Fm 9, Talking/Position Paper Evaluation Sheet.

Lesson Title: Advocacy Briefing Prep

Lesson Objective: Comprehend that the effective use of the advocacy briefing technique results in influencing the listeners.

Description: This lesson explains the standards and requirements for advocacy briefs. The pro, con, plus 1 and the problem-solution presentation patterns are reviewed.

Lesson Title: Advocacy Brief Remake

Lesson Objective: Apply the concepts of a military briefing.
Description: Trainee will present their advocacy briefing again.

Lesson Title: Advocacy Briefing Standards

Lesson Objective: Comprehend that effective preparation for an advocacy briefing results in a more convincing argument.

Description: This lesson allows the FC to explain the requirements and standards for student Advocacy briefings.

Lesson Title: Air Force Core Functions

Lesson Objective: Know the different levels of Air and Space Doctrine and each Air Force Core Function and selected sub elements.

Description: This lesson uses AFDD1 as the framework to discuss the functions of Nuclear Deterrence Operations, Air Superiority, Space Superiority, Cyberspace Superiority, Command and Control, Global Integrated ISR, Global Precision Attack, Rapid Global Mobility, Personnel Recovery, Agile Combat Support, Special Operations, Building Partnerships

Lesson Title: Air and Space Power Today: The Global War on Terrorism

Lesson Objective: Know the background causes for the Global War on Terror (GWOT) and the importance of lessons learned from Operations ENDURING FREEDOM (OEF), IRAQI FREEDOM (OIF) and NEW DAWN.

Description: This lesson reminds the trainees of their responsibility as Air Force officers to know the major issues in these conflicts because of the likelihood they will serve in the broad and continuing war on terrorism and in defending the US homeland. The trainees learn how the information presented in the lecture fits into CFD model.

Lesson Title: Air and Space System Capabilities

Lesson Objective: Respond to discussion on the descriptions of air and space systems.

Description: This lesson serves as an introductory lesson for Air Force Employment Exercise (AFEX). The lesson discusses not only individual systems' capabilities, but also their limitations. This lesson is designed to familiarize the students with the capabilities of the air and space systems used in the AFEX exercise. As chief facilitator of the entire discussion, the instructor must keep an eye on the clock and be sure students discuss all of the systems in enough detail so that students can approach the AFEX exercise with confidence.

Lesson Title: Air Force Fraud & Complaint, Waste, and Abuse Programs

Lesson Objective: Know the Air Force Complaint Programs.

Description: This CBT gives the trainees general information on Air Force complaint programs. The reading focuses on the purpose and policies of complaint programs, notably the Inspector General (IG) complaint and Fraud, Waste, and Abuse (FWA) program, and the responsibilities of commanders and complainants. The Air Force IDEA Program is introduced as a way one can effect change.

Lesson Title: Air Force Core Values: The Price of Admission

Lesson Objective: Comprehend the importance of Core Values to Air Force members.

Description: This is a flight room informal lecture. It is the first of two lessons on the Air Force Core Values. It leads the trainee on the journey to gain insight into these specific values by first defining them and then exploring the reasons why we have Core Values in the Air Force. Students learn that Core Values are indeed the price of admission. The lesson includes a discussion on the impact of Core Values on the Air Force member's personal and professional life. It culminates by having the trainees discuss seven case studies and explore the various aspects of Core Values in each case.

Lesson Title: Air Force Doctrine Video Series

Lesson Objective: Be familiar with the foundations of Air, Space, and Cyberspace; Tenets of Air, Space, and Cyberspace Power; and integrated Air, Space, and Cyberspace.

Description: This course consists of three separate CBTs which examine air, space, and cyberspace power from an Airman's unique perspective and provide a basis upon which Airmen can further develop their understanding of this important topic.

Lesson Title: Air Force Dress and Appearance Standards I

Lesson Objective: Know, Demonstrate, and apply proper Air Force dress and personal/appearance standards.

Description: This lesson is designed to give trainees the basic knowledge required to maintain proper dress and personal appearance standards in accordance with AFI 36-2903. The lesson will begin with the standards of appearance for both males and females. The lesson will then move into personal grooming standards for males (e.g. hair, beards, etc), then personal grooming standards for females (e.g. hair, earrings, etc). The lesson then moves into how to wear the Airmen Battle Uniform (ABU) and authorized items on the ABUs. Last, the lesson discusses accessories that may and may not be worn with the ABUs. In addition, this lesson gives the trainees the knowledge of how to wear the ABU and occasions when wear of the ABU is inappropriate. The trainees will be evaluated on the content of this lesson in their day-to-day activities by FCs and MTIs.

Lesson Title: Air Force Dress and Appearance Standards II

Lesson Objective: Know, demonstrate, and apply proper Air Force dress and personal/appearance standards.

Description: This lesson is designed to give the trainees the basic knowledge required to wear the service and service dress uniform. The lesson starts off with general instructions concerning the service and service dress uniform. The lesson then talks about the service uniform to include what the uniform consist of (e.g., shirt, slacks or skirt, footwear, and hat). The lesson then goes into the proper accouterments both mandatory and optional. The lesson will then move into the service dress uniform and talk about items authorized on the service coat. Lastly the lesson will cover the wear of outer-garments with both uniforms. This lesson is designed to give the trainees the basic knowledge required to maintain proper dress and personal appearance standards in accordance with AFI 36-2903. The trainees will be evaluated on the content of this lesson in their day-to-day activities by FCs and MTIs.

Lesson Title: Air Force Heritage Videos

Lesson Objective: Respond positively to the evolution of air and space power as seen in the lives of various legends of airpower.

Description: This lesson uses excerpts from the Legends of Airpower series to expose the students to the proud heritage of Airmen and the United States Air Force.

Lesson Title: Air Force Leadership

Lesson Objective: Comprehend the principles of Air Force Leadership.

Description: This lesson is designed to help future leaders comprehend the concept of leadership. The lesson examines the principles of leadership, the leadership competencies of the Air Force, and how the Air Force core values tie into leadership.

Lesson Title: Air Force Equal Opportunity Program

Lesson Objective: Know selected concepts of the Air Force Equal Opportunity Program.

Description: Students participate in a guided discussion on what effects prejudice and discrimination can have in the Air Force, and what they can do to prevent them. The cases used in this class involve complaints by minority group members. The students should develop an awareness of typical problems, which they may encounter as supervisors in the equal opportunity and treatment arena. The students will present their answers to each case study from the viewpoint of investigating minority group complaints. The class discusses each case's answers, concluding with the best possible solution for the case.

Lesson Title: Air Force Smart Operations for the 21st Century (AFSO21)

Lesson Objective: Comprehend principles of Air Force Smart Operations for the 21st Century (AFSO21).

Description: This reader provides students with a foundational understanding of AFSO21. Students learn the basics of identifying processes designed to improve existing organizational conditions and processes. Methods of improving organizational processes, implementing solutions, and measuring the impact of changes are also covered.

Lesson Title: Airman's Creed/Code of Conduct

Lesson Objective: Comprehend the Principles of the Airman's Creed and the Code of Conduct.

Description: The overall intent of this class is to make a connection in the trainee's heart and minds about the spirit of warrior ethos exhibited throughout history and the expectations for the future. Trainees will learn the value of the Airman's Creed and applicability to their own Profession of Arms. The lesson will also reaffirm the Core Values and will require trainees to think about ownership of the concepts of honor and integrity of an Air Force Officer and the responsibility that comes with it. This will ensure all trainees know the formal standards of behavior expected of them as officers.

Lesson Title: Airpower: End of WWI through WWII

Lesson Objective: Know the significance of airpower from the end of WWI through the end of WWII.

Description: This lesson, which is subdivided into four parts, focuses on the development and personalities that contributed to the history of the United States Air Force between the end of World War I and the end of World War II. Part one of the lesson emphasizes the efforts and beliefs of General Billy Mitchell—the most influential Airman during the interwar years and the leader who contributed significantly to the quest for Air Force independence. Part two of the lesson moves on to familiarize the trainees with the significance and contributions of the Air

Corps Tactical School in the development of Air Force doctrine to be employed during World War II. The lesson also briefly describes the significance of the Army Reorganization Act of 1920, the Air Corps Act of 1926, and the establishment of the General Headquarters Air Force in 1935. In the use of airpower during the Second World War, the lesson focuses on how we employed forces and the doctrine used throughout WWII. We begin this section with a discussion of how the United States planned to use airpower at the start of WWII. During this part of the lesson, emphasis will be on the bombing concept and the target list described in AWPD-1. Shifting to the use of airpower in the European Theater, the trainees learn that the allied nations designed a specific strategy for conducting WWII, which called for offensive action against Germany first and a defensive posture in the Pacific until Germany was defeated. The discussion then turns to the use of airpower in the North African campaign where the most valuable lesson was the employment of airpower in tactical situations. Attention is then given to the strategic bombing campaigns against Germany and on the use of airpower in the Pacific Theater. The lesson describes how the airplane was primarily used as a tactical weapon—interdiction, air superiority, and close air support—since few strategic targets existed. The lecture concludes by briefly describing the strategic bombing of Hiroshima and Nagasaki in August of 1945. Finally, the trainees learn how the information presented in the lecture fits into CFD model.

Lesson Title: Airpower in the Post Cold War

Lesson Objective: Know the key events of the Post Cold War Era and the impact of air and space power on the missions of that era.

Description: This lesson focuses on US military involvement in the Post Cold War; it begins with Operation DESERT SHIELD and ends in the former Republic of Yugoslavia. The first part of the lesson explains the historical perspective of Operation DESERT STORM and then briefly focuses on the theories of Colonel Warden and how they evolved into one of the most successful air campaigns in US history. The trainees must gain an understanding of the magnitude of the Gulf War and the significant impact airpower had on our victory. The lecture will continue in the Iraqi region and give the trainees an understanding of lessons learned in Operation DESERT STORM. The part of the lesson will shift focus to the military involvement in the former Republic of Yugoslavia. The objective is for each trainee to understand the involvement of airpower in the multiple conflicts in the Balkans. The lesson will examine the events in Bosnia and Kosovo that resulted in military action. Particular emphasis will be given to Kosovo since the Allied response there centered almost solely on airpower. Finally, the trainees learn how the information presented in the lecture fits into CFD model.

Lesson Title: Airpower through the Cold War, Part 1

Lesson Objective: Know the impact that airpower and other key events had on the USAF and US policy during the Cold War.

Description: The lecture begins with a review of the circumstances leading up to the Berlin airlift. Overall, the trainees must gain an understanding for the magnitude of the Berlin airlift and the diplomatic significance of this event. The lesson also looks at the accomplishments of General Curtis LeMay and his impact on the Air Force through his leadership as Commander, Strategic Air Command. Next, the lesson will turn toward an overview of events in the Korean conflict and the impact of airpower. The lesson continues with the development of SAC and a review of ballistic missile development. The trainees will gain an understanding for the magnitude of the Korean conflict and its contributions to the development of airpower, as well as

the ongoing Cold War and its resulting build up of nuclear weapons. Finally, the trainees learn how the information presented in the lecture fits into CFD model.

Lesson Title: Airpower through the Cold War, Part 2

Lesson Objective: Know the impact that airpower and other key events had on the USAF and US policy during the Cold War.

