

Pre-commissioning Training

BASIC OFFICER TRAINING (BOT)

August 2014



Holm Center for Officer Accessions and Citizen Development

Holm Center Syllabus MMOPM-BOT-MOTS-001

This Basic Officer Training (BOT) syllabus outlines the training required to achieve the proficiency specified in the course training standard, AFI 36-2014 and the Air University Continuum of Education. It prescribes the course content, instructions to conduct the training, and the time necessary to successfully complete all requirements. Authority for the execution of this syllabus is delegated to the OTS/CMDT. Any training not specifically authorized in this syllabus or other USAF or Holm Center directives is prohibited without the recommendation of the Holm Center Syllabus Steering Committee (Holm Center/CV [Committee Chair], Holm Center/CR, OTS/CMDT, and AFROTC/CC) and prior approval of Holm Center/CC. Forward suggestions to the 24 TRS/CC who will coordinate all proposed changes with OTS/CMDT and Holm Center/CR.

This is to certify that the curricula described in this Officer Training School (OTS) Curriculum Plan fulfills the education and training requirements needed to achieve the proficiency specified in AFI 36-2014, AF Commissioning Education, the Air University Continuum of Education, CJCSI 1800.01D, Officer Professional Military Education Program (Appendix B to Enclosure E, Precommissioning and Primary Joint Professional Military Education) and other pertinent higher headquarters guidance.

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OFFICIAL  
This Syllabus is effective with BOT class 15-01



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## Summary of Changes

Changes to the FY15 BOT Syllabus include:

### **COMMUNICATION STUDIES**

- Holm Center Form 6, Briefing Grade Sheet: Revised.
- Holm Center Form 9, Paper Grade Sheet: Revised.
- Advocacy Briefing Requirements: Title change from Advocacy Briefing Preparation and Standards. Significant changes made to advocacy briefing requirements and standards.
- Advocacy Briefing Delivery: Significant changes made to advocacy briefing requirements and standards.
- Advocacy Briefing Feedback: Significant changes made to advocacy briefing requirements and standards.
- Air Force Effective Writing: Reformatted student reader and handout.
- Informative Briefing Requirements: Title change from Basics of Briefing Requirements. Significant changes made to standards and requirements for informative briefing.
- Informative Briefing Delivery: Title change from Regional Studies Informative Briefing. Significant changes made to standards and requirements for informative briefing.
- Informative Briefing Feedback: Title change from Regional Studies Informative Briefing Trainee Feedback. Significant changes made to standards and requirements for informative briefing.
- Public Relations and the Media: Removed Airmen's Creed video.

### **WARFARE / INTERNATIONAL SECURITY STUDIES**

- AF Functions: Title changed from AF Core Functions. Revised to list the 12 functions. Incorporated changes to new AF Doctrine, Volume I information and deletion of AFDD1.
- Principles of War and Tenets of Air Power: Incorporated reference changes to new AF Doctrine, Volume I information and deletion of AFDD1.
- Making Strategy: Incorporated reference changes to new AF Doctrine, Volume I and deletion of AFDD1.
- US Policy: Incorporated reference changes to new AF Doctrine1 and deletion of AFDD1.
- War and the US Military: Incorporated reference changes to new AF Doctrine1 and deletion of AFDD1.
- Joint Operations: Updated description of Joint Operation, instead of "define Joint operations; SOB now states describe Joint Operations consistent with Joint Doctrine.
- The Need for Cross-Cultural Competence: Updates with new AF culture materials.
- Incorporated reference changes to new AF Doctrine, Volume I information and deletion of AFDD1.
- Relating and Communicating Cross-Culturally: Incorporated reference changes to new AF Doctrine, Volume I information and deletion of AFDD1.
- Cultural Visual Expeditionary Skills Training: Incorporated reference changes to new AF Doctrine, Volume I information and deletion of AFDD1.

- COCOMs Area of Responsibility: Updated with new regional partnership information. Also added updated information and revised format.
- The Department of the Air Force: Update organizational structure, added information about ANG Wing and removed information on NAF and DRU from lesson plan although remains in reader. Added information on Air Staff positions/numbering.
- Citizen Airmen: The Total Force. Revised ANG information.
- Cyberspace: Incorporated reference changes to new AF Doctrine, Volume I information and deletion of AFDD1. Added new/revised student reader.
- Nuclear Operations: Minor revisions to incorporate reference changes to new doctrine AF Doctrine, Volume I information and deletion of AFDD1.
- Air and Space Power Today: Title changed to Air Power in the 21st Century. Revised student reader.
- Air Force Employment Exercise: Numerous cosmetic updates to AFEX User's Guide, LP, and slides. Updated software that corrects a few errors from previous version.
- Added a set-up checklist (Appendix 4) in AFEX User's Guide.
- Added three appendices to the AFEX lesson plan that cover AFEX execution debrief, and interpretation of the Victory Condition.
- Tuskegee Airman Movie: Moved to Saturday before site visit. Now student led.

## **LEADERSHIP STUDIES**

- Remember the Titans: Added to OTS. Replaces 12 Angry Men.
- Air Force Smart Operations for the Twenty-First Century: Added a portion on Airmen Powered by Innovation.
- Air Force Leadership: Updated to include change from AFDD 1-1 to Air Force Doctrine Volume II Leadership.
- AMS Peer Performance Feedback: Updated process guidance.
- Evaluation Concepts: Revised based on new AFI guidance.
- Joint Ethics: Revised samples of behavior and updated information from Joint Ethics Regulation.
- Leadership Authority and Responsibility: Added content on Titles 5, 10, and 32. Incorporated Air National Guard and Reserve-specific information into lesson. Updated scenarios and added Air National Guard and Reserve-specific scenarios.
- Enlisted Evaluation System: Revised based on new AFI guidance.
- Officer Evaluation System: Revised based on new AFI guidance.
- Airman Comprehensive Assessment: New lesson that replaces Performance Feedback.
- Personal and Group Goals: Minor grammatical updates made.
- Religious Respect: Updated content to incorporate new religious respect DoDI information.
- Sexual Assault Prevention and Response: Minor changes made to content. Added timing breaks for instructors.
- The Honor Code: Updated and added scenarios.
- Ethical Decision-Making Case Studies: New lesson added to address character, values, and decision-making.
- Introduction to Leadership Theory: Updated content to reflect changes to doctrine.

## **PROFESSION OF ARMS**

- Airmanship: New lesson that challenges students to discuss their thoughts and feelings about Airmanship and what it means to be an Airman. Airmanship is explored through an in-depth discussion of the Airman's Creed and its meaning.
- Air and Space Expeditionary Force: Awaiting final guidance on the upcoming AEF concept. Lesson plan and accompanying slides will be posted in early 2015.
- Air Force Dress and Appearance Standards: Incorporated Air Force Dress and Appearance Standards Parts I and II into one lesson. Updated content to reflect newest changes to AFI 36-2903.
- Air Force Dress and Appearance Standards Part II: Removed and incorporated content into Air Force Dress and Appearance Standards.
- Military Customs and Courtesies: Minor updates to grammar and content.
- Military Justice: Title change from Military Law. Incorporated sample Letter of Counseling (LOC) and Letter of Reprimand (LOR).
- Military Justice Case Studies: Title change from Military Law Case Studies. Revamped case studies and added Air National Guard and Reserve-specific case studies.
- Professional and Unprofessional Relationships Case Studies: Revamped case studies and added Air National Guard and Reserve-specific case studies.
- The Inspector General System: Title change from The Air Force Complaints Resolution and Fraud, Waste, and Abuse Program. Significantly updated content to include new information on the Air Force Inspection System and corresponding AFI guidance.
- The Code of Conduct: Revised samples of behavior and reformatted student reading to aid in comprehension.
- The Enlisted Force: Revised samples of behavior. Significantly updated content to reflect changes to Enlisted Force Structure and Professional Development Guide.
- The Profession of Arms: Revised samples of behavior. Added additional reading.
- The US Constitution: Revised samples of behavior. Updated student reading to include applicable documents in lieu of directing students to read other outside documents.
- Your First Officer Assignment: Significantly revised lesson plan to allow for more tailored discussion with students. Added slides.
- Your First Officer Assignment in the Air National Guard: New lesson added to AMS-curriculum to address ANG-specific issues with transitioning to officership.
- Pay, Allowances, and Leave in the Air National Guard: New lesson added to AMS-curriculum to address ANG-specific pay issues.
- Roles of the President, the Executive Branch, Congress, and Civilian Control of the Military: Revised cognitive lesson objective to be knowledge-level. Lesson was previously comprehension-level.
- Law of Armed Conflict: Revised samples of behavior. Modified AF Combatives curriculum.

## **ADMINISTRATION**

- Added Expeditionary Leadership Problem and/or Leadership Reaction Course as a graduation requirement.
- Removed Junior/Senior Class structure.
- Adjusted phase times and descriptions.
- Modified course structure to support 8 Indoctrination Training Days.
- Modified timeline of Officer Trainee Wing Boards.
- Eliminated 1.5 days from Air Expeditionary Force exercise to accommodate AMS schedule.
- Modified Combatives execution.

# CHAPTER 1

## COURSE DESCRIPTION

**1. Course Title**—Basic Officer Training

**1.2 Course Number**—MMOPM-BOT-MOTS-001. PDS Code MOTS001

**1.3 Location**—Maxwell AFB, AL

**1.4 Duration**—47 Training Days

**1.5 Course Entry Prerequisites**—IAW AFI 36-2013, Officer Training School (OTS) and Enlisted Commissioning Programs (ECPS)

**1.6 Status Upon Graduation**—Graduates of the course are commissioned as Second Lieutenants in the United States Air Force (AF). Trainees complete the AF Form 133 and are awarded a commissioning certificate. National Guard students will also complete the National Guard Bureau (NGB) Form 337 and receive a state commission. 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*, CJCSI 1800.01D, Officer Professional Military Education Program (OPMEP) and the Pre-commissioning requirements of the Air University Continuum of Officer and Enlisted Professional Military Education Strategic Guidance.

**1.7 Course Objective**—Commission men and women for duties as an Air Force officer.

**1.8 Course Implementation**—The course is organized in four phases: Orientation, Development, Application, Transition.

**1.9 Phases**—BOT trainees progress through the following four phases of leadership development.

**1.9.1 Phase 1 (Orientation):** In this phase, trainees focus on teamwork, teambuilding, discipline, and standardization. This phase provides trainees the shared common experience in military training to include drill, marching and inspections that teach attention to detail and the need to form and operate as a team. Additionally in this phase, trainees further develop their understanding of the fundamentals of leadership, military management, and the profession of arms. They gain an appreciation of the history and heritage of the Air Force and begin to understand and contribute to the Airman culture. Lastly, trainees learn basic combat skills and the importance of cross-cultural competence. The orientation phase culminates in a “Period of Evaluation” event in which trainees earn Phase 2 Status.

**1.9.2 Phase 2 (Development):** During this phase, trainees establish a working relationship with each other and begin to lead their peers via their assigned Officer Training Wing (OTW) positions, promoting efficient teamwork towards common goals for their flights, squadrons and

OTW team. This phase culminates in a Commander's Challenge in which trainees earn Phase 3 Status.

**1.9.3 Phase 3 (Application):** This phase focuses on the practical application of lessons learned in the previous phases, further increasing the trainees level of competence and application. Trainees continue to experience the pressures of leadership and command through their participation in training as well as leading their peers via their flight, squadron and OTW positions. Also in this phase trainees are evaluated on field leadership and followership roles during both the Leadership Reaction Course (LRC) and Air Expeditionary Force (AEF) mock deployment exercise. This phase culminates generally after trainees return from AEF and is approved by the 24 TRS/CC or DO, based on recommendations from SS/CCs and Course Directors.

**1.9.4 Phase 4 (Transition):** This final phase of the program prepares the trainees to make the transition from a training environment to the operational Air Force through continued staff and peer feedback. Trainees complete the program with an understanding of their individual leadership strengths and weaknesses.

