

Pre-commissioning Training

BASIC OFFICER TRAINING (BOT)

August 2013



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.



CHARLES J. NATH, III  
Director of Curriculum  
Holm Center for Officer Accessions and Citizen Development

OFFICIAL

This Syllabus is effective with BOT class 14-01



ROBERT D. THOMAS  
Brigadier General, USAF  
Commander, Holm Center

Supersedes Holm Center Syllabus MMOPM-BOT-MOTS-001, March 2013

Pages: 100

OPR: Lt Col Taran Hickie, 24 TRS/CC

OPDR: 24 TRS/DO Maxwell AFB AL 36112 (Maj Stewart Rountree, DSN 493-4665)

Editor: Maj Stewart Rountree; Mr. Jim Wiggins

# CONTENTS

<u>Chapter</u>	<u>Page</u>
1—COURSE DESCRIPTION.....	1
2—COURSE ADMINISTRATION.....	5
Section A-- Syllabus Management.....	5
Section B-- Responsibilities.....	6
Section C-- Administration.....	7
Section D-- Graded Measurement Prerequisites.....	13
3—ACADEMICS.....	19
Section A-- Academic Overview.....	19
Section B-- Academic Lessons Index.....	20
Section C-- Academic Lesson Descriptions.....	25
4—TRAINING.....	53
Section A-- Training Overview.....	53
Section B-- Training Events Index.....	54
Section C-- Training Event Descriptions.....	58
5—COURSE TRAINING STANDARDS.....	73
Section A-- Graded Measurements.....	73
Section B-- Additional Evaluations.....	74
Section C-- Awards.....	82
6—MISSION / LEADERSHIP TRAINING.....	85
Section A-- Management.....	85
Section B-- Basic Expeditionary Combat Skills / Field Training Exercises.....	86
Section C-- Mission Training / Evaluations.....	87
ACRONYMS.....	89
APPENDIX.....	91
Training Day Schedule.....	91

## Summary of Changes

### General

Many of the lessons have undergone changes/updates that require a complete review by instructors. Throughout the material there are minor changes such as flow, formatting, grammar, and numbering. There are also tweaks in objectives and samples. Many slides have been updated and have content flow changes to match changes in the lessons. Previous lesson plans may have the same or similar information but are obsolete. Therefore, new lesson plans should be downloaded/printed before beginning instruction. A brief synopsis of the major changes are spelled out below.

Situational Leadership: Significantly revised lesson plan flow.

Sexual Assault Prevention and Response: Major revision adds follow-on video vignettes and discussion to previous SAPR materials to comprehensively cover DoDI requirements. Lesson time increased from two to three hours.

Mentoring: Title changed from “Developing Airmen” to align with AFI.

Leadership and Management Case Studies: Updated duty titles to reflect current AF titles.

Risk Management: Major revision to cover new Air Force Risk Management process and principles.

The Supervisor’s “In Basket:” Major edits to supporting documents and overall lesson flow.

Suicide Awareness: Updated to reflect current statistics.

Air and Space Expeditionary Force: Returned to the curriculum; updated to reflect current operations and support AEF 2.0..

Defense Support of Civil Authorities: New lesson; discusses DoD and National Guard crisis response; integrated to give students a total force picture.

Oath of Office: Changed to support the testable requirement.

The Commission: An Officer’s Responsibility: Replaces Officer Responsibility in title; supports commander given affective lesson.

Air Force Core Values: The Price of Admission: Revised lesson to incorporate case studies. Lesson time decreased to one hour.

Suicide Prevention: Title changed and content updated to reflect current statistics.

The Code of Conduct: Removed Airman’s Creed portion from the lesson.

The Uniform Code of Military Justice: Revised reader and incorporated actual reading from the MCM and UCMJ.

Basics of Briefing: Reorganized to improve lesson flow.

Advocacy Briefing Preparation and Standards: Combined Advocacy Briefing Preparation with Advocacy Briefing Standards.

Terrorism: Updated currency of events.

The Need for Cross-Cultural Competence: Updated with new AF culture materials. Incorporates an explanation of the doctrinal origin and definition of Building Partnerships. Replaces concept of Airmen viewing themselves as “The Other” with Airmen adopting Cross-Cultural Perspective-Taking skills. Focuses students on the cross-cultural skills of relate, shape and negotiate. No time change.

Relating and Communicating Cross-Culturally: Replaces lesson on culture shock. Moves cultural domains lesson from third culture lesson to second culture lesson and provides detailed explanations of those domains. Incorporates instruction on cross-cultural communication skills.

Cultural Visual Expeditionary Skills Training: Introduces students to cross-cultural negotiation skills. Challenges students’ comprehension via Visual Expeditionary Skills Training (VEST) scenarios. Time reduced from 3 to 2 hours.

Setting the World Stage: Changed to a reading.

USCENTCOM Area of Responsibility: Updated with new cultural domains.

USPACOM Area of Responsibility: Updated with new cultural domains.

USAFRICOM Area of Responsibility: Updated with new cultural domains.

USEUCOM Area of Responsibility: Updated with new cultural domains.

USSOUTHCOM Area of Responsibility: Updated with new cultural domains.

USNORTHCOM Area of Responsibility: Updated with new cultural domains.

The Department of Defense: Updated Missions of Unified Commands..

Citizen Airmen: The Total Force: Newly revised lesson plan and reader.

Department of the Army: Revised reading.

Department of the Navy: Revised reading.

The Marine Corps: Revised reading.