Description: This lecture is designed to give the trainee knowledge of the major events of the Vietnam War such as the Gulf of Tonkin incident, Tet, graduated response strategy, Vietnamization, and the fall of South Vietnam. The instruction on Vietnam is designed to show the trainees how airpower was used over South and North Vietnam, especially highlighting Rolling Thunder, Linebacker I, and Linebacker II. The trainees should walk away from this lesson with three things—knowledge of the major events that occurred; knowledge of how airpower was employed effectively, and sometimes not so effectively; and knowledge of the lessons learned. The lecture concludes by covering the military operations that took place during the 80s: Grenada, Libya, and Panama. Finally, the trainees learn how the information presented in the lecture fits into CFD model.

Lesson Title: Airpower through WWI

Lesson Objective: Know the importance of air and space power, the components that help describe it, and the significance of it through the end of WWI.

Description: This lesson is designed to provide the trainees information and an appreciation for the early development of flight and provide a fast moving review of Airpower in WWI. It begins with the Wright Brothers' first successful heavier-than-air flight at Kitty Hawk, North Carolina. The lesson will then demonstrate the early uses of the airplane as a military weapon starting with the hostilities leading up to WWI and give the trainees an appreciation for the beliefs and ideas of the early airpower theorists. We also introduce the trainee to the concept of strategic bombing and provide examples of where the combatants used strategic bombing during WWI and the success of this approach to aerial warfare. The lesson then briefly examines the ideas espoused by early airpower advocates such as Douhet. Finally, the trainees learn how the information presented in the lecture fits into the capabilities, functions, and doctrine (CFD) model.

Lesson Title: AMS Briefing Requirements

Lesson Objective: Using the instructions provided during classroom instruction, apply public speaking skills during two 5-7 minute informative briefings on a country of interest to the United States.

Description: This lesson allows the FC to explain the requirements and standards for student cultural awareness briefings. In addition, the instructor will review specific rules and feedback procedures for cultural awareness briefs. The instructors will emphasize individual areas of importance as outlined on the Briefing Grade Sheet and provide instruction on expectations of the student flight on briefing days as well as how briefing topics are to be assigned.

Lesson Title: AMS Feedback Process

Lesson Objective: Using the information provided during this classroom discussion, apply the competencies of officership in formal and informal leadership situations throughout the AMS program.

Description: This lesson introduces the officer candidates to the competencies of officership that will serve as the standard for leadership application while at AMS and on future Performance Feedback Worksheets (PFW) and Officer Performance Reports (OPR). The instructor will provide a basic introduction to the value of feedback to an Air Force Officer before defining the seven competencies of officership on the midterm and final AMS feedback forms, the PFW, and the OPR. The instructor will then briefly discuss the types of feedback AMS students may receive while in the program. Officer candidates will leave with a clear understanding of the competencies of officership that will be their standard for leadership throughout their career.

Lesson Title: AMS Peer Performance Feedback I & II

Lesson Objective: Using the instructions provided in the student reading, provide objective, constructive feedback to the members of your flight and receive constructive peer feedback from the members of your flight without becoming defensive.

Description: This read-only lesson introduces students to the standards for providing peer feedback and provides instructions for completion of the two peer feedback exercises students are expected to complete while at AMS.

Lesson Title: AMS Writing Requirements

Lesson Objective: Using the instructions provided during classroom instruction and Tongue & Quill student assignments, apply written communication skills in two graded background paper assignments, at least one Official Memorandum, and student Officer Candidate Performance Feedback Worksheets (OCPFWs).

Description: This lesson provides students with the expectations for numerous writing assignments they will be expected to complete while at AMS, including background papers, official memorandums, and OCPFWs. Students are provided with reference points to use as guidance for formatting and content, as well as specific instructions for the expectations and deadlines of various assignments.

Lesson Title: Army/Navy/Marine Corps Panel Discussion

Lesson Objective: Respond to the importance of the US Army, Navy, and Marine Corps roles in the national security process.

Description: This lesson is a teaching interview conducted with representatives from all three services. Students are also encouraged to submit questions to be used during the lesson.

Lesson Title: Basics of Briefing

Lesson Objective: Apply T&Q guidance to develop and deliver a professional military briefing.

Description: This lesson is designed to give trainees a game plan for preparing a military briefing. The lecture covers preparing the briefing, effective planning, organizing, and implementing. Special emphasis is placed on the basics of delivery, emphasizing appearance, voice, eye contact, gestures, and movement.

Lesson Title: Briefing Requirements

Lesson Objective: Comprehend the requirements for the cultural awareness briefs.

Description: This lesson allows the FC to explain the requirements and standards for student cultural awareness briefings. In addition, the instructor will review specific rules and feedback

procedures for cultural awareness briefs. The instructors will emphasize individual areas of importance as outlined on the Briefing Grade Sheet. Trainees are then instructed in the preparation and use of a talking paper. Instructors assign topics for the cultural awareness briefs. Finally, the instructor will hold a question and answer session.

Lesson Title: Bullet Statement Practicum

Lesson Objective: Apply guidelines from “Bullet Statements with Impact” to draft effective bullet statements.

Description: During this class the instructor will lead the students through a practicum of writing and evaluating proper and improper bullet statements.

Lesson Title: Bullet Statements with Impact

Lesson Objective: Comprehend the importance of writing effective bullet statements in IAW the T&Q.

Description: This lesson gives the trainees an introduction to military style writing, specifically writing accomplishment - impact bullet statements. This class is interrelated with LS-3K, Bullet Statement Practicum lesson. The instructor will describe how to write a good bullet, basic formatting rules, and the two elements to a good bullet.

Lesson Title: *The Caine Mutiny*—A Study in Dynamic Subordinancy

Lesson Objective: Respond positively to the need for dynamic subordinancy among all followers.

Description: This lesson is designed to be used with the movie *The Caine Mutiny*. The video shows a variety of complex ethical problems affecting both leaders and followers. The video does provide good discussion for superior/subordinate relationships and the idea of dissent in the military. This lesson consists of three one-hour sessions. The first segment begins with a discussion of dynamic subordinancy. Next, the instructor discusses the three ways of looking at the followership role. The instructor explains why subordinates must be concerned with the job itself, their relationship with the boss, and taking responsibility for their own actions or lack of action. During the third section, the instructor discusses the ten rules of followership, and conducts a short guided discussion to further illustrate how these rules are used effectively or ineffectively.

Lesson Title: Change Management

Lesson Objective: Comprehend the principles and concepts of change management.

Description: This lesson considers the complex and challenging area of change management, an area frequently faced by leaders in military organizations. It incorporates the important factors that must be considered to successfully implement an organizational change, in a change management model.

Lesson Title: Citizen Airmen: The Total Force

Lesson Objective: Know how the Air Force Reserve and Air National Guard contribute to our Total Force Policy.

Description: This lesson is designed to define Total Force and give Active Duty, AF Reserve and Air National Guardsmen an overview of the history of the AF Reserves and the Air National Guard. Emphasis is placed on the dual state and federal roles of the Citizen Airman and the

unique challenges and obligations that come with dual chains-of-command along with a discussion on the Militia clause and its importance. The AF Reserves are broken down into categories and then the chain of command for the ANG and AFR are discussed. Finally, the trainees see the impact of the ANG and AFR by looking at specific percentages of contributions to the overall mission.

Lesson Title: Civilian Personnel

Lesson Objective: Know the Air Force civilian personnel system.

Description: This reading gives the trainee a brief overview of the Air Force civilian personnel system. The reading includes an explanation of why the AF employs civilians as well as an explanation of the civilian pay system. The reading also clarifies the issue of military grades versus civilian grades.

Lesson Title: Conflict Management

Lesson Objective: Comprehend the principles and concepts of conflict management.

Description: This lesson looks at an analysis of the nature of conflict within groups, including methods of managing conflict and situational considerations. With a background provided by the lecture and discussions, students will be able to apply some useful techniques to the Bomb Shelter exercise that lasts approximately 30 minutes. The exercise is designed to show that by approaching a conflict situation in a logical and constructive manner, the problem can usually be solved amicably.

Lesson Title: Corrective Supervision and Counseling

Lesson Objective: Comprehend the principles of corrective supervision.

Description: This assignment covers interaction skills and gives the student the opportunity to diagnose work problems in given scenarios. The lecture part of this class starts with the definition of corrective supervision and then goes into the four basic steps of corrective supervision. Steps for effective discipline are covered next followed by the student activity of turning aggressive statements into assertive statements. The class finishes up with case studies, where the students can apply corrective supervision and look at assertive statements.

Lesson Title: Counseling and Practicum

Lesson Objective: Comprehend the role of the Air Force officer as a counselor.

Description: This lesson first introduces three methods of counseling (directive, nondirective, and eclectic) and the trainees learn about counseling traits. Students are then given the opportunity to apply counseling techniques in role play situations.

Lesson Title: Cyberspace

Lesson Objective: Know basic facts and significant vulnerabilities associated with cyberspace operations and the Air Force role in the cyberspace domain.

Description: This lesson focuses on the doctrinal meaning of cyberspace, its vulnerabilities and threats. It details the ten things all wingman should know about cyberspace and review a case of a real world scenario of cyber compromise.

Lesson Title: Defense Support of Civil Authorities

Lesson Objective: Know the elements of Defense Support of Civil Authorities.

Description: This lesson provides an overview of Defense Support of Civil Authorities. The lesson begins with an overview of the Defense Support of Civil Authorities Program to include its vision, value, and focus. The lesson then familiarizes students with how the Department of Defense responds to domestic emergencies and addresses interactions and command relationships between DoD, state and local authorities.

Lesson Title: Department of Defense

Lesson Objective: Know the critical organizations and personnel in the Department of Defense.

Description: This reading identifies the role of the President and Secretary of Defense and describes the function of the Joint Chiefs of Staff. The lesson then defines Unified and Specified commands and gives their main purpose.

Lesson Title: Department of the Air Force

Lesson Objective: Know the Air Force organizational structure, its mission, and basic facts about leadership positions.

Description: The first part of the lesson covers who we are (vision, mission, priorities, etc). The second part covers the USAF organizational structure. The third part is a computer-aided discussion on the typical wing structure.

Lesson Title: Department of the Army

Lesson Objective: Know the basic mission and organization of the Department of the Army.

Description: This lesson provides a brief overview of how the Army is organized and how it contributes to our national defense. The lesson covers the major Army elements, organization, and the capabilities of the Army's combat maneuver divisions.

Lesson Title: Department of the Navy

Lesson Objective: Know the basic mission and organization of the Department of the Navy.

Description: This lesson provides a brief overview of how the Navy is organized and how it contributes to our national defense. The lesson covers the organization and size of the Navy. It also highlights some of the unique capabilities of naval forces, including sealift, aircraft carriers, and submarines.

Lesson Title: Developing Airmen

Lesson Objective: Comprehend the concept of Air Force mentoring.

Description: This lesson is designed to give students an understanding of the concept of Air Force Mentoring. The class begins with the definition of Air Force Mentoring and key elements of the Air Force Mentoring Program IAW AFI 36-3401. The lesson will then explain the attributes of a good mentor and the attributes of the protégé. The lesson will finish with the benefits of mentorship for both the mentor and protégé.

Lesson Title: Effective Supervision

Lesson Objective: Comprehend the concept of effective supervision.

Description: This lesson focuses on proven rules of supervision and helps students realize the responsibilities inherent in officership. It addresses guidelines for effective supervision and delegation techniques.