## CHAPTER 2

### COURSE ADMINISTRATION

**2.1. Graded Measurements.** The following are descriptions of graded measures, graduation requirements and grade point average calculations for BOT. All graded measurements are outlined in Table 2.2

**2.1.1. Informative Background Paper:** The Informative Background Paper is a research paper that coincides with the Informative Briefing and provides information on regional areas around the world with interests to the national security of the United States. Trainees will develop an Advocacy Brief Position Paper IAW AFH 33-337, *The Tongue and Quill*, pages 215-219.

**2.1.2 Informative Briefing:** The purpose of an informative briefing is to provide information to the audience. This specific informative briefing will be on a region or country. The intent is not to give a current events briefing or advocate for or against US involvement in the area, but solely to inform the audience on the area. Trainees will be evaluated on how well they present the information as well as compliance with military briefing guidelines and standards.

**2.1.3. Advocacy Brief Position Paper:** The Position Paper is a research paper that coincides with the Advocacy Briefing and also seeks to influence and alter the beliefs, feelings or behavior of the reader. Trainees will develop an Advocacy Brief Position Paper IAW AFH 33-337, *The Tongue and Quill*, pages 215-219.

**2.1.4 Advocacy Briefing:** Advocacy Briefings are individual briefings that seeks to influence and alter the beliefs, feelings or behavior of the listener. Trainees will give an Advocacy Briefing and will be evaluated on how well they present the information and how effectively they advocate their position.

**2.1.5. Consolidated Written Test (CWT):** The CWT is a multiple choice test that is derived from academic lectures. The CWT questions are derived from Samples of Behaviors from each lecture. Trainees will be administered two CWTs. The minimum passing score for each CWT is an 80%. Trainees failing to score an 80% on the first CWT will be enrolled into Special Monitoring Status (SMS). Trainees must maintain an average of 80% on both CWTs. The CWT average is calculated based on the number of correct questions for both CWTs. If a trainee fails to maintain an 80% average on both CWTs, they will be required to take the Comprehensive Remake Test (CRT).

**2.1.6. Expeditionary Leadership Problems (ELPs):** ELPs are associated with a mock Air Expeditionary Force (AEF) deployment exercise. Trainees are exposed to a variety of expeditionary skills, and must apply them in support of small unit leadership missions in a simulated “deployed” environment. ELPs are scenario based missions where trainees are evaluated on how well they lead their team and their ability to accomplish the overall mission.

**2.1.7. Fitness Assessment:** The fitness assessment is conducted to determine the physical condition of trainees and is conducted IAW AFI 36-2905. Trainees will be given a Physical

Fitness Baseline (PFB), Physical Fitness Diagnostic (PFD) and a Physical Fitness Assessment (PFA). Only the PFA will count as a graded measurement. The PFA will occur no earlier than 43 calendar days into the program. Trainees must achieve a minimum overall score of 75 and pass all components. If a trainee cannot complete the PFA due to events beyond his/her control (e.g., profile or injury) but has previously passed all components of a PFB or PFD, the 24 TRS/CC may waive the PFA as a final graded requirement and consider previous fitness assessments.

**2.1.8. Leadership Reaction Course (LRC):** The LRC is a course designed to provide trainees the opportunity to display individual leadership and followership traits, lead teams and problem solve in a time-sensitive environment. LRC consists of scenario based missions where trainees are evaluated on how well they lead their team and their ability to accomplish the overall mission.

**2.1.9. Mid-Course/Final Officer Trainee Progress Report (OTPR):** OTPRs are given to trainees at the mid-point and final week of training. These reports summarize the overall performance of each trainee within that training time period. Trainees are provided feedback in the areas of Job Knowledge, Leadership Skills, Professional Qualities, Duty Performance, Judgment and Decisions, and Communication Skills. Trainees failing the Mid-course OTPR will be placed in SMS. Trainees failing the Final OTPR will be placed in Commander’s Review (CR).

**Table 2.1 Graded Measurement Criteria**

<b>Graded Measurement</b>	<b>Minimum Score</b>	<b>Additional Criteria</b>
CWT#1	80	
CWT#2	80	
CRT	80	
Mid-Course OTPR	50	Must meet standards in all major areas
Informative Briefing	80	Must pass all critical areas
Informative Paper	80	
Advocacy Briefing	80	Must pass all critical areas
Advocacy Position Paper	80	
LRC	12	Must pass all critical areas
AEF ELPS	12	Must pass all critical areas
PFA**	75	Must meet minimum requirements for each component
Final OTPR	50	Must meet standards in all major areas

\*\*If a trainee cannot complete the PFA due to events beyond his/her control (e.g., profile or injury) but has previously passed all components of a PFB or PFD, the 24 TRS/CC may waive the PFA as a final graded requirement and consider previous fitness assessments

**2.2 Graduation Requirements.** All graduation requirements are outlined in Table 2.2.

**Table 2.2 Graduation Requirements**

Graded Measurement	Minimum Score	Additional Criteria
CWT Average or Comprehensive Review Test	80	Failure to maintain an 80% average across the two CWTs will result in a CRT. The CRT score will be utilized to recalculate student GPA for course completion, but will not be used in order of merit calculations.
AEF ELPS*	12	Must pass all critical areas
LRC*	12	Must pass all critical areas
PFA **	75	Must meet minimum requirements for each component
Final OTPR	50	Must meet standards in all major areas

\* The AEF score will be used to fulfill graduation requirements and order of merit. However if an OT is unable to perform AEF, the LRC score will be used.

\*\*If a trainee cannot complete the PFA due to events beyond his/her control (e.g., profile or injury) but has previously passed all components of a PFB or PFD, the 24 TRS/CC may waive the PFA as a final graded requirement and consider previous fitness assessments

**2.3 Grade Point Average (GPA):** Each trainee’s GPA will be calculated by adding the following six Graded Measurements (all using numeric scores out of 100 possible points) in the specified percentages below. The maximum possible GPA is 100.

Graded Measurement	Numeric GPA Value
CWT#1	.35
CWT#2	.35
Informative Briefing	.10
Informative Paper	.05
Advocacy Briefing	.10
Advocacy Position Paper	.05

**2.4 Awards**

**2.4.1 Top Graduate Award**—The trainee who demonstrates the highest overall performance in BOT receives this award.

**2.4.2 Honor Graduate Award**—The trainee who demonstrates the second highest overall performance in BOT receives this award.

**2.4.3 USAA Eagle Award**— The USAA Eagle Award is given to the Officer Trainee who embodies confidence to stand alone, courage to make tough decisions and the compassion to listen to others. Each flight will nominate a member for this award to their respective SS/CC using the AF IMT 1206, following the guidelines set by SS/CCs.

**2.4.4 Lt Col Dick Scobee Award**—The trainee who consistently displays the highest officer qualities/characteristics of leadership, integrity, professionalism, loyalty and determination

receives this award. Each flight will nominate a member for this award to their respective SS/CC using the AF IMT 1206, following the guidelines set by SS/CCs.

**2.4.5 General Daniel “Chappie” James, Jr. Trophy of Merit**—The trainee who best demonstrates good human relations and equal opportunity, as defined in the DoD Human Goals Proclamation, receives this award. Each flight will nominate a member for this award to their respective SS/CC using the AF IMT 1206, following the guidelines set by SS/CCs..

**2.4.6 Thomas Jefferson Scholastic Award**—This award goes to the trainee with the highest average score on OTS academic measurements (CWT and Student Publication Test scores only).

**2.4.7 OTS Fitness Award**—The award is given to the male and female trainee who have demonstrated exceptional physical fitness by having the highest average PFB/D/A score in the class. The trainees must have participated in all three fitness measurements. If multiple trainees received the same average score, then ties will be broken using the PFA run time. The lowest run time will determine the winner of this award.

**2.4.8 Major General Jeanne M. Holm Briefing Award**— This is awarded to the trainee who demonstrates the most outstanding briefing skills. Sponsored by the Air Force Women’s Officer Association, this award is given to the winner of the Wing Brief-Off.

**2.4.9 Distinguished Graduate (DG) Program**—The Officer Training School Commandant (OTS/CMDT) will designate OTS graduates for DG status IAW AFI 36-2013. DGs are selected by overall performance throughout all aspects of training and graded measurements. Up to 10% of BOT annual enrollment may be designated DG. In addition, a DG candidate must exemplify the “whole person” concept. This concept is the overall assessment of a trainee’s performance and character, which is observed by their Flight Commander (Flt/CC), peers, and the OTS staff, which embodies, but is not limited to, the following attributes: officership values (integrity, pride, loyalty, self-discipline, initiative, selflessness, patriotism, and courage); leadership; professionalism; determination; enthusiasm; teamwork; winning attitude; and warrior spirit.

**2.4.10 Honor Flight (HF) and Honor Squadron (HS)**—The 24 TRS/CC has overall responsibility for the HF and HS program. HF/HS competition runs approximately from the second week of training through the last week. HF/HS competition is based on the “whole flight/squadron” concept and is an overall assessment of a flight’s performance.

**2.4.11 Mini-Military Athletic Competition Award (Mini-MAC)**—Each student squadron will compete in a Mini-MAC that includes push-ups, sit-ups, relay race and pull-ups. The student squadron with the highest combined average of all four events will receive the 24 TRS Mini-MAC award.

**2.4.12 War Gaming Award**—The flight who distinguished themselves as having the best thought-out air campaign and leading the most effective execution during War Gaming receives this award.

**2.4.13 Drill Competition Award**—The flight who demonstrates the highest proficiency in military drill receives this award.

## **2.5 Officer Trainee (OT) Performance**

**2.5.1 Feedback/Counseling**—Feedback/counseling provides a means for promoting individual behavior change to maximize OT performance. Flt/CCs will provide feedback/counseling whenever an OT's behavior or performance (positive or negative) dictates.

**2.5.1.1 Demerits**—Demerits are used to enforce corrections of required training standards and will be issued for first offense infractions or as deemed appropriate by OTS staff. OTs who acquire excess demerits may receive reduction in privileges and/or additional counseling via an OTMR.

**2.5.2 Officer Trainee Memorandum for Record (OTMR)**—An OTMR is the principal form used to document counseling sessions. OTMRs will be administered as soon as practical, but within three Training Days(TDs) of the infraction/positive performance in order to ensure the feedback counseling is recent and relevant.

**2.5.3 Special Monitoring Status (SMS) Program**—OTs displaying a Military Training Deficiency (MTD) or Lack of Adaptability (LOA) will be placed into the SMS program. This program is a not punitive mentoring tool used to highlight, monitor and correct marginal or deficient performance. The SS/CC will make the final determination to enroll an OT in to SMS. OTs will be given a Remedial Action Plan (RAP) to improve their deficiencies. If a OT fails to successful complete all required tasks within the RAP, they may be considered for CR.

**2.5.4 Elimination Check (EC)**—OTs will be placed in EC status if they fail any two graded measures or fail one graduation requirement. An EC failure triggers a CR. Trainees who pass the EC will continue in training.

## **2.6 Disenrollment Administration**

**2.6.1 Commander's Review (CR)**---All proposed dis-enrollments are adjudicated through the CR process to ensure fairness to all parties. During the CR process, the 24 TRS/CC considers whether an OT should be reinstated, recycled or eliminated from training

**2.6.2 Disenrollment**—The term “disenrollment” includes, removing an OT from one class and placing them in a later class to repeat training (recycle) or removal of an OT from the training program (elimination). There are two primary types of disenrollments; administrative and summary.

**2.6.2.1 Summary Disenrollment**—If an OT enters the CR process for MTD or LOA, the process will be administered as a summary disenrollment.

**2.6.2.2 Administrative Disenrollment**—If an OT enters the CR process due to initial ineligibility, Self-Initiated Elimination (SIE), an extended absence from training, or

medical disqualification, the process will be administered as an administrative disenrollment.

**2.6.2.3 Extended Absence**—Typically, an OT missing more than three TDs will result in recycle or administrative disenrollment action. The 24 TRS/CC and 24TRS/DO are the decision authorities for authorizing longer absences.