Lesson Title: Enlisted Evaluation System

Lesson Objective: Know elements of the Enlisted Evaluation System.

Description: This lesson focuses on the components of the EES as it applies to the Active Duty, Air Force Reserve, and ANG. The trainees will learn the requirements for EPRs and how EPRs tie into the career progression of the enlisted force. This lesson will also cover the various promotion methods for enlisted members.

Lesson Title: The Enlisted Force

Lesson Objective: Know key elements of the Enlisted Force system.

Description: This lesson consists of approximately 2 hours of outside reading. The reading covers significant accomplishments made by enlisted personnel since the Army Aeronautical Division was formally created in 1907 up to our current most powerful Air and Space Force in the world. The reading also covers the enlisted force structure and level of responsibility for each enlisted rank. The reading is supplemented with an additional hour of lecture from a guest speaker from the base. This speaker should be a SNCO who is well verse on enlisted history and accomplishments. The speaker will also discuss the enlisted force structure highlighting the responsibilities for each enlisted ranks

Lesson Title: Environmental Awareness

Lesson Objective: Know the environmental issues facing all Air Force personnel.

Description: This reading assignment highlights several environmental issues Air Force officers must deal with throughout their careers. The lesson explains the Air Force policy on environmental issues as well as possible punishments for violation of those policies.

Lesson Title: Etiquette and Decorum

Lesson Objective: Respond to the proper procedures for military social events.

Description: The lesson is intended to educate officers about correct behavior, dress, and decorum. It is also designed to familiarize the trainee with the more common matters of protocol and etiquette at social events while on active duty. The trainees will learn how to conduct themselves both on a formal and informal basis when attending social events. The trainee will understand that their behavior and ability to interact socially is important to them as an Air Force officer.

Lesson Title: Evaluation Concepts

Lesson Objective: Value the impact of evaluation concepts on subordinate development.

Description: This lesson introduces the students to the fundamentals of evaluation and reporting. The discussion revolves around setting effective standards, pitfalls of evaluation, and formal and informal reporting.

Lesson Title: Examining Cultural Domains

Lesson Objective: Comprehend how understanding cultural domains and the intercultural development continuum (IDC) will facilitate development of culture-general knowledge, skills, and attitudes (KSAs).

Description: This lesson uses guided discussion and scenarios to examine how cross-cultural abilities and an understanding of different cultural domains can help all Airmen effectively function and accomplish the mission.

Lesson Title: Financial Briefing

Lesson Objective: Know some key factors about financial planning.

Description: This is a guest lecture presentation on Basic Personal Financial Management Planning. Trainees are told how they can start planning for the future. A variety of topics like goal setting, credit, and short and long term investments are discussed.

Lesson Title: Followership

Lesson Objective: Comprehend the traits and characteristics of the effective follower.

Description: This lesson examines the nature of effective followership. It begins by examining the Model of Follower Behavior and how to identify situations where followers are less than effective. It then clarifies what effective follower behavior means and ties in the core values. This lesson is designed to reinforce that to be good leaders; students should also be good followers.

Lesson Title: Force Packaging / Air Force Employment Exercise: Introduction to War Gaming (AFEX)

Activity Statement: Apply air and space power capabilities in a war game scenario.

Description: This lesson focuses on the proper employment of air and space systems to achieve desired effects. This lesson also covers how we can best accomplish the functions of air and space power when different air and space systems team together, thereby achieving synergy. Students learn how we assemble force packages to synergistically maximize the benefit gained by each system's capabilities and minimize the liabilities of each system's limitations. This lesson prepares the students for the AFEX exercise. This lesson also lays the foundation for the upcoming Air Force Employment Exercise (AFEX). After reviewing the capabilities of our current airpower systems and the operational art of force packaging, students should be able to plan missions and packages using the AFEX Software. This lesson will illustrate how proper teamwork, communication, planning and practice will result in mission success with minimal loss.

Lesson Title: Full Range Leadership

Lesson Objective: Comprehend principles of Full Range Leadership.

Description: This lesson is designed to give students an introduction to the concept of Full Range Leadership (FRL). The vehicle used to explore FRL is the Full Range Leadership Model. This lesson will cover the components of the model, and the application of those components in developing a leadership style. The main focus of the lesson is exploration of the laissez-faire, transactional, and transformational elements of FRLM.

Lesson Title: Grammar Refresher

Lesson Objective: Comprehend the impact correct grammar and punctuation usage has on effective writing and speaking.

Description: This modeling and simulation gaming program evaluates student grammar skills and then directs the student to the appropriate remedial training if needed.

Lesson Title: Group Dynamics

Lesson Objective: Respond to the importance of dynamics within a group setting.

Description: In this reading assignment, the students are introduced to the concept of group dynamics and the guided discussion. The reading focuses on group interactions and characteristics, and the responsibilities of each individual. This will prepare the students for continued interaction and guided discussions throughout their training.

Lesson Title: Handling Culture Shock Effectively

Lesson Objective: Comprehend that effective negotiation and conflict resolution skills can help overcome the negative impact of culture shock on an officer's ability to lead.

Description: This lesson leads the trainees through a discussion of how culture shock can impact mission accomplishment and provides ways to minimize its negative effects.

Lesson Title: Holm Center Training Manual

Lesson Objective: Respond positively to the five principles of the Holm Center Training Philosophy.

Description: This lesson reinforces trainees' understanding of the Holm Center Training Philosophy as it relates to expectations, skills, feedback, and the importance of consequences, particularly as related to officership. Members of the upper class are now applying what they have learned as lower class members.

Lesson Title: The Honor Code

Lesson Objective: Value the OTS Honor Code.

Description: The instructor will present a short overview of the OTS Honor Code by reviewing the main points from OTSOI 36-5, The Honor Code (about 20 minutes). During the last portion of the lesson, students review cases and discuss whether or not an Honor Code or regulation violation has occurred (about 30 minutes). Each case presents a different slant on the Honor Code. The essential teaching point is that Honor Code violations are different from regulation violations; recognizing "which-is-which" is extremely important. The instructor should tie the Air Force Core Values of "Integrity First," "Service Before Self" and "Excellence in All We Do" into the lesson where appropriate.

Lesson Title: Information Assurance, Computer Security, and Information Operations

Lesson Objective: Know the fundamental characteristics of Information Assurance, Computer Security, and Information Operations.

Description: The objective of the lesson is for the trainees to know the fundamentals of information awareness and computer security and respond to the importance of protecting information systems. It challenges the trainee to take an active role maintaining computer system security.

Lesson Title: Informative Briefing Measurement

Lesson Objective: Apply the concepts of a military briefing

Description: The goal of the informative briefings measurement is to provide information on regional areas around the word of interest to the national security of the United States. Students will present a 5-9 minute informative briefing on their assigned topic using the lessons learned

in their previous military briefing classes. Comprehensive feedback will be given following their briefing.

Lesson Title: Interpersonal Communication

Lesson Objective: Comprehend how Interpersonal Communication influences mission accomplishment.

Description: The lesson begins with a brief introduction of what is meant by the term interpersonal communication which sets the stage for viewing a video clip from “Star Trek, The Next Generation.” After the clip on interpersonal communications, the instructor leads trainees through a guided discussion about the characters, the communication process and mission accomplishment.

Lesson Title: Introduction to Critical Thinking

Lesson Objective: Respond to the importance of critical thinking and its importance for Air Force leaders.

Description: In this reading assignment we introduce the trainee to the definition of critical thinking. It is more than the retention of information or possession or use of a set of skills. It is actually utilizing a set of skills and the habit based on intellectual commitment of using those skills to guide our behavior. We then provide a historical background for critical thinking. After this we examine the universal intellectual standards, which should be applied to thinking whenever one is trying to improve the quality of reasoning about a problem, issue, or situation. These universal standards are: clarity, accuracy, and relevance. Next, we examine some of the more common traps or fallacies we may fall into if our reasoning is not sound. Finally, we examine the guidelines the trainees should use in developing their reasoning skills.

Lesson Title: Introduction to Leadership Theory

Lesson Objective: Value the importance of leadership in the operation and success of any organization.

Description: This reading assignment takes a basic look at leadership. The definition of leadership is explored along with the relationship between leadership and management. The lesson concludes with by explaining the interaction framework of the leader, follower, and situations.

Lesson Title: Joint Ethics

Lesson Objective: Comprehend the principles of DoD Directive 5500.7-R, *Joint Ethics Regulation*, in the Air Force environment.

Description: This is a mandatory one-hour lesson for initial ethics training. This lesson gives a basic introduction to DoD Directive 5500.7-R, *Joint Ethics Regulation*, gives a general overview of the 12 chapters in the regulation and covers some of the special rules that trainees need to know. There are several examples of DoD Directive 5500.7-R violations in the students readings trainees may want to discuss.

Lesson Title: Joint Operations

Lesson Objective: Know the concept of joint operations.

Description: The lesson defines joint operations per Joint Pub 1 and discusses how doctrine strengthens our war-fighting capabilities. An outline of the joint chain of command is given

from the President to the individual services. Examples are given to show how joint warfare strengthens our overall effectiveness.

Lesson Title: Law of Armed Conflict

Lesson Objective: Know how the Law of Armed Conflict (LOAC) affects the parties in war.

Description: This reading provides a historical background for the modern law of armed conflict. It covers the modern laws coming from The Hague Conventions and the Geneva Conventions. The lesson also covers what a military officer's professional responsibility is when a violation of the law of armed conflict occurs. Finally, the lesson covers what types of actions states may take in attempting to enforce the law of armed conflict.

Lesson Title: Leadership and Management Case Studies

Lesson Objective: Value the proper use of leadership and management theories and principles.

Description: This flight room lesson gives the trainees the opportunity to apply what they've learned throughout the course to case studies in leadership and management.

Lesson Title: Leadership Authority and Responsibility

Lesson Objective: Comprehend the concepts of leadership authority and responsibility.

Description: This lesson begins with a lecture on the basic concepts and definitions that will assist an officer in the correct execution of authority. It describes where an officer's authority comes from and how to distinguish legal from moral authority. The lesson also covers case studies from the reading regarding the proper application of military authority. The lesson has case studies, which deal with the basic concepts of leadership responsibilities to the mission, higher headquarters, collateral units, unit welfare, individuals, yourself, and the civilian community (including media relations).

Lesson Title: Listening: The Neglected Skill

Lesson Objective: Comprehend that effective listening positively affects mission accomplishment.

Description: This lesson introduces trainees to effective listening skills by explaining the difference between hearing and listening, the 10 most common listening problems, and the relationship between listening and interpersonal communication.

Lesson Title: Making Strategy

Lesson Objective: Know the basic process of formulating a national strategy.

Description: This reading provides a basic model on how countries create and implement national policies and strategies. National interests and objectives determine how countries will use their instruments of power. It briefly covers some of the factors a country must consider when determining its policies and strategies.

Lesson Title: Management Functions and Principles

Lesson Objective: Comprehend management functions and principles.

Description: This lesson is designed to lay the foundation for students' comprehension of what a manager is and does, and to build their confidence and practical abilities to function as future Air Force managers and leaders. Use classroom activities to cause students to apply their reading to their goals for success as students and to look ahead to their roles as leaders in their future

military careers. Optional scenarios are instructional springboards from the text into the real world of military leadership and allow you to supplement or add to the core lesson.

Lesson Title: Managing in a Diverse World

Lesson Objective: Comprehend the importance of managing diversity.

Description: This lesson presents an introduction to diversity in the military. The lesson will start by defining the term “Managing Diversity.” The lesson then moves into describing the breadth of diversity in our culture. Based on this current cultural climate and historical context, the lesson describes why it is that the Air Force must manage diversity. The lesson moves on to address the benefits and potential issues associated with a diverse workforce, and some of the obstacles a diverse workforce can encounter.

Lesson Title: Marine Corps

Lesson Objective: Know the organization and mission of the US Marine Corps.

Description: This lesson provides a brief overview of how the Marine Corps is organized and how it contributes to our national defense. The lesson covers the Marine Corps’ concept “Marine Air Ground Task Force” (MAGTF) and how their war-fighting concept is centered on this concept.

Lesson Title: Military Customs & Courtesies

Lesson Objective: Know the fundamental customs and courtesies practiced in the Air Force.

Description: The lesson includes the definitions of Customs and Courtesies, Air Force enlisted and all services officer rank insignias (pay grades), when to render courtesies, general courtesies and reporting procedures for the Air Force and OTS. The lesson is set up this way so that the trainees first understand what customs and courtesies are, how to recognize when to render courtesies, some general courtesies to abide by, and the proper procedures for Air Force and OTS reporting. You will need to rely on your experience, knowledge and expertise as you teach this lesson. This class gives the trainees an introduction to customs and courtesies. The trainees are evaluated on the content of this lesson in their day-to-day activities by FCs and MTIs.

Lesson Title: Military Law

Lesson Objective: Know the basic elements of the military justice system.

Description: This class is an overview of the UCMJ as well as the military justice system. The lesson, taught by an instructor at the Judge Advocate General (JAG) School, defines the need for a separate military justice system. The trainees also learn the difference between the Uniform Code of Military Justice (UCMJ) and the Manual for Courts Martial (MCM).

Lesson Title: Military Law Case Studies

Lesson Objective: Comprehend an officer’s responsibility in military justice situations.

Description: This lesson uses case studies to tie together information from the military law readings and lectures. During this period the trainees will apply the concepts learned to “real life” situations.

Lesson Title: Motivation

Lesson Objective: Comprehend the concepts of the major motivation theories.

Description: This lesson helps students understand the concept of motivating subordinates by looking at two motivation theories and gives them some guidelines to use when motivating subordinates. The reading goes into more detail on creating a proper environment for motivation.

Lesson Title: NCO's Perspective

Lesson Objective: Value Appropriate relations between officer and enlisted personnel

Description: This lesson ties in, reinforces, and gives an overall perspective to the trainees of the professional relationship between officers and enlisted personnel. It brings together various concepts from readings and classes into actual expectations of day-to-day life as an officer. The guest lecturers will be Senior NCOs including Chief Master Sergeants where possible, who will talk on areas of their choosing, but suggested topics will cover officer qualities, professional relations, and expectations of the enlisted force regarding officers.

Lesson Title: The Need for Cross-Cultural Competence

Lesson Objective: Comprehend that a foundational knowledge of culture-general ideas and principles leads to success when dealing with other cultures.

Description: This lecture lays the foundation for the entire cross cultural competence program by illustrating the underlying need for all Airmen to have competence when operating across cultures.

Lesson Title: Nuclear Operations

Lesson Objective: Know the fundamentals of nuclear operations and the nuclear surety program.

Description: This reading focuses on the doctrine governing nuclear operations with emphasis on security and personal responsibility. It also defines usability paradox.

Lesson Title: Officer Responsibility: Oath of Office

Lesson Objectives: (1) Know the meaning of the Oath of Office and Commissioning; (2) Comprehend the meaning of a military officer's Oath of Office and Commission.

Description: This reading is designed to educate and motivate officers about the oath of office and their commissions.

Lesson Title: Officer Evaluation System

Lesson Objective: Know the Air Force Officer Evaluation System.

Description: This lesson focuses on the components of the OES as it applies to the Active Duty, Air Force Reserve, and ANG. The trainees will learn the requirements for OPRs and how OPRs tie into the career progression of the officer corps. This lesson will also cover the various promotion methods for officers.

Lesson Title: Officer Responsibility

Lesson Objective: Value the importance of the Oath of Office

Description: This class is a guided discussion on the Oath of Office. The instructor will lead the students through the federal Oath of Office and allow the students to discuss the meaning of each phrase. The lesson will conclude with a brief exercise that reinforces what it means to be an officer.

Lesson Title: Operational Risk Management

Lesson Objective: Know the significant elements of Operational Risk Management (ORM).

Description: This reading assignment introduces the trainees to Operational Risk Management and provides trainees with a basic understanding of the six-step process. The lesson uses articles to discuss the importance of ORM and give examples of on- and off-duty use of ORM.

Lesson Title: Pay, Allowances, and Leave

Lesson Objective: Know the significant elements of Air Force pay, allowances, and leave.

Description: This auditorium lesson is an introduction to Air Force pay, allowances, and leave. The class breaks down the information found in each section of the Leave and Earning Statement (LES) one section at a time. Through this process the trainees learn the different types of entitlements, deductions, allotments, leaves, and how leave is accrued and used. The second portion of the class covers travel allowances and entitlements.

Lesson Title: Peer Evaluation I

Lesson Objective: Value the importance of evaluation as it relates to self-improvement.

Description: This lesson has a dual purpose. First, it gives the student a chance to apply the rating process by rating their peers. Second, it shows the importance of evaluations as a means of self-improvement. All instructions for students to complete the peer evaluations are included in the study guide. Instructors should conduct feedback sessions with individual students regarding the information resulting from the peer evaluations.

Lesson Title: Peer Evaluation II

Lesson Objective: Value the importance of evaluation as it relates to self-improvement.

Description: This is the second lesson involving peer evaluations. Like the first one, it has a dual purpose. First, it gives the student a chance to apply the rating process by rating peers. Second, it shows the importance of evaluations as a means of self-improvement. Most importantly, it indicates changes in student performance since the first peer evaluation was conducted.

Lesson Title: Performance Feedback

Lesson Objective: Know key elements of Air Force Performance Feedback.

Description: This lesson focuses on the feedback process as well as the requirements for feedback sessions and for completing the PFW on all Air Force members.

Lesson Title: Personal and Group Goals

Lesson Objective: Respond to the importance of reviewing and revising goals.

Description: In this lesson the instructor returns the personal and group goals to the flight. Each trainee reviews the goals and their progress toward those goals. The flight also reviews its accomplishments and determines if they match the flight's goals. The instructor encourages the flight and flight members to refocus or change their goals, if appropriate.

Lesson Title: Power and Influence

Lesson Objective: Comprehend the ways leaders and followers use power and influence to accomplish tasks.

Description: This lesson is designed to introduce the students to the concept of power and how it affects the leadership process. While we usually think of power belonging to the leader, it is actually a function of the leader, the followers, and the situation. We begin by examining the use of power, not only by the leader, but also by the follower. We then review the taxonomy of social power. We look at each one of these sources of power individually.

Lesson Title: Principles of War and Tenets of Air Power

Lesson Objective: Know how the Principles of War and Tenets of Air Power contribute to warfare.

Description: The lesson defines each principle of war and provides a brief description of its critical attributes from a war-fighting perspective. The second part of the class is a video demonstrating the airman's perspective on the principles of war.

Lesson Title: Problem Solving

Lesson Objective: Comprehend the Eight-Step Problem-Solving Process.

Description: Problem Solving is a two-hour lesson designed primarily to help students understand the Eight-Step Problem-Solving Process and how it impacts organizational performance. The lesson begins with the objective of the Eight-Step Problem-Solving Process. It is important to point out the merits of having a systematic process for improvement and problem solving in the Air Force. The lesson walks through the steps of problem solving and provides scenarios designed for students to evaluate where a team is in the problem-solving process.

Lesson Title: Profession of Arms

Lesson Objective: Comprehend the professional attributes and qualities of the Air Force Officer.

Description: This lesson uses Huntington's model to present the military as a profession. It looks at the responsibilities the military has to the United States. It also addresses why the trainees joined the military, what motivated them, and what will be expected of them.

Lesson Title: Professional and Unprofessional Relationships (UPRs)

Lesson Objective: Comprehend that the negative impact of unprofessional relationships (UPRs) require officers to inherently accept the responsibility for promoting and maintaining professional relationships.

Description: This lesson explains the Air Force policy on Professional and UPRs, the responsibility of officers to avoid UPRs, and the punishments associated with UPRs. The lecture will describe the four types of UPRs; civilian/military, officer/officer, enlisted/enlisted, and officer/enlisted (fraternization). The class will also define fraternization and the five elements of fraternization as described in the Manual for Courts Martial (MCM).

Lesson Title: Professional and Unprofessional Relationship Case Studies

Lesson Objective: Comprehend the consequences of Professional and Unprofessional relationships.

Description: This class reinforces the information taught in the Professional/UPR class. The trainees are given cases describing possible UPRs. The trainees must determine if an UPR exists and what action should be taken to correct the situation. The instructor facilitates the discussion and interjects relevant information to help the trainees arrive at sound corrective decisions.

Lesson Title: Religious Respect

Lesson Objective: Know the importance of religious respect and comprehend the relationship between free expression of religion and Air Force Core Values.

Description: This informal lecture is designed to familiarize the class with the Air Force's policies and guidelines concerning free exercise of religion and the exercise of non-belief of religion.

Lesson Title: Roles of the President, the Executive Branch, Congress, and Civilian Control of the Military

Lesson Objective: Know the roles of the President, the Executive Branch, Congress, and Civilian Control of the Military.

Description: This reading examines the specific role of the President as the head of the executive branch of our government and how the executive branch along with Congress exercises civilian control over the military.

Lesson Title: Self-Assessment

Lesson Objective: Comprehend principles of self-assessment.

Description: This lesson gives students an understanding of the concept of self-assessment and its importance for an Air Force leader. This is facilitated through the use of the DiSC Self-Assessment tool, which is designed to identify a person's behavioral tendencies and needs by highlighting four distinct dimensions: Dominance, Influence, Steadiness, and Conscientiousness. Students will complete a DiSC Self-Assessment worksheet prior to arriving to class, so they'll have knowledge of their behavioral dimensions.

Lesson Title: Setting the World Stage

Lesson Objective: Know the threats that the United States must confront in the international arena.

Description: This lesson emphasizes the importance of being aware of the threats in the world and how the Air Force needs to be ready to deal with them. The overview outlines the two overarching themes of the lesson—transnational issues and religious and ethnic factors. The first part of the lesson focuses on transnational issues, with particular emphasis placed on the emerging trend of globalization and the challenges it presents. The final part of the lesson deals with religious and ethnic conflicts. The section on religious factors focuses on the connection between religion and conflict, specifically the Shia-Sunni conflict. The section on ethnic factors focuses on ethnic cleansing and the host of criminal offenses covered by the broad term “ethnic cleansing.” The summary presents some key points for the trainees to consider as they further explore their role as military professionals.

Lesson Title: Sexual Assault Prevention and Response

Lesson Objective: Comprehend how to prevent and respond to sexual assault.