**2.6.2.4 Self-Initiated Elimination (SIE)**—SIE is disenrollment resulting from a OT's written request for self-elimination. If an OT wishes to withdraw the SIE request after they have requested to SIE, he or she must gain approval from the 24 TRS/CC or 24 TRS/DO. An OT is allowed to withdraw their paperwork only once.

**2.6.3 Appeal Process**—All OTs who receive a summary elimination will be given written guidance on the OTS appeal procedures. OTS appeals must be made no later than one year from the individual's effective date of disenrollment as listed on the DD Form 785. Requests received after the allotted time period will not be considered.

# CHAPTER 3

## ACADEMICS

### 3.1 Academic Overview

**3.1.1 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 24 TRS/CC and Flt/CCs via the Syllabus Coordination Working Group process described in Holm Center Instruction 36-2604. *To ensure proper version control, this chapter may only be altered by Holm Center/CRD.*

**3.1.2 Sequence**—Academic sequencing will progress in accordance with the flow of the four-phased leadership development approach. Trainees must satisfactorily complete all academic modules prior to the end of the course.

**3.1.3 Critiques**—Trainee critiques will be completed weekly for flight room academic blocks and forwarded to their SS/CC for review. Weekly critiques for auditorium lectures will be forwarded to Holm Center/CR for action. The end-of-course critique 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 trainee comments to Holm Center/CC and OTS/CMDT. OTS/CMDT will distribute the end-of-course critiques throughout OTS as appropriate. The OTS end-of-course 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 24 TRS/DO for tracking of trends.

#### 3.1.4 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

DP—Demonstration Performance

GD—Guided Discussion

GE—Group Exercise

GL—Guest Lecture

IL—Informal Lecture

IN—Interview

L—Lecture

PE—Practical Exercise

R—Reading

SM—Student Managed

SP—Student Performance

V—Video

### 3.2 Academic Lesson Index

#### Communication Studies (CS)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
GRAMMAR REFRESHER	SM	CBT	4.00	0.00
UNDERSTANDING PUBLICATIONS	SM	CBT	1.00	0.00
INTRODUCTION TO MILITARY CORRESPONDENCE	SM	CBT	1.00	0.00
MILITARY BRIEFINGS	SM	CBT	1.00	0.00
WRITING MECHANICS	SM	CBT	1.00	0.00
SEVEN STEPS TO EFFECTIVE COMMUNICATION	SM	CBT	1.00	0.00
ELECTRONIC COMMUNICATION	SM	CBT	1.00	0.00
PUBLIC RELATIONS AND THE MEDIA	FLIGHT ROOM	IL/CASE	1.00	1.00
LISTENING: THE NEGLECTED SKILL	AUDITORIUM	IL	0.50	1.00
BASICS OF BRIEFING	AUDITORIUM	IL	1.00	1.00
INFORMATIVE BRIEFING REQUIREMENTS	FLIGHT ROOM	IL	0.00	1.00
INFORMATIVE BRIEFING DELIVERY	FLIGHT ROOM	SP	3.50	4.00
INFORMATIVE BRIEFING FEEDBACK	INSTRUCTOR CUBICLE/OFFICE	IL	0.00	3.00
BULLET STATEMENTS	AUDITORIUM	IL	1.00	1.00
BULLET STATEMENT PRACTICUM	FLIGHT ROOM	PE	0.00	2.00
ADVOCACY BRIEFING REQUIREMENTS	FLIGHT ROOM	IL	0.00	1.00
ADVOCACY BRIEFING DELIVERY	FLIGHT ROOM	SP	3.50	4.00
ADVOCACY BRIEFING FEEDBACK	FLIGHT ROOM	IL	0.00	3.00
WING BRIEF-OFF	AUDITORIUM	SP	0.00	1.00
	TOTAL HOURS		20.50	23.00

#### Warfare Studies/International Security Studies (WS/ISS)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
DEPARTMENT OF THE AIR FORCE	FLIGHT ROOM	IL	1.00	1.00
WAR & THE US MILITARY	AUDITORIUM	IL	1.00	1.00
MAKING STRATEGY	SM	R	1.00	0.00
THE DEPARTMENT OF DEFENSE	SM	R	1.00	0.00
USAF MAJOR COMMANDS	SM	R	1.00	0.00
PRINCIPLES OF WAR AND TENETS OF AIR POWER	FLIGHT ROOM	V	1.00	1.00
AIR FORCE FUNCTIONS	AUDITORIUM	IL	1.00	1.00
AIRPOWER THROUGH WWI	AUDITORIUM	IL	1.00	1.00
US POLICY	SM	R	1.00	0.00
DEPARTMENT OF THE NAVY	SM	R	1.00	0.00
US MARINE CORPS	SM	R	1.00	0.00
THE US COAST GUARD	SM	R	1.00	0.00
DEPARTMENT OF THE ARMY	SM	R	1.00	0.00
AIRPOWER: END OF WWI THROUGH WWII	AUDITORIUM	IL	1.00	2.00

AIRPOWER THROUGH THE COLD WAR, PART 1	AUDITORIUM	IL	1.00	1.00
AIRPOWER THROUGH THE COLD WAR, PART 2	AUDITORIUM	IL	1.00	1.00
THE NEED FOR CROSS-CULTURAL COMPETENCE	AUDITORIUM	IL	1.00	1.00
RELATING AND COMMUNICATING CROSS-CULTURALLY	FLIGHT ROOM	IL/GD	1.00	2.00
CULTURAL VISUAL EXPEDITIONARY SKILLS TRAINING (VEST)	FLIGHT ROOM	IL/GD	1.00	2.00
AIRPOWER IN THE POST COLD WAR	AUDITORIUM	IL	1.00	1.00
USAFRICOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USPACOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USCENTCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USNORTHCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USSOUTHCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USEUCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
AIR POWER IN THE 21 <sup>ST</sup> CENTURY	AUDITORIUM	IL	1.00	1.00
CITIZEN AIRMEN: THE TOTAL FORCE	AUDITORIUM	IL	1.00	1.00
SETTING THE WORLD STAGE	SM	R	1.00	0.00
TERRORISM	AUDITORIUM	IL	1.00	1.00
JOINT OPERATIONS	AUDITORIUM	IL	1.00	1.00
NUCLEAR OPERATIONS	SM	R	1.00	0.00
CYBERSPACE	FLIGHT ROOM	IL/GD	1.00	1.00
ARMY/NAVY/MARINE CORPS PANEL	AUDITORIUM	IN	0.00	1.00
AIR AND SPACE SYSTEMS CAPABILITIES	SM	R	1.00	0.00
FORCE PACKAGING	FLIGHT ROOM	IL/GD	1.00	1.00
TUSKEGEE AIRMEN MOVIE	FLIGHT ROOM	V	2.00	0.00
TUSKEGEE AIRMEN HISTORIC SITE VISIT	FIELD TRIP	PE	8.00	0.00
AIR FORCE DOCTRINE VIDEO SERIES	SM	CBT	3.00	0.00
AIR FORCE EMPLOYMENT EXERCISE (AFEX)	FLIGHT ROOM	PE	4.00	3.00
	TOTAL HOURS		52.00	31.00

### **Leadership Studies (LS)**

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
RELIGIOUS RESPECT	AUDITORIUM	GL	1.00	1.00
GROUP DYNAMICS	SM	R	1.00	0.00
THE HONOR CODE	FLIGHT ROOM	IL/CASE	0.50	1.00
INTRODUCTION TO LEADERSHIP THEORY	SM	R	1.00	0.00
SEXUAL ASSAULT PREVENTION AND RESPONSE	FLIGHT ROOM	IL/GD	2.00	3.00
AIR FORCE LEADERSHIP	AUDITORIUM	IL	1.00	1.00
MANAGING IN A DIVERSE WORLD	FLIGHT ROOM	GD	1.00	2.00
SELF-ASSESSMENT	AUDITORIUM	IL	1.00	1.00
MOTIVATION	AUDITORIUM	IL	0.00	1.00

TEAM BUILDING	FLIGHT ROOM	IL/PE	0.00	2.00
MANAGEMENT FUNCTIONS AND PRINCIPLES	FLIGHT ROOM	GD	0.00	2.00
FOLLOWERSHIP	AUDITORIUM	IL	1.00	1.00
AIR FORCE EQUAL OPPORTUNITY PROGRAM	FLIGHT ROOM	GD/CASE	1.50	1.00
PROBLEM SOLVING	FLIGHT ROOM	IL/PE	1.00	2.00
POWER AND INFLUENCE	FLIGHT ROOM	GD	0.00	1.00
PERSONAL AND GROUP GOALS	FLIGHT ROOM	PE	0.50	1.00
PEER EVALUATION I	FLIGHT ROOM	PE/R	3.00	0.00
STRESS MANAGEMENT AND RESILIENCY	FLIGHT ROOM	IL/GD	0.00	2.00
FULL-RANGE LEADERSHIP	FLIGHT ROOM	IL	1.00	1.00
SITUATIONAL LEADERSHIP	AUDITORIUM	IL	0.50	1.00
AIR FORCE SMART OPERATIONS FOR THE TWENTY-FIRST CENTURY	SM	R	1.00	0.00
INTRODUCTION TO CRITICAL THINKING	SM	R	1.00	0.00
CHANGE MANAGEMENT	FLIGHT ROOM	GD/PE	0.00	1.00
LEADERSHIP AUTHORITY AND RESPONSIBILITY	FLIGHT ROOM	IL/CASE	2.00	2.00
CONFLICT MANAGEMENT	FLIGHT ROOM	GD/PE	0.00	2.00
MENTORING	FLIGHT ROOM	IL	0.00	1.00
CORRECTIVE SUPERVISION AND COUNSELING	FLIGHT ROOM	IL/PE/CASE	1.00	1.00
SEXUAL HARASSMENT AWARENESS	FLIGHT ROOM	IL/CASE	1.00	1.00
STANDARDS AND ACCOUNTABILITY	FLIGHT ROOM	GD/CASE	1.00	3.00
ENVIRONMENTAL AWARENESS	SM	R	1.00	0.00
CAREER PROGRESSION IN THE AIR NATIONAL GUARD	SM	R	1.00	0.00
HOLM CENTER TRAINING MANUAL	AUDITORIUM	GL	1.00	1.00
RISK MANAGEMENT	SM	R	1.00	0.00
LEADERSHIP AND MANAGEMENT CASE STUDIES	FLIGHT ROOM	CASE	1.50	2.00
COUNSELING AND PRACTICUM	FLIGHT ROOM	GD/PE	1.00	4.00
AIRMAN COMPREHENSIVE ASSESSMENT PROCESS	AUDITORIUM	IL	1.00	1.00
ENLISTED EVALUATION SYSTEM	AUDITORIUM	IL	1.00	1.00
OFFICER EVALUATION SYSTEM	AUDITORIUM	IL	1.00	1.00
<i>THE CAINE MUTINY</i>	FLIGHT ROOM	GD	1.00	3.00
EFFECTIVE SUPERVISION	AUDITORIUM	IL	1.00	1.00
JOINT ETHICS	AUDITORIUM	GL	1.00	1.00
PEER EVALUATION II	FLIGHT ROOM	PE	3.00	1.00
CAPSTONE: REMEMBER THE TITANS	FLIGHT ROOM	GD/CASE	0.00	3.00
EVALUATION CONCEPTS	FLIGHT ROOM	GD	0.50	1.00
ETHICAL DECISION MAKING CASE STUDIES	FLIGHT ROOM	GD/CASE/V	0.00	2.00
THE SUPERVISOR'S "IN-BASKET"	FLIGHT ROOM	GD/PE	0.00	3.00
	TOTAL HOURS		40.00	60.00