Description: This lesson is designed to familiarize the class with the concept of sexual assault. The lesson explains the elements of sexual assault which are “sexual contact” and “without consent.” The lesson also explores behaviors that lead to being a victim or behaviors of a sexual assault perpetrator. The lesson also examines assertive behaviors that can minimize the risk of

sexual assault, and the actions a victim can take to report a sexual assault. The lesson concludes with the responsibilities of the supervisor in sexual assault crimes.

Lesson Title: Sexual Harassment Awareness

Lesson Objective: Comprehend the concepts and consequences of sexual harassment.

Description: This lesson takes an in-depth look at the DOD definition of sexual harassment and the Air Force policies that relate to sexual harassment. The lesson divides sexual harassment into several key areas: commander/supervisory responsibility, forms of sexual harassment, effects of sexual harassment on the mission, relief from sexual harassment, and penalties associated with sexual harassment.

Lesson Title: Situational Leadership

Lesson Objective: Comprehend the concept of Situational Leadership.

Description: This lesson examines the Situational Leadership Model in which the most appropriate leader behavior is based on follower maturity or development. The lesson begins by examining the two types of leader behavior (task and relationship). After this, the lesson examines the variables that impact the leader in different situations. The lesson then progresses to Hersey and Blanchard's Situational Leadership Model I and describes the two key aspects necessary to evaluate follower development levels: ability and willingness. An exercise closes out the lesson where students can apply Situational Leadership to scenarios.

Lesson Title: Standards and Accountability

Lesson Objective: Comprehend the relationship of standards and accountability.

Description: This lesson is taught via guided discussion, using three case studies as the foundation of the discussion on standards and accountability. The three cases covered are the Blackhawk shoot-down in Northern Iraq in 1994, the B-52 crash at Fairchild AFB in 1994, and the recurring problems with Air Force nuclear stewardship from 2006 to the present day. The overall goal of this lesson is to reach the students on an affective level to understand the importance of leadership maintaining standards and holding others accountable when they fail to maintain standards.

Lesson Title: Stress Management and Resiliency

Lesson Objective: Comprehend principles of stress management and resiliency.

Description: This lesson presents an introduction to stress management that applies to students' campus life as well as in the military. The lesson will start by defining stress. The lesson then briefly analyzes how managers tend to react to stress, how the elements of stress cause reactions such as alarm, resistance and exhaustion, and how people exert defense mechanisms to stress-related situations. Significant time is devoted to discussing the differences and benefits of effective vs. efficient time management.

Lesson Title: Substance Abuse Control Program

Lesson Objective: Know the Air Force substance abuse control program.

Description: This lesson covers some of the signs of substance abuse a supervisor can look for, as well as the methods used by the Air Force to identify substance abusers. The lesson also addresses the Air Force's Alcohol and Drug Abuse Prevention and Treatment (ADAPT) program.

Lesson Title: Suicide Awareness

Lesson Objective: Identify key factors in the Air Force Suicide Awareness and Prevention Program.

Description: This class informs the trainees about the warning signs of suicide among subordinates. The class helps the trainees recognize the warning signs and take appropriate action to prevent suicides.

Lesson Title: The Supervisor's "In Basket"

Lesson Objective: Respond to the significance of effective supervisory skills as a commissioned officer in the United States Air Force.

Description: The trainees are divided into small groups. The intent of the lesson is to provide the trainees with an understanding of the role of an Air Force Officer as a supervisor. Specific experiences in individual decision making and problem solving are included. Trainees must discover the interrelationships of various activities. Trainees learn that leadership and administrative problems do not have a single answer.

Lesson Title: T&Q: Electronic Communication

Lesson Objective: Know basic procedures and responsibilities for professional use of email, voice mail, and telephone systems IAW AFI 33-119, Official Messaging

Description: This lesson introduces official and authorized use of electronic modes of communication. The topics include e-mail and voice mail protocols, prohibited areas of government communication systems, answering machine use, and telephone use.

Lesson Title: T&Q: Grammar & Writing Mechanics

Lesson Objective: Comprehend the impact correct grammar and punctuation usage has on effective writing and speaking.

Description: Trainees will review basic grammar and writing mechanic guidelines. *The Tongue and Quill (AFH 33-337)* provides excellent guidance in this area to assist with military writing. Trainees are provided a personal copy of the Tongue and Quill and are encouraged to be familiar with the contents and apply its guidance.

Lesson Title: T&Q: Military Briefings

Lesson Objective: Apply T&Q guidance to develop and deliver a professional military briefing.

Description: Trainees will review guidance in the *Tongue and Quill (AFH 33-337)* for preparing an effective military briefing. Trainees are provided a personal copy of the Tongue and Quill and are encouraged to be familiar with the contents and apply its guidance.

Lesson Title: T&Q: Overview of Military Correspondence

Lesson Objective: Comprehend the functions and formats for Air Force written correspondence.

Description: Trainees will review types of formats for writing Air Force correspondence. *The Tongue and Quill (AFH 33-337)* provides excellent guidance in this area, including examples. Trainees are provided a personal copy of the Tongue and Quill and are encouraged to be familiar with the contents and apply its guidance.

Lesson Title: T&Q: Seven Steps to Effective Communication

Lesson Objective: Comprehend effective writing in the Air Force using *The Tongue & Quill*, AFH 33-37, 1 Aug 04.

Description: Trainees will review seven steps to Effective Communication in the *Tongue and Quill* (AFH 33-337). The seven steps include the following: 1) Analyzing Purpose and Audience, 2) Researching Your Topic, 3) Supporting Your Ideas, 4) Organizing and Outlining Your Thoughts, 5) Writing Your Draft, 6) Editing Your Draft, and 7) Fighting for Feedback and Getting Approval. Trainees are provided a personal copy of the *Tongue and Quill* and are encouraged to be familiar with the contents and apply its guidance.

Lesson Title: Team Building

Lesson Objective: Comprehend the concept of effective team building.

Description: This lesson is designed to lay the foundation for an understanding of how teams are formed and work together. This lesson begins by introducing the four stages of group growth: forming, norming, storming, and performing. We start by defining the various stages and then showing what feelings, behaviors, and expectations are encountered for members at each stage. The lesson then examines the difference between groups and teams. It ends in exercises for applying team building concepts.

Lesson Title: Terrorism

Lesson Objective: Know the impact of terrorism on US national policy.

Description: The lecture motivates the trainees by reminding them of President Bush's challenge to other nations concerning their position on terrorism, and reminds the trainees of the historical trend of military members as terrorist targets. The instructor first provides a quick historical review of terrorism that should lead into a discussion of the definition of terrorism. After this, the lesson explains the terrorist threat by looking at the main characteristics generally shared by terrorists, the objectives a terrorist group might try to achieve, and the tactics typically employed to achieve those objectives. Next, the instructor addresses the effect terrorism has had on US national and military policy, to include a brief look at how we employ force protection measures to help fill the gaps that counter/anti-terrorism can't cover. Finally, the lesson briefly looks to the target planning cycle of terrorism and possible future trends of terrorism.

Lesson Title: Tuskegee Airmen

Lesson Objective: Value the importance of the extraordinary accomplishments the Tuskegee Airmen achieved while they were facing prejudice and discrimination.

Description: This event is designed to introduce the students to the significant historical role played by the famed Tuskegee Airmen.

Lesson Title: Understanding Publications

Lesson Objective: Know the purpose of the Air Force Publication System.

Description: Trainees will be introduced to the Air Force Publication System in accordance with *AFI 33-360V, Publications Management Program*. After becoming familiar with the purpose, origin, and criteria for publications, the trainees will learn about the various categories of publications and how changes are made to the publications.

Lesson Title: The Uniform Code of Military Justice

Lesson Objective: Know selected articles of the UCMJ and rights of the accused.

Description: This read only lesson is an introduction to the military justice system. The lesson focuses on 4 articles of the UCMJ (articles 2, 7, 15, and 31). These articles identify who is subject to the UCMJ, the authority afforded commanders, and the rights of an accused person. The reading is an introduction to the military law class.

Lesson Title: The US Coast Guard

Lesson Objective: Know the core roles of the United States Coast guard (USCG)

Description: In this reading assignment students will learn the five roles of the coast guard, their unique chain of command, and their four national defense missions....

Lesson Title: The US Constitution

Lesson Objective: Comprehend the developmental documents, key ideas, and distinct features of the US Constitution.

Description: We swear to support and defend the Constitution when we give our oath during commissioning and as we increase in rank. It is our responsibility to know and understand our Constitution so we can defend it. The beginning of this reading addresses the purpose and some of the philosophy behind the Constitution, while the second part breaks down some of the different elements of the Constitution for further understanding.

Lesson Title: US Policy

Lesson Objective: Know the basic concepts of the US foreign policy process.

Description: This reading focuses on the different participants in the US foreign policy process. Special emphasis is given to the executive branch of government. The President, Department of State, and the National Security Council are all considered vital actors. The lesson also covers the legislative checks against presidential authority. The lesson concludes by briefly covering public opinion and the important impact it will have on our entire political system.

Lesson Title: USAF Major Commands

Lesson Objective: Know the mission and organization of Air Combat Command (ACC), Air Mobility Command (AMC), Air Force Space Command (AFSPC), Air Education and Training Command (AETC), Air Force Materiel Command (AFMC), Air Force Special Operations Command (AFSOC), Air Force Reserve Command (AFRC), Pacific Air Force (PACAF), United States Air Forces in Europe (USAFE), and Air Force Global Strike Command (AFGSC).

Description: This lesson provides an in-depth look at how Air Education and Training Command, Air Forces Special Operations Command, Air Force Materiel Command, Pacific Air Forces, and United States Air Forces in Europe are organized, and how they execute their missions. The lesson covers numbered air forces, reasons for its structure, and major responsibilities. This lesson provides an in-depth look at how Air Combat Command is organized and how it executes its mission. The lesson covers numbered air forces, reasons for its structure, and major responsibilities. Major responsibilities include support to theater commanders, nuclear deterrence, and develop theater air warfare tactics and doctrine.

Lesson Title: USAFRICOM Area of Responsibility

Activity Statement: Deliver briefings and participate in discussions about various aspects of culture and US interests in the US Africa Command (USAFRICOM) area of responsibility (AOR).

Description: This lesson includes lecture, student briefings, and guided discussion formats. The lecture portion provides an introduction to culture and US interests of the region covered by the unified combatant command. Since the lesson encompasses many different countries and cultures, it is necessarily general in nature. The use of current events to bring out specific lesson points is encouraged, but without becoming overly focused on any specific country. Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

Lesson Title: USCENTCOM Area of Responsibility

Activity Statement: Deliver briefings and participate in discussions about various aspects of culture and US interests in the US Central Command (USCENTCOM) area of responsibility (AOR).

Description: This lesson includes lecture, student briefings, and guided discussion formats. The lecture portion provides an introduction to culture and US interests of the region covered by the unified combatant command. Since the lesson encompasses many different countries and cultures, it is necessarily general in nature. The use of current events to bring out specific lesson points is encouraged, but without becoming overly focused on any specific country. Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

Lesson Title: USEUCOM Area of Responsibility

Activity Statement: Deliver briefings and participate in discussions about various aspects of culture and US interests in the US European Command (USEUCOM) area of responsibility (AOR).

Description: This lesson includes lecture, student briefings, and guided discussion formats. The lecture portion provides an introduction to culture and US interests of the region covered by the unified combatant command. Since the lesson encompasses many different countries and cultures, it is necessarily general in nature. The use of current events to bring out specific lesson points is encouraged, but without becoming overly focused on any specific country. Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

Lesson Title: USNORTHCOM Area of Responsibility

Activity Statement: Deliver briefings and participate in discussions about various aspects of culture and US interests in the US Northern Command (USNORTHCOM) area of responsibility (AOR).

Description: This lesson includes lecture, student briefings, and guided discussion formats. The lecture portion provides an introduction to culture and US interests of the region covered by the unified combatant command. Since the lesson encompasses many different countries and cultures, it is necessarily general in nature. The use of current events to bring out specific lesson points is encouraged, but without becoming overly focused on any specific country. Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

Lesson Title: USPACOM Area of Responsibility

Activity Statement: Deliver briefings and participate in discussions about various aspects of culture and US interests in the US Pacific Command (USPACOM) area of responsibility (AOR).

Description: This lesson includes lecture, student briefings, and guided discussion formats. The lecture portion provides an introduction to culture and US interests of the region covered by the unified combatant command. Since the lesson encompasses many different countries and cultures, it is necessarily general in nature. The use of current events to bring out specific lesson points is encouraged, but without becoming overly focused on any specific country. Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

Lesson Title: USSOUTHCOM Area of Responsibility

Activity Statement: Deliver briefings and participate in discussions about various aspects of culture and US interests in the US Southern Command (USSOUTHCOM) area of responsibility (AOR).

Description: This lesson includes lecture, student briefings, and guided discussion formats. The lecture portion provides an introduction to culture and US interests of the region covered by the unified combatant command. Since the lesson encompasses many different countries and cultures, it is necessarily general in nature. The use of current events to bring out specific lesson points is encouraged, but without becoming overly focused on any specific country. Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

Lesson Title: Virtual Staff Ride

Lesson Objective: Comprehend the nature of leadership in an “improvised” war.

Description: The purpose of this lesson is to employ the methodology of a virtual staff ride to present students with an understanding of leadership, decision-making, and the challenges of command. Students will address the application of air power in a complex modern battlefield environment and the enduring moral values that underpin the professional ethos of American men and women in uniform. Using video clips that include interviews with participants in the Battle of Roberts Ridge, computer simulated fly-throughs and other visual aids, the exercise will give students the opportunity to discuss why events unfolded as they did and how they might have happened differently. The lesson will progress through an understanding of the strategic situation in early 2002, the progress of Operation Enduring Freedom and the planning and preparation for Operation Anaconda. Then the lesson will look at the Battle for Roberts Ridge and the ensuing fight for control of the observation post on the top of Takur Ghar (tay-kur gahr) mountain. Through guided discussion the students will discuss the many varieties of air power and its synchronization with ground maneuver; how ethical considerations are embedded in tactical decisions; and the nature of leadership in an “improvised war”.

Lesson Title: Visioning

Lesson Objective: Understand the role of vision in mission accomplishment.

Description: This auditorium lesson is closely tied to the phasing philosophy and is a key event of transitioning the student wing from Phase 1 (directive) to Phase 2 (coaching.) This class is designed to be affective and provide the first positive motivation for the officer candidates in the first few weeks of training. The instructor will begin the lesson by introducing the Joel Barker video “Power of Vision”. Following the video, the instructor will review the main points of the video and lead the students through a visioning exercise.

Lesson Title: War and the US Military

Lesson Objective: Know the basic characteristics of war.

Description: The lesson outlines the characteristics and nature of warfare. Throughout the lesson, the instructor will cover the three enduring truths of war presented in Air Force Doctrine Document (AFDD) 1, *Air Force Basic Doctrine*. After defining war, the lesson elaborates on the basic theme that war and politics are intertwined. Then the lesson explores conflict resolution and the four viewpoints on war. Next, we examine the seven elements of war. This part focuses on the different elements of analyzing war, such as methods employed in fighting the war or motives for going to war. This will ensure the trainees understand that the United States does not always fight in the same manner or for the same objectives.

Lesson Title: Wing Brief-Off

Lesson Objective: Apply the concepts of a military briefing.

Description: A select group of trainees participate in the Wing Brief-Off to determine the best briefer in the OT Wing.

Lesson Title: Your First Officer Assignment

Lesson Objective: Know what to expect at your initial assignment.

Description: This lesson is designed to prepare the trainees for their first assignment. The class discusses travel arrangements and billeting, as well as what to expect when reporting to a new duty station and meeting your supervisor for the first time. The lesson closes with a discussion of base services and facilities available to military members and their families.

Assessments (AS)

Lesson Title: Cultural Studies Pre-test

Lesson Objective: None

Description: This test is designed to evaluate students' knowledge of and openness to different cultures.

Lesson Title: Consolidated Written Test I

Lesson Objective: None

Description: CWT #1 covers all testable academic material presented.

Lesson Title: Consolidated Written Test I Review

Lesson Objective: None

Description: In class review of CWT #1.

Lesson Title: Consolidated Written Test II

Lesson Objective: None

Description: CWT #2 covers all testable academic material presented after CWT #1.

Lesson Title: Consolidated Written Test II Review

Lesson Objective: None

Description: In class review of CWT #2.

Lesson Title: Consolidated Written Test III

Lesson Objective: None

Description: CWT #3 covers all testable academic material presented after CWT #2.

Lesson Title: Consolidated Written Test III Review

Lesson Objective: None

Description: In class review of CWT #3.

Lesson Title: Comprehensive Review Test

Lesson Objective: None

Description: Comprehensive test for trainees who fail to achieve 80% average on CWTs.

Orientation (OR)

Lesson Title: Academic Orientation

Lesson Objective: Comprehend the academic program at OTS.

Description: Introduce trainees to USAF educational practices to include levels of learning, study habits, and test taking tips.

Lesson Title: Education Briefing

Lesson Objective: Comprehend USAF educational programs.

Description: Describes the educational programs available to USAF officers.

Lesson Title: Library Brief

Lesson Objective: Know AU library resources.

Description: Introduces trainees to the AU library and the resources available to support the OTS Briefing Program.

Preparation (PR)

Lesson Title: Academic Preparation

Lesson Objective: None

Description: Trainee time to prepare for CWT #1 and seek assistance from CAMs and FC.

Lesson Title: Academic Preparation

Lesson Objective: None

Description: Trainee time to prepare for CWT #2 and seek assistance from CAMs and FC.

Lesson Title: Academic Preparation

Lesson Objective: None

Description: Trainee time to prepare for CWT #3 and seek assistance from CAMs and FC.

Lesson Title: Comprehensive Test Academic Preparation

Lesson Objective: None

Description: Trainee time to prepare for comprehensive area test and seek assistance from CAMs and FC.

CHAPTER 4

TRAINING

Section A – Training Overview

- 1. Content** -- This chapter outlines the material to be covered in each training area of instruction with specific instructional objectives listed. OPR for this chapter is AMS/CC with input from Holm Center/CR.
- 2. Sequence**--Training sequencing will progress in accordance with the flow of the three-phased leadership development approach. Officer candidates must satisfactorily complete all training prior to the end of the course.
- 3. Critiques** -- The end-of-course critique (EOC) is forwarded to Holm Center/CR for action. Holm Center/CR reviews the critiques and forwards a package including historical data, current statistics and all officer candidate comments to Holm Center/CC, OTS/CMDT, and AMS/CC. AMS/CC will distribute the EOC throughout AMS as appropriate.

ABBREVIATIONS

Syllabus Areas

AD – Administration
CT – Air Force Culture
DR – Drill and Ceremonies
FC - Formal Counseling
FL – Field Leadership
FT – Field Training
OR – Orientation
PT – Physical Fitness Training

Teaching Methods (TM)

B – Briefing
Case – Case Study
Case – Case Study

C – Coaching
CBT – Computer Based Training
DP – Demonstration Performance
FTV – Flight Room Television
GD – Guided Discussion
GL – Guest Lecture
IL – Informal Lecture
IN – Interview
L – Lecture
PE – Practical Exercise
R – Reading
SP – Student Performance

Section B – Training Event Index

DRILL AND CEREMONIES (DR)				
AREA	EVENT	LOCATION	TM	CLASS HOURS
DR	Change of Command	Drill Pad	PE	4.00
DR	Graduation Parade	Drill Pad	PE	1.00
DR	Change of Command Instruction	Drill Pad	IL	1.00
DR	Marching Basics	Drill Pad	PE	2.00
DR	Open Ranks Inspections	Drill Pad	PE	3.00
DR	Open Ranks Instruction	Drill Pad	IL	2.00
DR	Parade Practice	Drill Pad	PE	11.00
				24.00

FIELD LEADERSHIP (FL)				
AREA	EVENT	LOCATION	TM	CLASS HOURS
FL	AEF Exercise (Key Event)	Field	PE	25.00
FL	AEF Skills Training	Auditorium	PE	2.00
FL	Project X	Field	PE	4.00
FL	LRC (Key Event)	Field	PE	13.00
FL	AEF Exercise Intro	Auditorium	IL	1.00
FL	Ropes Course (Key Event)	Field	PE	8.00
FL	War Gaming Exercise	Various	PE	4.00
FL	LRC In Brief	Auditorium	IL	1.00
				58.00

ADMINISTRATION (AD)				
AREA	EVENT	LOCATION	TM	CLASS HOURS
AD	Additional Duty POC Meetings	Various	N/A	1.00
AD	End-of-Course Survey	Dorm	N/A	1.00
AD	Background Paper Feedback	Auditorium	N/A	1.00
AD	Award Voting	Auditorium	N/A	1.00
AD	Outprocessing	Dorm	N/A	2.00
AD	Phase Briefing	Various	IL	1.00
AD	Procedures Briefing	Auditorium	IL	1.00
AD	Staff Introductions	Auditorium	N/A	1.00
AD	Wing Photos	Auditorium	N/A	2.00
				11.00

AIR FORCE CULTURE (CT)				
AREA	EVENT	LOCATION	TM	CLASS HOURS
CT	Awards Banquet	Various	SP	4.00
CT	Career Discussion	Various	N/A	2.00
CT	Commander's Challenge	Field	N/A	3.00
CT	Commissioning Ceremony	Auditorium	SP	2.00
CT	Commissioning Practice	Auditorium	SP	2.00
CT	Community Service Project	Various	SP	7.00
CT	Dining In Tradition	Auditorium	IL	1.00
CT	Dining In	O'Club	SP	5.00
CT	Dormitory Inspections	Dorm	PE	3.00
CT	Dormitory Maintenance	Dorm	N/A	11.50
CT	Leadership Panel	Auditorium	N/A	1.00
CT	Open House	Various	SP	4.00
CT	OTS/CMDT Feedback	Auditorium	IL	1.00
CT	Senior Leader Perspective	Auditorium	IL	1.00
CT	State Oaths	Various	SP	1.50
CT	Wake Up/Blue Line (Key Event)	Various	N/A	1.00
				50.00

FIELD TRAINING (FT)				
AREA	EVENT	LOCATION	TM	CLASS HOURS
FT	Physical Fitness Diagnostic	Various	PE	3
FT	Physical Fitness Assessment	Various	PE	3
FT	Physical Training	Various	PE	12
FT	PT Fundamentals	Auditorium	IL	1
				19.00

FORMAL COUNSELING (FC)				
AREA	EVENT	LOCATION	TM	CLASS HOURS
FC	AMS Feedback Process	Flight Room	N/A	1.00
FC	Flt/CC Initial Interview	Flight Room	N/A	3.00
FC	Flt/CC Time/Leadership Feedback	Flight Room	N/A	10.00
FC	Mid-Course TPR Feedback	Flight Room	N/A	2.00
FC	Final TPR Feedback	Flight Room	N/A	2.00
				18.00

TRAINING AREAS	HOURS
DR	30.00
FL	58.00
AD	11.00
CT	50.00
FT	19.00
FC	18.00
HOURS	186.00

Section C – Training Event Descriptions

Drill and Ceremonies (DR)

DR- Lesson Title: Change of Command

Lesson Objective: Provide practical application of protocol, drill & ceremonies, and attention to detail lessons learned with weekly change of command ceremonies by student wing.