## Profession of Arms (PA)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
AIR FORCE DRESS AND APPEARANCE STANDARDS	DORMS	IL	2.00	2.00
SUICIDE PREVENTION	AUDITORIUM	GL	1.00	1.00
MILITARY CUSTOMS AND COURTESIES	AUDITORIUM	IL	1.00	2.00
AIR FORCE CORE VALUES: THE PRICE OF ADMISSION	FLIGHT ROOM	IL	1.00	1.00
THE PROFESSION OF ARMS	FLIGHT ROOM	GD	1.00	1.00
THE CODE OF CONDUCT	FLIGHT ROOM	GD	1.00	1.00
THE INSPECTOR GENERAL SYSTEM	SM	R	1.00	0.00
MILITARY JUSTICE	AUDITORIUM	GL	1.00	1.00
MILITARY JUSTICE CASE STUDIES	FLIGHT ROOM	CASE	1.00	1.00
UNIFORM CODE OF MILITARY JUSTICE	SM	R	1.00	0.00
THE US CONSTITUTION	SM	R	1.00	0.00
LAW OF ARMED CONFLICT	SM	R	1.00	0.00
ROLES OF THE PRESIDENT, THE EXECUTIVE BRANCH, CONGRESS, AND CIVILIAN CONTROL OF THE MILITARY	SM	R	1.00	0.00
THE ENLISTED FORCE	AUDITORIUM	GL	2.00	1.00
SUBSTANCE ABUSE CONTROL PROGRAM	SM	R	1.00	0.00
CIVILIAN PERSONNEL	SM	R	1.00	0.00
INFORMATION ASSURANCE, COMPUTER SECURITY, AND INFORMATION OPERATIONS	SM	R	1.00	0.00
ETIQUETTE AND DECORUM	SM	R	1.00	0.00
PROFESSIONAL AND UNPROFESSIONAL RELATIONSHIPS	AUDITORIUM	GL	1.00	1.00
PROFESSIONAL AND UNPROFESSIONAL RELATIONSHIPS CASE STUDIES	FLIGHT ROOM	GD/CASE	1.00	1.00
OATH OF OFFICE	SM	R	1.00	0.00
PAY, ALLOWANCES, AND LEAVE	AUDITORIUM	IL	2.00	1.00
AIR AND SPACE EXPEDITIONARY FORCE	AUDITORIUM	IL	1.00	1.00
DEFENSE SUPPORT OF CIVIL AUTHORITIES	AUDITORIUM	GL	1.00	1.00
NONCOMMISSIONED OFFICER PERSPECTIVE	FLIGHT ROOM	GL	1.00	1.00
VIRTUAL STAFF RIDE: BATTLE OF ROBERT'S RIDGE	FLIGHT ROOM	GD	1.00	2.00
YOUR FIRST OFFICER ASSIGNMENT	FLIGHT ROOM	GD	1.00	1.00
FINANCIAL BRIEFING	AUDITORIUM	GL	0.00	1.00
THE COMMISSION: AN OFFICER'S RESPONSIBILITY	AUDITORIUM	GL	0.00	1.00
AIRMANSHIP	FLIGHT ROOM	GD	0.00	2.00
	TOTAL HOURS		30.00	22.00

### Assessments (AS)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
CULTURAL STUDIES PRE-TEST	AUDITORIUM	SP	0.00	1.00
CONSOLIDATED WRITTEN TEST (CWT) #1	AUDITORIUM	SP	2.00	2.50
CWT #1 REVIEW	FLIGHT ROOM	GD	0.00	1.00
CWT #2	AUDITORIUM	SP	2.00	2.50
CWT #2 REVIEW	FLIGHT ROOM	GD	0.00	1.00
COMPREHENSIVE REVIEW TEST (CRT)*	FLIGHT ROOM	SP	2.00	2.50
* CRT Scheduling coincides with other instruction hours				
	TOTAL HOURS		6.00	10.50

### Orientation (OR)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
ACADEMIC ORIENTATION	AUDITORIUM	IL	0.00	1.00
EDUCATION BRIEFING	AUDITORIUM	IL	0.00	1.00
	TOTAL HOURS		0.00	2.00

### Preparation (PR)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
APT CWT #1	FLIGHT ROOM	TUTORING	0.00	1.00
APT CWT #2	FLIGHT ROOM	TUTORING	0.00	1.00
APT CRT	FLIGHT ROOM	TUTORING	0.00	1.00
	TOTAL HOURS		0.00	3.00

### Totals

CR AREAS	STUDY HOURS	CLASS HOURS
CS	20.50	23.00
WS/ISS	52.00	31.00
LS	40.00	60.00
PA	30.00	22.00
AS	6.00	10.50
OR	0.00	2.00
PR	0.00	3.00
TOTAL	148.50	151.50

### 3.3 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:** Advocacy Briefing Delivery

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

**Description:** The goal of the Advocacy Briefing is for students to present a current military issue and advocate for a position. Students present a 5-9 minute briefing using the Problem-Solution or Pro-Con Plus 1 pattern. Students also prepare a graded measure position paper IAW standards established in AFH 33-337, *The Tongue and Quill*.

**Lesson Title:** Advocacy Briefing Feedback

**Lesson Objective:** Respond to the importance of how an advocacy briefing results in a more convincing argument.

**Description:** The evaluating officer presents students with their grade sheets from the Advocacy Briefing Measurement and position paper and counsels individual trainees on their performance. The evaluating officer will provide formal, graded feedback on the Holm Center Forms 6 and 9, for the briefing and paper, respectively.

**Lesson Title:** Advocacy Briefing Requirements

**Lesson Objective:** Apply advocacy briefing skills to deliver a convincing argument.

**Description:** This lesson explains the standards and requirements for the advocacy briefing delivery. The Pro-Con Plus 1 and the Problem-Solution presentation patterns are explained.

**Lesson Title:** Air Force Functions

**Lesson Objective:** Know the different levels of Air Force Doctrine and each Air Force Function to include selected operations within those functions.

**Description:** This lesson uses AF Doctrine Volume I and Volume IV as the framework to discuss the fundamental Air Force Functions.

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

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

**Description:** This lesson lays the foundation for the Air Force Core Values. It leads the student on the journey to gain insight into the Core 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 Airmen's personal and professional lives. It culminates by having the discuss 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

**Lesson Objective:** Apply Air Force dress and appearance standards.

**Description:** This lesson is designed to give students 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, to include grooming standards. The lesson then discusses the wear of the various Air Force uniforms.

**Lesson Title:** Air Force Employment Exercise (AFEX)

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

**Description:** This lesson allows students to combine the concepts they have learned to date and apply them to a realistic war game scenario. Students should be able to plan missions and packages using the AFEX Software.

**Lesson Title:** Air Force Equal Opportunity Program

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

**Description:** This lesson is a guided discussion on what effects prejudice and discrimination can have in the Air Force and what Airmen 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 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 Smart Operations for the Twenty-First Century

**Lesson Objective:** Comprehend principles of Air Force Smart Operations for the Twenty-First Century (AFSO21).

**Description:** This reader provides students with a foundational understanding of the AFSO21 program. 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:** Air and Space Expeditionary Force

**Lesson Objective:** Know the Air and Space Expeditionary Force (AEF) concept.

**Description:** This lesson focuses on how Airmen and assets are deployed through the present AEF construct and lays the foundation for the future deployment methods.

**Lesson Title:** Airpower in the Twenty-First Century

**Lesson Objective:** Know how the attacks on September 11, 2001 changed U.S. policy, the major contributions of airpower during Operations ENDURING FREEDOM (OEF) and IRAQI FREEDOM (OIF), and the importance of military lessons learned during OEF and OIF.

**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.

**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.

**Lesson Title:** Airman Comprehensive Assessment Process

**Lesson Objective:** Know key elements of the Airman Comprehensive Assessment process.

**Description:** This lesson focuses on the use of the Airman Comprehensive Assessment form as it relates to the broader concept of feedback.

**Lesson Title:** Airmanship

**Lesson Objective:** Value the relationship between the Airman's Creed, the Air Force Core Values, character, and Airmanship.

**Description:** This lesson is a guided discussion on the concept of Airmanship, using the Airman's Creed as the vehicle of discussion, highlighting various great Airmen in our history. It discusses the value of Airmanship and the importance of valuing the concept as an Airman.

**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 Air

War Division Plan 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.

**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.

**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 buildup of nuclear weapons.

**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.

**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.

**Lesson Title:** AMS Feedback Process

**Lesson Objective:** Value the competencies of officership as measurable expectations for the standards of conduct of Air Force officers.

**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 Airman Comprehensive Assessment Worksheets (ACA) 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 ACA, 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:** Value the need for officers to constantly seek and give feedback for personal and professional development.

**Description:** This 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:** 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 *Tongue & Quill* (T&Q) guidance to develop and deliver a professional military briefing.

**Description:** This lesson explains the basic format for a military briefing and how to develop and deliver an effective briefing. The lesson goes into detail on how to effectively present information in a professional and military manner.

**Lesson Title:** Bullet Statements

**Lesson Objective:** Value the importance of writing effective bullet statements in accordance with AFH 33-337, *The Tongue & Quill*.

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

**Lesson Title:** Bullet Statement Practicum

**Lesson Objective:** Respond to the importance of 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 in accordance with AFH 33-337, *The Tongue and Quill*.

**Lesson Title:** Capstone: Remember the Titans

**Lesson Objective:** Value the relationship of the Leadership Studies curriculum as it relates to the movie “Remember the Titans.”

**Description:** The movie Remember the Titans is used as a case for students to apply the lessons learned in the Leadership Studies curriculum. Students will discuss specific scenes in the movie that reinforce learned concepts and theories. The instructor should not allow the students to simply review the lessons but instead relate key observations to leadership, management, and mission accomplishment. The movie will be stopped at various times for discussion and reflection.

**Lesson Title:** Career Progression in the Air National Guard

**Lesson Objective:** Know the basic elements of officer career progression in the Air National Guard.

**Description:** This lesson addresses specific officer career progression within the Air National Guard. The lesson begins with an introduction into the Air Force classification system for officers including how officers are assigned within Air Force Specialty Codes and on Unit Manning Documents. The lesson covers position vacancy and mandatory promotions within the Air National Guard and the items included in the Officer Selection Folder. Finally, the lesson explains the differences between Reserve and Regular commissions and line and professional commissions.

**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 (AFR) and the Air National Guard (ANG). 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 students a brief overview of the Air Force civilian personnel system. The reading includes an explanation of why the Air Force 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. 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 lesson 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. This is 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 proceeds to discuss traits of an effective counselor. Students are then given the opportunity to apply counseling techniques in role play situations.

**Lesson Title:** Cultural Visual Expeditionary Skills Training (VEST)

**Lesson Objective:** Comprehend how cross-cultural competence (3C) skills can help in the negotiation process.

**Description:** This lesson is designed to instruct students on the third tier skill of the Air Force 3C Development Model which is Negotiation. This lesson also introduces students to the Air Force Culture and Language Center's visual expeditionary skills training which challenges Airmen to apply their understanding of the 3C skills of relate, communicate and negotiate in a culturally complex virtual scenario.

**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 (DoD) responds to domestic emergencies and addresses interactions and command relationships between DoD, state and local authorities.

**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 components, mission, organization, and strategic roles in relation to the national security process.

**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, undersea warfare, and amphibious warfare.

**Lesson Title:** Effective Supervision

**Lesson Objective:** Comprehend the concept of effective supervision.

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

**Lesson Title:** 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 in CBT format 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:** Enlisted Evaluation System

**Lesson Objective:** Know elements of the Enlisted Evaluation System (EES).

**Description:** This lesson focuses on the components of the Enlisted Evaluation System (EES), specifically Enlisted Performance Reports (EPR) and the enlisted career progression system.

**Lesson Title:** Ethical Decision-Making Case Studies

**Lesson Objective:** Value the relationship of ethical decision-making to mission accomplishment.

**Description:** This lesson is intended help students explore and employ critical thought in making decisions that may involve an ethical dilemma. Students should leave the lesson understanding that effective decision-making is a normal part of Airmanship. This presentation is built around video scenarios. Scenarios deal primarily with ethical leadership decisions and build the background for discussion, with an exploration of the issues and implications surrounding each situation.

**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:** This lesson is intended to educate officers about correct behavior, dress, and decorum. It is also designed to familiarize students with the more common matters of protocol and etiquette at military-affiliated social events. The students 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:** 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 an effective follower.

**Description:** This lesson examines the nature of effective followership. It begins by examining Kelley's Two-Dimensional 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 also need to be good followers.

**Lesson Title:** Force Packaging

**Lesson Objective:** Respond to a discussion to the intricacies of assembling an effective force package to achieve the objective of air and space operations.

**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 Air Force Employment Exercise. This lesson also lays the foundation for the upcoming (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 (FRLM). 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:** 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.

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

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

**Description:** The objective of the lesson is for the students 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 Delivery

**Activity Statement:** 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:** Informative Briefing Feedback

**Lesson Objective:** Respond to the importance of presenting an informative briefing.

**Description:** In this lesson, the evaluating officer counsels individual trainees on their informative briefing performance. The instructor presents students with their grade sheets from their briefings and background papers.

**Lesson Title:** Informative Briefing Requirements

**Lesson Objective:** Apply briefing skills to deliver an effective informative briefing.

**Description:** This lesson explains the requirements and standards for the informative briefings given on regional studies. In addition, the evaluating officer will review specific rules and feedback procedures for the regional studies briefings. The instructors will emphasize individual areas of importance as outlined on the Briefing Grade Sheet. Students are then instructed in the preparation and use of a background paper.

**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 lesson takes a basic look at leadership. The definition of leadership is explored along with the relationship between leadership and management. The lesson concludes with an explanation of the interaction of the framework of the leader and follower and how situations affect leadership.

**Lesson Title:** Introduction to Military Correspondence

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

**Description:** Students will review types of formats for writing Air Force correspondence. AFH 33-337, *The Tongue and Quill*, provides excellent guidance in this area, including examples.

**Lesson Title:** Joint Ethics

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

**Description:** This is a mandatory lesson for initial ethics training. This lesson gives a basic introduction to DoD 5500.7-R, *Joint Ethics Regulation*, gives a general overview of the chapters in the regulation and covers some of the special rules that students need to know. There are several examples of ethics violations in the student reader that students 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 lesson 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 students 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 and touches on the US Code that affects an Airman's authority and responsibility. 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.

**Lesson Title:** Listening: The Neglected Skill

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

**Description:** This lesson introduces students 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 lesson 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:** Mentoring

**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 in accordance with AFI 36-2643, *Air Force Mentoring Program*. The lesson will then explain the attributes of a good mentor and the attributes of the mentee. The lesson will finish with the benefits of mentorship for both the mentor and mentee.

**Lesson Title:** Military Briefings

**Lesson Objective:** Apply *The Tongue and Quill* guidance to develop and deliver a professional military briefing.

**Description:** Students will review guidance in the *Tongue and Quill (AFH 33-337)* for preparing an effective military briefing.

**Lesson Title:** Military Customs and Courtesies

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

**Description:** The lesson begins by defining customs and courtesies. It discusses various rank insignias, describes proper reporting procedures, and teaches when to properly render courtesies. Instructors will need to rely on experience, knowledge and expertise as they teach this lesson.

**Lesson Title:** Military Justice

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

**Description:** In this lesson, students receive an explanation of the military legal system's origin and uniqueness. It discusses the options of prevention, correction, and punishment available to Air Force leaders. Students will learn the roles of the Staff Judge Advocate and the Area Defense Counsel. The focus for this lesson is to give students a solid understanding of not only the concept of punishment, but the importance prevention and correction play in maintaining good order and discipline within the Air Force.

**Lesson Title:** Military Justice Case Studies

**Lesson Objective:** Respond to an officer's responsibility in military justice situations.

**Description:** This lesson uses case studies to integrate learning from the military justice reading and lecture. During the case studies portion, students will apply the concepts learned to applicable situations they will face as an officer.

**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 multiple motivation theories. The lesson also gives them guidelines to use when motivating subordinates.

**Lesson Title:** Noncommissioned Officer Perspective

**Lesson Objective:** Value appropriate professional interaction between officers and enlisted Airmen.

**Description:** This lesson ties in, reinforces, and gives an overall perspective to the students 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 intent of this lesson is to bring in a sharp Noncommissioned Officer (NCO) or Senior NCO as guest lecturer to share insight on areas of their choosing, to include, but not limited to desired officer qualities, professional relationships, and officer expectations of the enlisted force.

**Lesson Title:** The Need for Cross-Cultural Competence

**Lesson Objective:** Know how cross-cultural competence (3C) leads to operational success when working with individuals and groups from 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:** Oath of Office

**Lesson Objectives:** Comprehend the purpose of a military officer's oath of office and commission.

**Description:** This lesson is designed to educate and motivate officers about the oath of office and their commissions. It begins with a historical context through which the students can begin to grasp the origins of oaths. Then, the lesson covers every line of the oath. It explains commitment students are about to undertake by taking the oath of office.

**Lesson Title:** Officer Evaluation System

**Lesson Objective:** Know the Air Force Officer Evaluation System.

**Description:** This lesson focuses on the components of the Officer Evaluation System (OES) by overviewing the Officer Performance Report (OPR) process and the officer career progression path.

**Lesson Title:** Pay, Allowances, and Leave

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

**Description:** This 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 students 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:** Pay, Allowances, and Leave in the Air National Guard

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

**Description:** This lesson covers pay and allowances specifically for Air National Guardsmen. It covers the different pay statuses, allowances, and types of pay.

**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. Secondly, 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:** 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 student 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 video lesson defines each principle of war and provides a brief description of its critical attributes from a war-fighting perspective. It demonstrates the airman's perspective on the principles of war.

**Lesson Title:** Problem Solving

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

**Description:** This lesson is 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:** Professional and Unprofessional Relationships

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

**Description:** This lesson explains the Air Force policy on professional and unprofessional relationships, the responsibility of officers to avoid UPRs, and the punishments associated with UPRs. The lecture will define and describe the various types of unprofessional relationships. 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:** Value the positive impact professional relationships have on an organization.

**Description:** This class reinforces the information taught in the Professional and Unprofessional Relationships class. The students are given cases describing possible unprofessional relationships. The students must determine if an unprofessional relationship exists and what action should be taken to correct the situation. The instructor facilitates the discussion and interjects relevant information to help the students arrive at sound corrective decisions.

**Lesson Title:** Public Relations and the Media

**Lesson Objective:** Comprehend the concepts of public relations and media interactions for Air Force Officers.

**Description:** This lesson discusses proper interactions with the media and proper uses of social media. It reiterates that all Airmen are representatives of the Air Force and with that, there is much responsibility placed on the shoulders of every Airman.

**Lesson Title:** Relating and Communicating Cross-Culturally

**Lesson Objective:** Comprehend how knowledge of cultural domains can enhance one's ability to relate and communicate cross-culturally.

**Description:** This lesson is designed to impart basic awareness of how the 3C skills of relate and communicate can enhance one's cross-cultural competence. This lesson also introduces and incorporates cultural assimilators as a means of fostering critical thinking and reflection on possible sources of cross-cultural conflict.

**Lesson Title:** Religious Respect

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

**Description:** This lesson covers the rights and governing guidance associated with exercising religion. It also covers the various agencies that are available for religious issues. The lesson also focuses on the idea of respecting others' beliefs and discusses self-control in discipline in terms of religious tolerance.

**Lesson Title:** Risk Management

**Lesson Objective:** Know the significant elements of Risk Management (RM).

**Description:** This reading assignment introduces the students to RM and provides students with a basic understanding of the five-step process. The lesson uses articles to discuss the importance of RM and give examples of on- and off-duty use of RM.

**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 lesson 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 reading focuses on transnational issues, with particular emphasis placed on the emerging trend of globalization and the challenges it presents.

**Lesson Title:** 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:** Students 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. Students 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:** Sexual Assault Prevention and Response

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

**Description:** This lesson covers the various aspects of Sexual Assault Prevention and Response (SAPR). It begins by defining SAPR in DOD terms and discusses DOD policies on tolerance and confidentiality. It goes on to discuss the roles and significance of perpetrators, facilitators, bystanders, victims, wingmen, sexual assault response coordinator. It concludes with a discussion on the impact that sexual assault can have on a unit and mission accomplishment.

**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 and describes the two key aspects necessary to evaluate follower development levels: ability and willingness.

**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 Prevention

**Lesson Objective:** Know key factors in the Air Force Suicide Prevention Program.

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

**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 fundamentals of terrorism and its impact on US policy.

**Description:** The lecture motivates the students by reminding them of President Bush's challenge to other nations concerning their position on terrorism, and reminds the students 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:** *The Caine Mutiny*

**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 provides good discussion for superior/subordinate relationships and the idea of dissent in the military. 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:** The Code of Conduct

**Lesson Objective:** Comprehend the principles of the Code of Conduct.

**Description:** The intent of this class is to make a connection in the students' hearts and minds about the Code of Conduct and the spirit of warrior ethos exhibited throughout history and the expectations for the future. The lesson will also reaffirm the Core Values and requires students to think about ownership of the concepts of honor and integrity of an Air Force Officer and the responsibility that comes with it.

**Lesson Title:** The Commission: An Officer's Responsibility

**Lesson Objective:** Value the importance of the commission and the responsibilities placed on all officers.

**Description:** This lesson is designed to educate and motivate students about their upcoming commissioning as officers in the United States Air Force. The students have already learned and been tested on the Oath of Office. Therefore, this lesson is all about the affective portion of the commissioning process. The lesson starts out by discussing the meaning of each segment of the oath of office, mainly, as a review; however, it is up to the instructor to add as much affective meaning as possible. The second half of the lesson discusses the commission and what it means to accept a commission in the United States Air Force. This portion should involve personal thoughts and feelings about accepting a commission and the journey the students are about to embark upon.

**Lesson Title:** The 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:** The Enlisted Force

**Lesson Objective:** Know key elements of the enlisted force system.

**Description:** This lesson covers a basic history of the enlisted corps and the enlisted force structure. The lesson also discusses various roles and responsibilities of enlisted Airmen and Professional Military Education (PME) for enlisted Airmen.

**Lesson Title:** The Honor Code

**Lesson Objective:** Value the Officer Training School (OTS) Honor Code.

**Description:** The instructor will present a short overview of the OTS Honor Code. During the second portion of the lesson, students review cases and discuss whether or not an Honor Code or other violation has occurred. Each case presents a different slant on the Honor Code. The Air Force Core Values of "Integrity First," "Service Before Self," and "Excellence in All We Do," are woven throughout the lesson to emphasize the ties between the Honor Code and the Core Values.

**Lesson Title:** The Inspector General System

**Lesson Objective:** Know the Inspector General (IG) system and the IG programs.

**Description:** This reading gives the students general information on Air Force Inspector General (IG) Programs. The reading focuses on the purpose and policies of complaint programs, notably the Complaints Resolution Program (CRP) and Fraud, Waste, and Abuse (FWA) program, the responsibilities of commanders and complainants, and the Air Force Inspection System (AFIS).

**Lesson Title:** The Profession of Arms

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

**Description:** This lesson analyses the military as a profession. It looks at the responsibilities the military has to the United States. It also addresses why the students joined the military, what motivated them, and what will be expected of them.

**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 students are divided into small groups for the execution of this lesson. The intent of the lesson is to provide the students 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. Students must discover the interrelationships of various activities. Students learn that leadership and administrative problems do not have a single answer.

**Lesson Title:** The US Coast Guard

**Lesson Objective:** Know the core missions of the United States Coast guard (USCG).

**Description:** In this lesson students will learn the core missions of the coast guard and their unique chain of command.

**Lesson Title:** The US Constitution

**Lesson Objective:** Know the key ideas and distinct features of the US Constitution and how it relates to servitude to the nation.

**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 lesson 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:** Tuskegee Airmen Museum Visit

**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:** Students 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 students will learn about the various categories of publications and how changes are made to the publications.