Description: This lesson is a series of half hour to 45 minute blocks over the six weeks of AMS training. Students are taught the procedures for change of command in the Honor Council/Change of Command lecture. These change of command blocks represent the heritage of changes of command in the Air Force as a visual representation of authority passing from one person to another. Led by the AMS Commander or Director of Operations, the officer candidates are provided an opportunity to demonstrate appropriate protocol procedures and drill & ceremonies performance.

DR- Lesson Title: Dormitory Inspections

Lesson Objective: Inspect Officer Candidates on following detailed instructions on folding and placement of dorm room items.

Description: Scheduled dormitory inspections are carried out by the Flight Commanders on Training Days 2-4 to verify officer candidate understanding of the dormitory maintenance manual and AMS dormitory standards. This lesson is designed to measure an Officer Candidate's ability to follow detailed instructions and maintain established standards and is preparation for the full graded dormitory inspections carried out randomly by the MTIs during Weeks 2-6 of training.

DR- Lesson Title: Dormitory Maintenance

Lesson Objective: Provide students with opportunity to prepare dormitory for inspections.

Description: This consists of multiple short blocks of scheduled time for Officer Candidates to prepare dormitory for inspection prior to the beginning of each duty day.

DR- Lesson Title: Graduation Parade

Lesson Objective: Demonstrate ability to perform ceremonial drill.

Description: This is the final commissioning event and the final AMS event for officer candidates before dismissal from the AMS program upon graduation.

DR- Lesson Title: Change of Command Instruction

Lesson Objective: Know all required drill instruction to complete change of command ceremonies.

Description: This lesson provides students with all instructions necessary to complete the first AMS change of command. Officer Candidates will leave this class with an understanding of their expectations and any required verbiage pertaining to the change of command should they be selected for a leadership position.

DR- Lesson Title: Marching Basics

Lesson Objective: Know all basic individual and transitory drill movements required on a day-to-day basis while at AMS.

Description: This lesson is divided into two one-hour blocks of instruction by the Military Training Instructors (MTIs). This lesson develops an awareness of drill and ceremonies for non-prior service students and serves as a refresher course for prior-service officer candidates. The explanation and demonstration phases are combined. When complete, officer candidates will be familiar with all basic individual drill movements (attention, parade rest, at ease, right/left face, about face, etc.) and basic stationary and transitory drill movements (column-of-files movements, column left/right, half step, etc.) as well as guidon procedures and specific AMS marching standards.

DR- Lesson Title: Open Ranks Inspections

Lesson Objective: Demonstrate correct procedures for open ranks inspection.

Description: Open Ranks Inspections provide the students the opportunity to demonstrate effective drill & ceremonies in open ranks inspections per AFMAN 36-2203. This block consists of three separate graded inspections that count towards the officer candidate's final wing ranking. The first inspection is conducted by the Flight Commanders, with each flight graded by their individual flight commander and the Student Squadron Commander inspecting the wing staff. The second inspection is conducted by the Student Squadron Commanders, who each inspect their respective squadrons and the wing staff. The final inspection is conducted by the AMS Commander, who inspects the entire wing.

DR- Lesson Title: Open Ranks Instruction

Lesson Objective: Know requirements for correctly performing open ranks inspection as student squadron member, element leader, flight operations officer, or flight officer-in-charge.

Description: This lesson provides the students with all information required to correctly participate in an open ranks inspection by AMS staff. Officer Candidates are taught open ranks procedures per AFMAN 36-2203 and all officer candidates are taught the procedures for all levels of squadron leadership in preparation for their AMS leadership position.

DR- Lesson Title: Parade Practice

Lesson Objective: Know all requirements for and practice graduation day parade.

Description: This period of instruction provides the officer candidates with the expectations for the final graduation parade and provides the students multiple opportunities to practice both with support from the MTIs and as student-led practice sessions.

Field Leadership (FL)

FL- Lesson Title: AEF Exercise

Lesson Objective: Provide students the opportunity to demonstrate all lessons learned at AMS.

Description: This 3-4 day deployment exercise is designed to serve as a capstone event to training at AMS. Officer Candidates are challenged to successfully manage all stages of a deployment including pre- and post-deployment processing lines, in order to fight and win a mock air war against an insurgency threatening an established friendly government. Officer Candidates are challenges to successfully execute numerous air tasking orders (ATOs) while facing various known and unknown external threats. Throughout the exercise, particular emphasis is placed on the integration of information learned throughout the previous four weeks of training, and its application to the seven competencies of officership. This exercise also serves as a transition between the coaching and mentoring phases of the AMS training program and provides officer candidates the opportunity to start focusing on life after AMS and the expectations they will face after graduation.

FL- Lesson Title: AEF Skills Training

Lesson Objective: Be familiar with field skills necessary for AEF Exercise

Description: This course is designed to familiarize Officer Candidates with land navigation, Rope Bridge building, and other AEF field skills they will be expected to use during the AEF Exercise.

FL- Lesson Title: Leadership Reaction Course (LRC)

Lesson Objective: Apply the seven competencies of officership in a field training environment.

Description: This course consists of a number of scenarios and tasks to be completed by small groups under the pressure of time constraints. Each Officer Candidate will be given the opportunity to lead an LRC event as a graded measurement of their ability to apply the seven competencies of officership to problem solving under time constraints. While the completion of the task is important, the focus of the feedback session is on the leader's performance and the group's performance as a whole. Though the LRC events are a graded leadership measurement for the leader, the instructor will guide the students through a group debrief following each event to provide feedback both to the leader on his/her strengths and weaknesses and to the group on

their performance as a whole. The instructor should relate performance and lessons learned during LRC events to classroom lectures on group dynamics, conflict management, followership, and other critical learning areas.

FL- Lesson Title: AEF Exercise Mobility Line Processing

Lesson Objective: Familiarize Officer Candidates with mobility line processing.

Description: Officer Candidates receive familiarization on basic mobility line by going through a mock mobility line prior to departing for Patriot Challenge AEF exercise. The mobility line will include basics like equipment checks, legal requirements, medical records review, and mission briefing for their training.

FL- Lesson Title: AEF Exercise Intro

Lesson Objective: Familiarize Officer Candidates with AEF scenario

Description: This one hour informal briefing is held approximately one week prior to the Patriot Challenge AEF exercise. The briefing provides Officer Candidates with the basic scenario of AEF Exercise and gives basic guidance on formation of the student expeditionary wing. Officer Candidates in key leadership positions during the exercise are identified in order to begin preparation well in advance of the student deployment. Officer Candidates have the opportunity to ask questions, but are provided with limited guidance on specific actions in order to encourage creativity and initiative in planning and implementation of the exercise.

FL- Lesson Title: ROPES Course

Lesson Objective: Instill warrior ethos by building self-confidence, overcoming limitations, and building teamwork.

Description: Officer Candidates will navigate a series of high-ropes obstacles that help identify and overcome personal limitations and build self-confidence. Officer Candidates complete this course in seminar format, building immediate camaraderie and teamwork within a new group, giving them the opportunity to demonstrate lessons learned throughout the program and grow beyond their flights to work together as a wing in preparation for the Patriot Challenge AEF exercise.

FL- Lesson Title: Project X

Lesson Objective: Apply concepts of followership, problem solving methods, communication, team building, and motivation techniques in a small group under time pressure. Trainees will also assess their role in the group and how they react to both the group and pressure.

Description: Project X consists of a number of tasks to be completed by a group under the pressure of time constraint. While completion of the task within the constraint is important, the focus of the feedback session is on how well the group performed.

FL- Lesson Title: War Gaming Exercise

Lesson Objective: Conduct a networked, computer based war gaming scenario.

Description: This exercise is designed as a capstone event to test the Officer Candidates' ability to work together as a team, communicate, and develop strategic skills by conducting a networked, computer-based war gaming exercise. Officer Candidates are divided into small groups and provided with control over all Air Force assets assigned to a base. They are asked to

work together under group and wing commanders to conduct an air campaign against an enemy force in a scenario closely mirroring real-world air battle operations.

Administration (AD)

AD- Title: Additional Duty POC Meetings

Description: This one-hour block allows AMS staff POCs to meet with student additional duty POCs to discuss the standards, requirements, expectations, and deadlines for various additional duties including safety officers, distribution officers, protocol officers, academic officers, and more.

AD- Title: End-of-Course Survey

Description: Officer Candidates provide feedback on their training experience via an automated web-based survey.

AD- Title: Background Paper Feedback

Description: This one-hour block provides the AMS staff the opportunity to return the first graded background paper to Officer Candidates and answer any questions or concerns students have on procedures or requirements in preparation for the second background paper assignment.

AD- Title: Award Voting

Description: AMS staff will brief Officer Candidates on the requirements for student-voted awards including Class Speaker and Citizen Airman. Officer Candidates will then be given an opportunity to vote for those awards. Results are announced at the Awards Banquet on Thursday of graduation week.

AD- Title: Out-processing

Description: This period is for officer candidates to out-process from the dormitory through the MTIs and AMS support staff. All accountable items will be returned to AMS and the dormitory will be checked for cleanliness. Special arrangements will be made with Officer Candidates who are staying in the dormitory through Saturday of graduation week.

AD- Title: Phase Briefing

Description: This informal lecture provides the students with the standards and expectations of performance that will apply to the student wing when the students receive Phase 2 status. This briefing is given to the students immediately following the CWT #1, in preparation for phasing. Students do not receive Phase 2 status at this time. This briefing reiterates the importance of maintaining the standards and lessons learned in Phase 1 of training, and sets up the students for success in Phase 2.

AD- Title: Procedures Briefing

Description: This in-processing briefing provides Officer Candidates with basic procedures and standards for conduct while at AMS.

AD- Title: Staff Introductions

Description: This one-hour period at the end of the first day of training introduces the student wing to the entire AMS staff. It begins with a short welcome by the OTS Commander and an introduction of the AMS Commander. The AMS Commander then in turn introduces each member of the AMS staff.

AD- Title: Wing Photos

Description: Photos are taken of each AMS Flight with their Flight Commander and MTI or Support NCO. Officer Candidates then have an opportunity to take individual commissioning photos.

Air Force Culture (CT)

CT- Title: Awards Banquet

Description: AMS staff and student wing recognize the accomplishments of Officer Candidates in front of friends and family at a formal banquet. Officer Candidates are addressed by a keynote speaker, typically the reviewing officer for the graduation parade.

CT- Title: Career Discussion

Description: Officer Candidates meet with commissioned officers in their projected AFSC for a two-hour small group discussion.