**Lesson Title:** Uniform Code of Military Justice

**Lesson Objective:** Know selected articles of the Uniform Code of Military Justice (UCMJ) and rights of the accused.

**Description:** This lesson is an introduction to the military justice system. The lesson focuses on four 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 justice class.

**Lesson Title:** US 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:** 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 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.

**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 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.

**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 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.

**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 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.

**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:** overly focused on any specific country. This lesson 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

**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 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.

**Lesson Title:** Virtual Staff Ride: Battle of Roberts Ridge

**Lesson Objective:** Value the Battle of Roberts Ridge and the sacrifice of the military members involved.

**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:** Comprehend 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 Basic Doctrine Volume 1. 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 students 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 students participates in the Wing Brief-Off to determine the best briefer in the OT Wing.

**Lesson Title:** Writing Mechanics

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

**Description:** Students 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. Students 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:** Your First Officer Assignment

**Lesson Objective:** Respond to the expectations of your first officer assignment.

**Description:** This lesson is designed to prepare the students 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.

**Lesson Title:** Your First Officer Assignment in the Air National Guard

**Lesson Objective:** Respond to the expectations of your first officer assignment.

**Description:** This lesson is a guided discussion designed to prepare the students for their first assignment as an officer. It discusses specific challenges for officers in the Air National Guard.

### 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:** Comprehensive Review Test

**Lesson Objective:** None.

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

## **Orientation (OR)**

**Lesson Title:** Academic Orientation

**Lesson Objective:** Comprehend the academic program at OTS.

**Description:** Introduce students 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.

## **Preparation (PR)**

**Lesson Title:** Academic Preparation

**Lesson Objective:** None.

**Description:** Trainee time to prepare for CWT #1 and seek assistance from CAMs and Flt/CC.

**Lesson Title:** Academic Preparation

**Lesson Objective:** None.

**Description:** Trainee time to prepare for CWT #2 and seek assistance from CAMs and Flt/CC.

**Lesson Title:** Comprehensive Test Academic Preparation

**Lesson Objective:** None.

**Description:** Trainee time to prepare for comprehensive area test and seek assistance from CAMs and Flt/CC.

## **3.4 Graded Measurement and Lesson Prerequisites**

### **3.4.1 CWT #1 Academics**

PA-Military Customs and Courtesies

PA-Air Force Core Values: The Price of Admission

PA-The US Constitution

PA-Roles of the President, the Executive Branch, Congress, and Civilian Control of the Military

PA-The Profession of Arms

PA-Suicide Prevention

PA-The Code of Conduct

PA-Uniform Code of Military Justice

PA-Law of Armed Conflict

PA- The Inspector General System

WS-Department of the Air Force

WS-War and the US Military

WS-Making Strategy

WS-The Department of Defense

WS-USAF Major Commands

WS-Principles of War and Tenets of Air Power  
WS-Air Force Functions  
WS-Airpower Through WWI  
WS-US Policy  
WS-Department of the Navy  
WS-The Marine Corps  
WS-The US Coast Guard  
WS-Department of the Army  
ISS-The Need for Cross-Cultural Competence  
ISS-Relating and Communicating Cross-Culturally  
ISS-Cultural Visual Expeditionary Skills Training (VEST)  
CS-Listening: The Neglected Skill  
LS-Religious Respect  
LS-Stress Management and Resiliency  
LS-Managing in a Diverse World  
LS-Team Building  
LS-Air Force Leadership  
LS-Self-Assessment  
LS-Motivation  
LS-Followership  
LS-Air Force Smart Operations for the Twenty-First Century  
LS-Problem Solving  
LS-Management Functions and Principles  
LS-Full-Range Leadership  
LS-Situational Leadership  
LS-Power and Influence  
LS-Air Force Equal Opportunity Program  
LS-Sexual Assault Prevention and Response

### **3.4.2 CWT #2 Academics**

PA-Substance Abuse Control Program  
PA-Civilian Personnel  
PA-Military Justice  
PA-Information Assurance, Computer Security, and Information Operations  
PA-The Enlisted Force  
PA-Defense Support of Civil Authorities  
PA-Oath of Office  
PA-Professional and Unprofessional Relationships  
PA-Pay, Allowances, and Leave  
PA-Air and Space Expeditionary Force  
WS-Airpower: End of WWI through WWII  
WS-Airpower Through the Cold War, Part 1  
WS-Airpower Through the Cold War, Part 2  
WS-Airpower in the Post-Cold War  
WS-Air Power in the 21<sup>st</sup> Century  
WS-Citizen Airmen: The Total Force

- ISS-Setting the World Stage
- ISS-Terrorism
- WS-Joint Operations
- WS-Nuclear Operations
- WS-Cyberspace
- LS-Leadership Authority and Responsibility
- LS-Mentoring
- LS-Conflict Management
- LS-Change Management
- LS-Corrective Supervision and Counseling
- LS-Sexual Harassment Awareness
- LS-Risk Management
- LS-Standards and Accountability
- LS-Airman Comprehensive Assessment Process
- LS-Enlisted Evaluation System
- LS-Officer Evaluation System
- LS-Effective Supervision
- LS-Counseling and Practicum
- LS-Joint Ethics

### **3.4.3 Field Leadership**

#### **3.4.3.1 BELPS**

- LS-Motivation
- LS-Management Functions and Principles
- LS-Problem Solving
- LS-Full-Range Leadership
- LS-Situational Leadership
- FL-LCE Introduction
- FT-Land Navigation (CBT) / Field Exercise
- FT-Small Unit Tactics IA and IB/C
- FT-Tactical Communication Field Exercise

#### **3.4.3.2 LRC**

- LS-Standards and Accountability
- LS-Leadership and Management Case Studies
- FL-LCE Introduction
- FL-BELPS

#### **3.4.3.3 AEF**

- FT-Confidence Course (Blue Thunder)
- FT-Introduction to Air Force Combatives
- FT-Base Defense Fundamentals / Field Exercise I
- FT-Small Unit Tactics IB/C
- FL-BELPS
- FL-LRC
- FL-LCE Introduction

### **3.4.4 Administration**

#### **3.4.4.1 TMO/SATO**

AD-Smooth Move

AD-Assignment Briefing

#### **3.4.4.2 Common Access Card Creation**

NET 1200 on Training Day 1

### **3.4.5 Leadership Studies**

#### **3.4.5.1 LS-Capstone: *Remember the Titans***

All LS curriculum prerequisites for CWT #2

#### **3.4.5.2 LS-*The Caine Mutiny***

LS-Air Force Leadership

LS-Followership

#### **3.4.5.3 LS-Enlisted Evaluation System**

CS-Bullet Statements

LS-Airman Comprehensive Assessment Process

#### **3.4.5.4 LS-Evaluation Concepts**

LS-Enlisted Evaluation System

#### **3.4.5.5 LS-Situational Leadership**

LS-Full-Range Leadership

#### **3.4.5.6 LS-Leadership and Management Case Studies**

All LS curriculum prerequisites for CWT #2

#### **3.4.5.7 LS-Officer Evaluation System**

CS-Bullet Statements

LS-Airman Comprehensive Assessment Process

LS-Enlisted Evaluation System

#### **3.4.5.8 LS-Personal and Group Goals**

PA-Air Force Core Values: The Price of Admission

#### **3.4.5.9 LS-Problem Solving**

LS-Air Force Smart Operations for the Twenty-First Century

#### **3.4.5.10 LS-Standards and Accountability**

PA-Air Force Core Values: The Price of Admission

#### **3.4.5.11 LS-The Supervisor's "In-Basket"**

All LS curriculum prerequisites for CWT #2

#### **3.4.5.12 LS-Effective Supervision**

LS-Airman Comprehensive Assessment Process

LS-Enlisted Evaluation System

LS-Officer Evaluation System

#### **3.4.5.13 LS-Self-Assessment**

LS-Air Force Leadership

#### **3.4.5.14 LS-Motivation**

LS-Self-Assessment

#### **3.4.5.15 LS-Followership**

LS-Motivation

#### **3.4.5.16 LS-Ethical Decision-Making Case Studies**

LS-Air Force Leadership

LS-Air Force Core Values: The Price of Admission

LS-Followership  
LS-Professional and Unprofessional Relationships  
LS-Standards and Accountability  
LS-Leadership, Authority and Responsibility  
PA-Military Justice  
LS-Risk Management

### **3.4.6 Communication Studies**

#### **3.4.6.1 Position Paper and Background Paper**

CS-Introduction to Military Correspondence  
CS- Seven Steps to Effective Communication  
CS- Writing Mechanics

#### **3.4.6.2 Informative Briefing (Regional Studies)**

CS-Basics of Briefing  
CS-Informative Briefing Requirements  
CS-Introduction to Military Correspondence  
CS- Military Briefings  
ISS-Relating and Communicating Cross-Culturally  
ISS-USAFRICOM Area of Responsibility  
ISS-USCENTCOM Area of Responsibility  
ISS-USEUCOM Area of Responsibility  
ISS-USNORTHCOM Area of Responsibility  
ISS-USPACOM Area of Responsibility  
ISS-USSOUTHCOM Area of Responsibility

#### **3.4.6.3 Advocacy Brief**

CS-Advocacy Briefing Requirements  
CS-Basics of Briefings  
CS-Introduction to Military Correspondence  
CS-Military Briefings

#### **3.4.6.4 Informative Briefing Requirements**

CS-Basics of Briefing

#### **3.4.6.5 Bullet Statement Practicum**

CS-Bullet Statements

### **3.4.7 Warfare Studies/International Security Studies**

#### **3.4.7.1 Army/Navy/Marine Corps Panel**

WS/ISS-Department of the Army  
WS/ISS-Department of the Navy  
WS/ISS-The Marine Corps

#### **3.4.7.2 WS/ISS-Cultural VEST**

WS/ISS-The Need for Cross-Cultural Competence  
WS/ISS-Relating and Communicating Cross-Culturally

#### **3.4.7.3 WS/ISS-Relating and Communicating Cross-Culturally**

WS/ISS-The Need for Cross-Cultural Competence

#### **3.4.7.4 Unified Combatant Command Auditorium Lectures**

WS/ISS-The Need for Cross-Cultural Competence

WS/ISS-Relating and Communicating Cross-Culturally

**3.4.7.5 WS-Joint Operations**

WS/ISS-Department of the Air Force

WS/ISS-Department of the Army

WS/ISS-Department of the Navy

WS/ISS-The Marine Corps

WS/ISS-The US Coast Guard

**3.4.7.6 ISS-Terrorism**

WS/ISS-War and the US Military

WS/ISS-Setting the World Stage

**3.4.7.7 All Airpower History lessons (lessons must stay in chronological order, e.g.,**

**WWII must come after WWI, Cold War after WWII, etc.)**

WS/ISS-Principles of War and Tenets of Air Power

WS/ISS-Air Force Functions

**3.4.8 Profession of Arms**

**3.4.8.1 PA-Military Justice Case Studies**

PA-Military Justice

**3.4.8.2 PA-Professional and Unprofessional Relationship Case Studies**

PA-Professional and Unprofessional Relationships

**3.4.8.3 PA-Career Progression in the Air National Guard**

PA-Officer Evaluation System

**3.4.8.4 PA-Airmanship**

PA-Virtual Staff Ride: Battle of Roberts Ridge

**3.4.9 Drill and Ceremonies**

**3.4.9.1 Open Ranks Inspections**

DR-Drill Block III

## CHAPTER 4

### NON-ACADEMIC TRAINING

**4.1 Training Event Descriptions:** This chapter outlines training required within BOT to include training descriptions, location, training method, and hours. Locations of events are subject to change.

#### 4.2 Inspections, Drill and Ceremonies (IDR)

**Training Title:** Dorm Instruction

**Training Method:** DP, IL

**Hours:** 4

**Objective:** Given military issued uniform items organize items by properly following detailed instructions on folding and placement.

**Description:** This lesson is designed to teach the detailed instructions on rolling and folding uniform items and the established standards for dorm room upkeep. Instructors will measure their ability to follow instructions throughout training, with special emphasis placed on room/item arrangement.

**Training Title:** Dorm Inspection

**Training Method:** DP, PE

**Hours:** 8

**Objective:** Inspect trainees on folding and placement of dorm room items to include upkeep and standardization of dorm common areas.

**Description:** Instructors will measure the trainee's ability to follow instructions on folding and placement of dorm room items to include upkeep and standardization of dorm common areas.

**Training Title:** Drill Instructions

**Training Method:** PE

**Hours:** 8

**Objective:** Without reference, perform all individual and transitory drill in accordance with AFMAN 36-2203.

**Description:** Properly execute individual and transitory drill utilizing expo/demo instructions. Guidon procedures, the four formations and Dress, Cover, Interval, and Distance (DCID) are taught throughout the lesson.

**Training Title:** Pennant Testing

**Training Method:** PE

**Hours:** 4

**Objective:** Without reference drill leaders guide flights through selected individual and transitory drill in accordance with AFMAN 36-2203.

**Description:** Flight leader, guide, and flight members will properly execute individual and transitory drill.

**Training Title:** Parade Practice

**Training Method:** PE

**Hours:** 6

**Objective:** Practice for graduation parade.

**Description:** This lesson allows trainees to practice parade.

**Training Title:** Key Personnel Parade Practice

**Training Method:** PE

**Hours:** 2

**Objective:** Prepare the trainee wing, group, and squadron staff for parade.

**Description:** Officer Trainee wing staff is a key element in the graduation parade and receive instructions on key positions in parade.

**Training Title:** Open Ranks Inspections

**Training Method:** SP

**Hours:** 4

**Objective:** Inspect flights in Open Ranks formations

**Description:** Open Ranks Inspections are conducted to ensure trainees are adhering to proper dress and appearance standards and the proper execution of Open Ranks procedures.

**Training Title:** Drill Competition

**Training Method:** PE

**Hours:** 2

**Objective:** Compete in drill competition.

**Description:** Flights will compete against each other in a drill competition. Each flight will be evaluated on all aspects of drill to include individual drill, transitory drill and open ranks inspection.

**Training Title:** Parade

**Training Method:** PE

**Hours:** 1

**Objective:** Graduate from OTS and demonstrate drill proficiency to friends and family.

**Description:** The graduation parade is the culminating event for all trainees who have graduated from BOT.

### **Field Training (FT)**

**Training Title:** Project X Pre-brief/LCE Introduction

**Training Method:** PE

**Hours:** 1

**Objective:** Introduce trainees to the leadership evaluation schema that will be used to evaluate their performance during leadership challenges throughout the course.

**Description:** Trainees will be given an outline of expectations associated with each area of the LCE form as well as what to expect while negotiation problem solving scenarios in Project X.

**Training Title:** Project X

**Training Method:** PE

**Hours:** 3

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

**Description:** Project X consists of a number of tasks to be completed by a group under the pressure of group dynamics and time constraints (20 minutes). While completion of the task within is important, the focus of the feedback session is on how well the group performed.

**Training Title:** M-9 Qualification

**Training Method:** PE

**Hours:** 24

**Objective:** Familiarize trainees with the M-9 pistol to include: basic weapon and range safety, weapon characteristics and handling, various firing positions, and USAF qualifying requirements.

**Description:** Security Forces personnel conduct the M-9 training. Each trainee is given the opportunity to qualify with the M-9.

**Training Title:** Confidence Course

**Training Method:** PE

**Hours:** 3

**Objective:** Build flight teamwork and cohesion, inspire self-confidence and enable the opportunity to overcome limitations, while instilling warrior ethos.

**Description:** Each trainee who is physically qualified will navigate a series of obstacles that will help build confidence and increase flight cohesion.

**Training Title:** Land Navigation

**Training Method:** PE

**Hours:** 1 (CBT)

**Lesson Objective:** Orientation to Land Navigation Skills.

**Description:** This interactive course is designed to familiarize the trainee to land navigational skills. Topics include basic map reading, compass, and ground movement. This CBT is a supplement to the Land Navigation Field exercise course. Specific topics will be assigned to the trainee throughout OTS in order to cover areas identified needing additional orientation, instruction, and practice.

**Training Title:** Improvised Explosive Device & UXO Identification and Reporting

**Training Method:** PE

**Hours:** 2 (CBT)

**Objective:** Familiarization of IED/UXO identification and reporting.

**Description:** This computer-based training course is designed to teach IED/UXO familiarization. Trainees will be familiarized as to how to react to the IED/UXO hazard, how to recognize the types and subgroups of ordnance, determine what actions to take, and how to report a UXO hazard. A practical exercise will be incorporated into Base Defense Field Exercise.

**Training Title:** Small Unit Tactics 1A/1B/1C

**Training Method:** PE

**Hours:** 1

**Objective:** Apply the concepts of cover, concealment and stealth, and individual movement techniques as well as the necessary tactics to react to fire and move in fire team formations.

**Description:** This field training exercise will allow the trainee to become proficient with the concepts of cover, concealment and stealth, and then introduce individual movement techniques. Additionally, trainees will become proficient in the procedures for reacting to direct fire and indirect fire. The exercise will cover fire team file and fire team wedge formations. Once the material has been covered, the trainees will run through drills where their movement in formation is interrupted by direct and indirect fire.

**Training Title:** Tactical Communication Field Exercise

**Training Method:** PE

**Hours:** 1

**Objective:** Familiarization of tactical communication techniques and procedures.

**Description:** This field training exercise will reinforce skills taught in the classroom with the trainee sending a radio message, medical evacuation requests, SALUTE and Unexploded Ordinance hazard reports in a tactical environment.

**Training Title:** Land Navigation Field Exercise

**Training Method:** PE

**Hours:** 1

**Objective:** Familiarization of land navigation techniques and procedures.

**Description:** This field training exercise will familiarize the trainee to land navigational skills. The lesson will familiarize the trainee with the lensatic compass, its parts, functions, and utilization. Specifically, this lesson will cover each part of the lensatic compass, the techniques used for sighting, setting and following azimuths, and techniques used to bypass obstacles by the trainee determining their pace count, determining grid coordinates of a point, measuring distance on a map, and navigating from one point to another using a compass.

**Training Title:** Basic Expeditionary Leadership Problem (BELPS) and Feedback

**Training Method:** PE

**Hours:** 16

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

**Description:** The BELPS evaluation is a problem solving, scenario-based exercise designed to evaluate the trainee's leadership in field training exercises. This evaluation is the first opportunity for the trainee to receive feedback regarding strengths/weaknesses in the area of field leadership and is designed to provide the trainee with a 'benchmark' regarding areas of improvement.

**Training Title:** Ropes Course

**Training Method:** PE

**Hours:** 7

**Objectives:** Build flight teamwork and cohesion, inspire self-confidence and enable the opportunity to overcome limitations, while instilling warrior ethos.

**Description:** Each trainee who is physically qualified will navigate a series of obstacles that will help build confidence and increase flight cohesion.

**Training Title:** Mini-Military Athletic Competition (Mini-MAC)

**Training Method:** PE

**Hours:** 1

**Objective:** Reinforce AF fit to fight mentality and unit cohesion through athletic competitions between student squadrons.

**Description:** The Mini-MAC will challenge trainees to work together as a team and wage individual strength/abilities to the overall student squadron success reinforcing warrior ethos and excellence in all you do values towards physical fitness.

**Training Title:** Air Force Combatives Program (AFCP) Intro

**Training Method:** PE

**Hours:** 1

**Objective:** Introduce purpose, curriculum, and safety factors for AFCP prior to execution.

**Description:** This informal lecture will teach the trainees in an academic setting the purpose of the AFCP. Additionally, there will be an explanation of what military combatives is and the curriculum trainees will be taught with a focus on safety factors.

**Training Title:** Air Force Combatives Program (AFCP)

**Training Method:** PE

**Hours:** 10

**Objective:** Familiarize trainees with hands-on execution of military combatives.

**Description:** Trainees will participate in approximately 8 to 12 hours of combatives instruction over the course of OTS. The purpose is to familiarize not certify trainees in combatives before they are exposed to it in other military courses such as SERE. All commissioning sources as well as Enlisted Basic Training teach some level of combatives. AFCP at OTS focuses on achieving dominant body positions with a capstone element of conducting submissions with an overall goal of instilling resiliency and warrior ethos.

**Training Title:** Leadership Reaction Course (LRC)

**Training Method:** PE

**Hours:** 14

**Objective:** Apply concepts of leadership, followership, problem solving methods, communication, team building, and motivation techniques in a small group under time constraints.

**Description:** The LRC evaluation is a problem solving, scenario-based exercise designed to evaluate the trainee's ability to lead a small group under the pressure of group dynamics and time constraints (20 minutes).

**Training Title:** Leadership Reaction Course Feedback

**Training Method:** PE

**Hours:** 1

**Objective:** Trainees will prepare a minimum of a 100 word reflection of what they learned at LRC and assess their role in the group and how they react to group dynamics.

**Description:** The focus of the LRC feedback is on how well the team leader performed and identifying strengths/weaknesses of each individual in the area of leadership.

**Training Title:** Base Defense Fundamentals

**Training Method:** PE

**Hours:** 2

**Objective:** Familiarization of base defense fundamentals.

**Description:** This course is the first of a two-part auditorium lecture series that introduces the concept and application of base defense. This first course covers topics such as concept of operations, work priorities, intelligence gathering, clearing and securing a cantonment area and perimeter, establishing an entry control point, and sign/countersign procedures. A practical exercise will reinforce these skills with the trainee clearing and securing a bare base area, establishing an entry control point, sign/countersign procedures (patrols) and preparing hasty and deliberate fighting positions.

**Training Title:** SERE 100.1

**Training Method:** PE

**Hours:** 7 (CBT)

**Objective:** Familiarize trainees with SERE fundamentals.

**Description:** This self-paced CBT will familiarize trainees with the basics of Survival, Evasion, Resistance and Escape.

**Training Title:** Air Expeditionary Force (AEF) Exercise Pre-Brief

**Training Method:** PE

**Hours:** 1

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

**Description:** The focus of AEF is leadership training as well as a capstone field exercise to OTS curriculum and field training events including: LANES, Base Defense, Cross Cultural Competencies, Team Building, Standards & Accountability, Problem Solving, Management Functions and Principles, Profession of Arms, Corrective Supervision, AF Core Values, Situational Leadership, Military Law, Code of Conduct, LOAC, Airman's Manual (readings), Joint Operations, Air & Space Expeditionary Force Through different exercises, trainees get exposure to deployment items, such as: tactical movement, reaction to contact, and base defense. The exercises stress the evaluation of leadership, not proficiency. Additionally, numerous AEF combat skills will be reinforced through practical application during Base Defense Exercises and the execution of an Assault Course on the Vigilant Warrior compound.

**Training Title:** Base Defense Field Exercises

**Training Method:** PE

**Hours:** 12

**Objective:** Familiarization of base defense fundamentals.

**Description:** This course is a practical exercise which will reinforce skills learned in the Base Defense Fundamentals course with the trainee clearing and securing a bare base area, establishing an entry control point, sign/countersign procedures (patrols) and preparing hasty and deliberate fighting positions.

**Training Title:** Assault Course (VW)

**Training Method:** PE

**Hours:** 2

**Lesson Objective:** Familiarize to basic bayonet fighting and negotiate an assault course.

**Description:** This course is the culminating event for the AEF deployment exercise and is designed to complement combat skills training with an element of rifle bayonet instruction to develop the trainee's confidence, coordination, endurance, discipline, and warrior ethos. Specifically, this exercise provides instruction in how to move rapidly toward the enemy, which provides opportunities to reinforce trainee skill in rifle fighting, tactical movement, personal courage, confidence, and warrior ethos - while following prescribed safety precautions in accordance with published procedures. This field training exercise will culminate participation in individual pugil bouts.