CT- Title: Commander's Challenge

Description: Crucible event with a focus on physical fitness and AF heritage.

CT- Title: Commencement Ceremony

Description: This formal ceremony takes place between State Oaths and the commissioning parade. Each Officer Candidate will walk across the stage to receive their AF DD 1 from the reviewing officer and their first set of gold bars from their Flight Commander. The reviewing officer administers the Federal Oath of Office once all students have crossed the stage.

CT- Title: Commissioning Practice

Description: Practice for the Commencement Ceremony in the location where the ceremony will be held.

CT- Title: Community Service Project

Description: Officer Candidates volunteer time to various projects in the local community as coordinated through the student wing and the AMS staff.

CT- Title: Dining In

Description: Officer Candidates experience camaraderie, military tradition, lessons on leadership from guest speakers, and celebrate their near completion of training by participating in a formal Air Force Dining In ceremony.

CT- Title: Leadership Panel

Description: This one-hour panel discussion is an opportunity in the mentoring phase of training for officer candidates to ask open questions to the AMS commissioned staff about lessons learned after commissioning, personal experiences in training or as officers, or other areas of interest to the Officer Candidates.

CT- Title: Open House

Description: AMS Commander provides an overview of the AMS experience to families and guests of Officer Candidates. AMS campus is open for guests to your and have lunch on the base with officer candidates.

CT- Title: OTS/CMDT Feedback

Description: The OTS Commander will provide a senior officer perspective to the Officer Candidates and collect any concerns the class may have with the training provided.

CT- Title: Senior Leader Perspective

Description: Officer Candidates meet with senior leadership for a strategic-level, informal lecture or panel discussion for mentoring on issues of importance to the leadership, prior to the Officer Candidates graduation.

CT- Title: State Oaths

Description: Officer Candidates meet as a flight in various locations around the base to take their State Oath of Office prior to the Commencement Ceremony. Officer Candidates may be sworn into their respective states, territories, commonwealths, or district by any commissioned officer meeting DOD requirements.

CT- Title: Wake Up/Blue Line

Description: Training Day 1 begins with the Blue Line ceremony where officer candidates make a commitment to the Air Force, Air National Guard, and AMS.

Formal Counseling (FC)

FC- Title: Final TPR Feedback

Description: Flight Commanders provide personalized, individual performance feedback to officer candidates at the end of training.

FC- Title: Flight Commander Initial Interview

Description: Flight Commanders meet with their flight to provide procedural guidance on the AMS program and distribute returnable textbooks. Additionally, Flight Commanders meet one-on-one with officer candidates and provide initial counseling.

FC- Title: Flight Commander (FC) Time and Leadership Feedback

Description: Provides the FC opportunities to counsel officer candidates individually, provide individual debriefings on graded measurements, or hold flight meetings.

FC- Title: Midterm Feedback

Description: Flight Commanders provide personalized, individual performance feedback to officer candidates at the mid-point of training.

Field Training (FT)

FT- Lesson Title: Physical Fitness Diagnostic

Lesson Objective: Pass Air Force Physical Fitness Test

Description: This is the initial assessment of officer candidate fitness as measured against the DOD instruction for accessions programs and AFI 10-248.

FT- Lesson Title: Physical Fitness Assessment

Lesson Objective: Pass Air Force Physical Fitness Assessment

Description: This is the final assessment of officer candidate fitness as measured against the DODI for accessions programs and AFI 10-248.

FT- Lesson Title: Physical Training

Lesson Objective: Increase Officer Candidate physical fitness.

Description: This block is scheduled time for wing physical fitness training conducted on the drill pad or the running track.

FT- Lesson Title: PT Fundamentals

Lesson Objective: Explain the physical conditioning fundamentals to give the officer candidates basic knowledge of fitness and nutrition for lifestyle changes.

Description: This period of instruction is used to explain to the class the rationale behind physical exercises, rotations, stretches, muscular strength, endurance exercises, and the PFB/PFA. The instructors will also explain the interval, tempo, long run, and light runs.

CHAPTER 5

COURSE TRAINING STANDARDS

Section A – Graded Measurements

1. Purpose--Provide OCs with a clear understanding of how they will be graded for all graded events. Failure in any graded measurement will result in counseling, and may result in Action Plans, Faculty Boards, or consideration for elimination from the AMS program.

1.1 Academic Events: There are six academic graded measurements that determine “fit for commissioning” in the academic category. OCs must earn a final overall minimum academic average of 80% to be commissioned. Any score below 80% on any single graded measurement is considered an academic failure. OCs who fail to achieve an 80% average on the Consolidated Written Tests (CWT) will be required to take the end-of-course comprehensive exam. Failure of the comprehensive exam will initiate a Commander’s Review. The minimum passing score on the comprehensive exam is 80%.

1.2 Graded Measurements:

1.2.1 Consolidated Written Tests – 60% (30% each)

1.2.2 Written Background Papers – 15% (Paper 1-5%, Paper 2-10%)

1.2.3 Oral Briefings – 25% (Briefing 1-10%, Briefing 2-15%)

1.3 Physical Fitness Assessment (PFA): OCs must complete two Physical Fitness Assessments in accordance with AFI 36-2905. All officer candidates must receive a score within 10% of the minimum 75 overall score and be within 10% of the minimum of all components on Day 1 of training. OC’s who receive less than 75 or fail a component will be evaluated for continuation in training by the AMS/CC. Additionally, OCs must receive a minimum score of 75 with no component failures on the final PFA in order to be commissioned.

1.4 Leadership Reaction Course: OCs will execute the Leadership Reaction Course. OCs will be evaluated on how they lead their team and their ability to accomplish the mission they are given using the Leadership Competency Evaluation (LCE).

1.5 Leadership Position: All OCs will perform duty in an evaluated leadership position with their flight or wing at some point during the training program. Evaluated leadership positions will be one of the following: Flight Leader, Flight Operations Officer, Squadron Commander, Group Commander, Vice Wing Commander, Wing Commander, or Patriot Challenge staff. Leadership positions rotate approximately weekly and are selected by the AMS staff. OCs will be rated by the AMS Staff on their performance within their leadership position and will receive formal written feedback and an overall rating of Unsatisfactory, Marginal, Satisfactory, Excellent, or Outstanding.

1.6 Participation: OCs must be present at all key training events. These events are meant to capture the Warrior Ethos and leadership qualities expected of AMS graduates.

1.6.1 The following key training events in the AMS program must be completed. Failure to complete any key events may have an impact on final wing ranking and awards.

1.6.1.1 LRC: Students will be active and participate in all LRC events.

1.6.1.2 Commanders Challenge: Students must successfully complete all events.

1.6.1.3 ROPES: Students must successfully complete all events.

1.6.1.4 Patriot Challenge Exercise: Students must successfully complete all events.

1.6.1.5 Dining In: Students will attend the event and ensure their behavior meets the qualities of professionalism expected of a commissioned officer.

Section B – Awards

1. Purpose – The awards and honors outlined below are guidance on the awards and honors available to OCs at AMS. Specific criteria used by the staff for determining winners of AMS awards and honors are outlined in appropriate AMS Operating Instructions (OI). AMS staff reserves the right to remove any OC from eligibility for an award for cause. OCs who are returning to AMS after leaving an earlier class prior to graduation are generally ineligible for most awards, though their individual scores will factor into Honor Flight calculations for their flight.

2. Honor Flight

2.1. The AMS/CC has overall responsibility for the Honor Flight program.

2.2. One flight will be recognized for the overall best performance throughout the six weeks of training. Honor Flight competition is based on the “whole flight” concept and is an overall assessment of a flight’s performance. Honor Flight order of merit is based on a formula approved by the AMS/CC.

2.3. This flight will be recognized during the awards banquet, and will display the Honor Flight streamer during the commissioning parade.

3. Major General Winston P. Wilson Honor Graduate Award: Presented to the officer candidate who demonstrates highest overall performance as the most outstanding student of the graduating class based on leadership performance, physical fitness, inspections, and

academics. The Honor Graduate must excel mentally, morally, and physically while at AMS. The OC that is the number one overall student is eligible to receive this award.

4. **Distinguished Graduate (DG) Award:** Presented to those OCs who are selected by the faculty as ranking among the top ten percent of the student wing. To qualify for DG, OCs must excel mentally, morally, and physically while at AMS.
5. **Academic Achievement Award:** Presented to the OC who achieves the highest overall academic average among all OCs at AMS.
6. **Non-Commissioned Officers' Award:** Selected by the enlisted cadre on the AMS staff, this award is presented to the OC who best represents a leader that a noncommissioned officer would want to follow.
7. **Colonel Everett "Bud" Day Citizen Airman Award:** This award is presented to the individuals who demonstrates the ability to relate to people inside and outside of the military community, and whose character reflects the true meaning of the words Duty, Honor, and Country. One individual from each student squadron will be named an award winner. Each flight nominates one OC from their flight during the fifth week of training. Each student squadron will hold a vote to determine the winner of this award per squadron. The award winners will be announced at the awards banquet. For the purposes of the award, the words "Duty, Honor, Country" are defined as follows:
 - 7.1. Duty: Someone who has good military bearing, attitude, respect for others, and initiative.
 - 7.2. Honor: Someone with faith in others, personal integrity, and compassion.
 - 7.3. Country: Someone who is active in citizen relationships and who is responsive to the needs of others.
8. **Class Speaker Award:** This award is presented to the OC who best represents the sentiment and perspective of the student wing. Each flight nominates one OC from their flight during the fifth week of training. The student wing will hold a vote to determine the winner of this award. Once the class speaker is identified, the AMS/CC will meet with the class speaker to discuss speech content and direction. The class speech is delivered during the Commissioning Ceremony on graduation day.
9. **Physical Fitness Award:** This award is given to all Officer Candidates who earn a 100 on the final PFA and complete all PFA components. Award winners are announced and recognized at the awards banquet.

APPENDIX A - ACRONYMS

AD – Administration
AEF – Air Expeditionary Force
AETC – Air Education and Training Command
AF – Air Force
AFI – Air Force Instruction
AFMAN – Air Force Manual
AMS- Academy of Military Science
ANG – Air National Guard
ANGRC – Air National Guard Readiness Center
APT – Academic Preparation Time
AS – Assessments
AU – Air University
CBT – Computer Based Training
CC- Commander
CS – Communication Skills
CWT – Consolidated Written Test
DG – Distinguished Graduate
DO- Director of Operations
DOD – Department of Defense
DOT – Day of Training
DR – Drill and Ceremonies
FC- Flight Commander
FL – Field Leadership
FT – Field Training
IAW – In Accordance With
ISS – International Security Studies
LCE – Leadership Competency Evaluation
LRC – Leadership Reaction Course
LS – Leadership Studies
MTI – Military Training Instructor
NGB – National Guard Bureau
NCO – Non-Commissioned Officer
OC- Officer Candidate
OI – Operating Instruction
OPR – Office of Primary Responsibility
OTS – Officer Training School
OTSMAN - Officer Training School Manual
PA – Profession of Arms
PFA – Physical Fitness Assessment
PR – Preparation
PT – Physical Training
ROE – Rules of Engagement
SSC-Student Squadron Commander
TPR – Trainee Performance Report

T&Q – Tongue and Quill
UCMJ – Uniform Code of Military Justice
WS – Warfare Studies

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