**Training Title:** Expeditionary Leadership Problems

**Training Method:** PE

**Hours:** 6

**Objective:** Culmination test of field leadership skills previously seen in BELPs and LRC.

**Description:** ELPs is a 40 minute long problem solving combat scenario that will put trainees in a dynamic environment to practice skills taught in OTS such as leadership principles, team management, expeditionary concepts, and problem solving. The focus of the 40 minute ELP is on individual leadership. The entire scenario and problem scope is a catalyst to test skills taught in OTS.

**Training Title:** Physical Training (PT)

**Training Method:** PE

**Hours:** 30

**Lesson Objective:** Initial instruction on physical conditioning and increase the aerobic and anaerobic capacity of trainees.

**Description:** This instruction is used to teach basic physical conditioning concepts which emphasize total fitness to include proper aerobic/anaerobic conditioning, strength and flexibility training and nutrition. PCIs will reinforce opening and closing procedures, warm-up exercises, rotations, stretches, muscular strength, endurance exercises, PFB/PFD/PFA, interval runs, tempo runs, long runs, and light runs through PT instruction. Trainees will be led in PT sessions designed to increase physical capacity early in the program and will progress to trainee-led sessions as the trainees take on increased responsibility.

### **Administration (AD)**

**Title:** Personnel In-Processing

**Hours:** 6

**Description:** This time period is to inform, educate, and gather documentation necessary for building new trainees military records, updating financial information, create Common Access Cards, uniform purchases and upload trainee information into MilPDS/DEERS.

**Title:** Medical In-processing

**Hours:** 6

**Description:** Trainees have the following blood tests drawn-G6PD, Sickle cell, Blood type, HIV, Hep B titer, MMR titer and varicella titer. A DNA sample is also collected. Trainees then proceed to the Medical Technicians' office where they are cleared to PT, medical and immunization histories are obtained, and medical record created.

**Title:** OTS Safety Orientation

**Hours:** 1

**Description:** Familiarize trainees with OTS safety standards and procedures.

**Title:** Sexual Assault Response Coordinator (SARC) Briefing

**Hours:** 15 (minutes)

**Description:** The Base SARC will provide fundamental information on their function and sexual assault prevention and response basics within 48 hours of a new class arrival.

**Title:** Charge of Quarters Training

**Hours:** 1

**Description:** The Charge of Quarters is the hub of after-hours operations at OTS and requires trained personnel to run and manage it. This training will familiarize trainees with the equipment and procedures necessary to execute duties in the CQ.

**Title:** Assignment Preference Brief

**Hours:** 1

**Description:** This time period is used for trainees to submit their stateside/overseas assignment preferences.

**Title:** Active Duty DD Form 214

**Hours:** 1

**Description:** This time period is used to verify all pertinent information previously gathered is reflected on the DD Form 214 (Certificate of Discharge)

**Title:** Smooth Move

**Hours:** 1

**Description:** This class gives an overview of services offered by family support to help with the PCS process.

**Title:** Assignment Briefing

**Hours:** 1

**Description:** This time period is used to inform trainees on how to read their orders/amendments.

**Title:** Traffic Management Office (TMO) and Sato

**Hours:** 2

**Description:** TMO staff explains the military move process and how to ship household goods. Sato is the base travel office and will book flights as needed for trainees. Trainees begin planning their move to their first officer duty assignment.

**Title:** Pre-Departure Safety Briefing

**Hours:** 1

**Description:** Trainees are briefed on travel safety by their Flt/CCs.

### **Progressive Milestones (PM)**

**Title:** Blue Line

**Hours:** 1

**Description:** Training day begins with the Blue Line ceremony where trainees make their commitment to the Air Force and OTS.

**Title:** OTS Commandant's Welcome

**Hours:** 1

**Description:** OTS CMDT provides an overview of expectations.

**Title:** 24th Training Squadron Commander/Director of Operations Welcome

**Hours:** 2

**Description:** 24 TRS/CC/DO provides an overview of expectations and introduces student squadron commanders.

**Title:** Student Squadron Commander Welcome

**Hours:** 1

**Description:** Student Squadron Commanders give trainees an overview of their expectations for the program.

**Title:** Flight Commander Welcome

**Hours:** 1

**Description:** Flight Commanders give trainees an overview of their expectations for the program.

**Title:** Commander's Challenge

**Hours:** 2

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

**Title:** Wing Boards

**Hours:** 5

**Description:** Interview boards held to determine key OTW leadership positions. Details are documented in 24 TRSI 36-2.

**Title:** Student Publication Test (SPT)

**Hours:** 2

**Description:** Trainees are tested on their knowledge of the OTSMAN 36-2604 and 24 TRS Supplement. There are two tests. Minimum passing score is 80 percent.

**Title:** 24 TRS/CC Mid-Course Feedback

**Hours:** 4

**Description:** The 24 TRS/CC provides performance feedback to, and accepts feedback from, the trainees on their experiences at the mid-point of training. The 24 TRS/CC uses this feedback to shape the optimal officer training course.

**Title:** Phase One Evaluation

**Hours:** 3

**Description:** Trainees are evaluated individually on how well they have adapted to the military training environment. Focus areas include Drill, OI knowledge and procedures, and dormitory maintenance.

**Title:** Enlisted Heritage Hall

**Hours:** 3

**Description:** The Enlisted Heritage Hall is located at Gunter Annex and exposes trainees to the accomplishments of the Air Force enlisted corps.

**Title:** Career Day

**Hours:** 2

**Description:** Each trainee has an opportunity to speak to an officer with experience in the trainee's projected AFSC.

**Title:** Flight Photos

**Hours:** 3

**Description:** Flights have individual and group pictures taken by a professional photographer. Trainees may purchase pictures directly from the photographer.

**Title:** Community Service

**Hours:** 4

**Description:** Trainees volunteer time to various projects in the local community as coordinated through the OT wing and 24 TRS/ADO.

**Title:** Dining Out Dry Run I

**Hours:** 2

**Description:** Rehearsal for dining out.

**Title:** Dining Out Overview

**Hours:** 1

**Description:** Familiarize trainees with customs and traditions associated with the dining out military tradition.

**Title:** Euro-NATO Joint Jet Pilot Training Boards

**Hours:** 3

**Description:** The OTS Commandant will convene a board of officers to select the pilot(s) who will train at Sheppard AFB, TX. Only active duty pilot trainees are eligible to meet this board. The panel of board members nominally consists of three officers who are aeronautically rated. The board is chaired by the OTS Commandant when available.

**Title:** General Officer Perspective

**Hours:** 1

**Description:** A senior officer will provide strategic perspective to the trainees.

**Title:** Graduation Week Overview

**Hours:** 1

**Description:** Familiarize trainees with events, timelines, and expectations as the trainees enter the final week of training.

**Title:** Student Squadron Awards Ceremony Dry Run

**Hours:** 1

**Description:** Rehearsal for SS/Sq awards ceremony.

**Title:** Wing Awards Ceremony Dry Run

**Hours:** 1

**Description:** Rehearsal for wing awards ceremony.

**Title:** Commissioning Practice

**Hours:** 2

**Description:** Each flight conducts a practice for their commissioning ceremony at the location where they will be commissioned.

**Title:** Dining Out Dry Run II

**Hours:** 2

**Description:** Rehearsal for dining-in/out.

**Title:** OTS Open House

**Hours:** 2

**Description:** OTS/CMDT provides an overview of OTS experience to families and guests of trainees. OTS Complex is open for guests to tour and may include lunch at the dining facility with trainees (if prior approval is granted).

**Title:** Wing Awards Ceremony

**Hours:** 1

**Description:** OTS staff recognizes the accomplishments of their trainees through class award presentations.

**Title:** Squadron Awards Ceremony

**Hours:** 1

**Description:** Each student squadron commander recognizes the accomplishments of their trainees through squadron awards presentations.

**Title:** Spouses Orientation

**Hours:** 2

**Description:** Provide an overview of military life and a typical Air Force base to spouses and family of trainees.

**Title:** Dining Out

**Hours:** 5

**Description:** Trainees experience camaraderie, military traditions, and celebrate their near-completion of training.

**Title:** Commissioning Ceremony

**Hours:** 3

**Description:** Trainees take the oath of office and pin on Second Lieutenant rank.

**Title:** Distinguished Visitor (DV) Reception

**Hours:** 1

**Description:** Provide DVs attending commissioning ceremonies and/or the graduation parade an opportunity to meet and socialize with OTS/Holm Center leadership.

**Title:** Flight Commander Initial Interview

**Hours:** 4

**Description:** Flight Commanders meet one-on-one with new trainees and provide initial counseling.

**Title:** Mid-Course OTPR Feedback

**Hours:** 4

**Description:** Flt/CCs provide personalized, individual performance feedback to trainees at the mid-point of training.

**Title:** Final OTPR Feedback

**Hours:** 3

**Description:** Flt/CCs provide personalized, individual performance feedback to trainees at the end of training.

### **Totals**

<b>LESSON AREAS</b>	<b>HOURS</b>
<b>Inspections, Drill and Ceremonies</b>	<b>39</b>
<b>Field Training</b>	<b>141</b>
<b>Administration</b>	<b>21.25</b>
<b>Progressive Milestones</b>	<b>71.25</b>
<b>TOTAL</b>	<b>272.5</b>

## ACRONYMS

### Syllabus Areas

AD—Administration  
CT—Air Force Culture  
DR—Drill and Ceremonies  
FC—Formal Counseling  
FL—Field Leadership  
FT—Field Training  
PT—Physical Readiness Training  
SMT—Scheduled Military Training

### Teaching Methods (TM)

B—Briefing  
Case—Case Study  
C—Coaching  
CBT—Computer Based Training  
DP—Demonstration Performance  
GD—Guided Discussion  
GL—Guest Lecture  
IL—Informal Lecture  
IN—Interview  
L—Lecture  
PE—Practical Exercise  
R—Reading  
SP—Student Performance

AAFES—Army/Air Force Exchange Service  
AD—Administration  
ADO—Assistant Director of Operations  
AEF—Air Expeditionary Force  
AETC—Air Education and Training Command  
AF—Air Force  
AFI—Air Force Instruction  
AFIT—Air Force Institute of Technology  
AFMAN—Air Force Manual  
APT—Academic Preparation Time  
AS—Assessments  
AT—Additional Training  
AU—Air University  
BELPS—Basic Expeditionary Leadership Problems  
BOT—Basic Officer Training  
CAM—Curriculum Area Managers  
CBT—Computer Based Training  
CC—Commander

CMDT—Commandant  
CCV—Standardization/Evaluations Office  
CQ—Charge-of-Quarters  
CR—Commander’s Review  
CRT—Comprehensive Review Test  
CS—Communication Skills  
CSAF—Chief of Staff of the Air Force  
CWT—Consolidated Written Test  
DG—Distinguished Graduate  
DO—Director of Operations  
DoD—Department of Defense  
DR—Drill and Ceremonies  
EAD—Enter Active Duty  
EC—Elimination Check  
ELP—Expeditionary Leadership Problem  
EPR—Enlisted Performance Report  
FA—Fitness Assessment  
FL—Field Leadership  
Flt—Flight  
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  
NCO—Non-Commissioned Officer  
OI—Operating Instruction  
OPR—Office of Primary Responsibility/ Officer Performance Report  
OR—Orientation  
OT—Officer Trainee  
OTS—Officer Training School  
OTW—Officer Trainee Wing  
PA—Profession of Arms  
PFB—Physical Fitness Baseline  
PFD—Physical Fitness Diagnostic  
PR—Preparation  
PT—Physical Training  
ROE—Rules of Engagement  
SMS—Special Monitoring Status  
SQ—Squadron  
SS—Student Squadron  
ST—Social Training  
T&Q—Tongue and Quill (Air Force Handbook 33-337)  
TD—Training Day  
TPR—Trainee Performance Report

TRS—Training Squadron  
UCMJ—Uniform Code of Military Justice  
VW—Vigilant Warrior  
WS—Warfare Studies