CyberSpace: One SOB removed. Minor revision made. Lesson shortened to 1 hour.

Nuclear Operations: Revised reading.

# CHAPTER 1

## COURSE DESCRIPTION

1. **Course Title**—Basic Officer Training (BOT)
2. **Course Number**—MMOPM-BOT-MOTS-001. PDS Code MOTS001
3. **Location**—Maxwell AFB, AL
4. **Duration**—47 Training Days
5. **Course Entry Prerequisites**—IAW AFI 36-2013, Officer Training School (OTS) and Enlisted Commissioning Programs (ECPS)
6. **Status Upon Graduation**—Graduates of the course are commissioned as Second Lieutenants in the United States Air Force. 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 Precommissioning requirements of the Air University Continuum of Officer and Enlisted Professional Military Education Strategic Guidance.
7. **Course Objective**—Commission motivated officers of character who are culturally aware, expeditionary minded, embody the American warrior ethos and prepared to lead...officers who view themselves as Airmen first and serve as equal partners within the Total Force.
8. **Course Implementation**—This course provides initial training to officer candidates and develops competent AF leaders. The course is organized in four phases that align all academic curriculum and training events. The four phases are:
  - 8.1 Orientation
  - 8.2 Development
  - 8.3 Application
  - 8.4 Transition
9. **Phases**—BOT trainees progress through the following four phases of leadership development.
  - 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, inspections that teach attention to detail and the need to form and operate as a team. Additionally in this phase, trainees begin to learn fundamentals of leadership, military management, and basic concepts of

cultural awareness. The orientation phase culminates in the Commander's Challenge in which trainees earn Phase 2 Status.

**9.2 Phase 2 (Development):** 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. During this phase, conflict may arise among team members. The conflict in this phase, if managed correctly, will cause trainees to establish a working relationship with each other promoting efficient teamwork towards common goals for the team. By overcoming these conflicts through adherence to the team concept, the trainees increase their competence as followers. In addition, they learn basic combat skills and the importance of cross-cultural competence as it relates to the military mission. Lastly, trainees lead their peers via their assigned student wing positions. The leaders must now manage their teams to accomplish assigned missions. This phase culminates a week prior to the arrival of the next lower class.

**9.3 Phase 3 (Application):** This phase focuses on the practical application of lessons learned in the previous phases. Trainees continue to experience the pressures of leadership and command through their participation in training as well as leading their peers via their student wing positions. In addition, the trainee wing now has the added responsibility of in-processing and mentoring the lower class on how to become an Officer Trainee. The trainees' leadership development during this phase is a transition from practicing leadership amongst peers to being placed in true supervisor/subordinate roles as they utilize counseling and corrective supervision techniques to prepare the lower class to assume command of the trainee wing. As followers the trainees are now applying the knowledge and skills learned in the previous phases further increasing their level of competence. Using this growing competence, the trainees are becoming more effective leaders and followers.

**9.4 Phase 4 (Transition):** During this final phase, the trainees' leadership development will be tested as they are asked to perform alone as the sole leader of their team. As followers, each of the trainees will have learned all the knowledge and skills necessary to be successful officers. This phase focuses on applying individual strengths and characteristics to the leadership techniques previously learned. Through staff and peer feedback, trainees complete the course with an understanding of their individual leadership strengths, as well as areas of their leadership that require improvement. This final phase of the program also prepares the trainees to make the transition from a training environment to the operational Air Force. In doing so, they must transition their responsibilities within the trainee wing to their lower class counterparts and provide mentoring and lessons learned. This phase concentrates on mentoring and the practical transition into the traditions and everyday life of AF officers.

## 10. Training Hours

**Figure 1.1 Training Hours**

<b>AREAS</b>	<b>STUDY HOURS</b>	<b>CLASS HOURS</b>
Air Force Combatives Program	0.00	10.00
Air Force Culture Administration	0.00	55.25
Academic Assessments	6.00	76.00
Communication Studies	19.50	10.50
Drill & Ceremonies	0.00	17.00
Field Leadership	0.00	29.00
Field Training	11.00	106.50
Formal Counseling	0.00	50.00
Leadership Studies	40.00	42.00
Warfare Studies/International Security Studies	54.00	58.00
Orientation	0.00	40.00
Profession of Arms Preparation	30.00	2.00
Physical Training	0.00	22.00
Scheduled Military Training	0.00	3.00
<b>HOURS</b>	<b>160.50</b>	<b>43.00*</b>
		<b>72.00*</b>

\* Includes hours not specifically codified within chapter 4.

THIS PAGE WAS INTENTIONALLY LEFT BLANK

## CHAPTER 2

### COURSE ADMINISTRATION

#### Section A—Syllabus Management

**1. Syllabus Interpretation**—This syllabus is directive in nature. The 24 TRS/CC is responsible for both managing the syllabus and ensuring that the intent of the syllabus is met. If no clear syllabus guidance exists, resolve the situation and inform the chain of command. If the logical course of action appears to conflict with other directives, the OTS/CMDT in coordination with Holm Center/CR, will make the final decision on the course of action to follow and will direct the 24 TRS/CC to provide the correct guidance in the syllabus.

**2. Syllabus Waiver**—Unless otherwise noted herein, an approved syllabus waiver is required for any planned exception to the syllabus resulting in omission of a graduation requirement. Permanent or blanket waivers are not authorized, but rather should be suggested as syllabus changes. 24 TRS/CC will submit waiver requests electronically or in writing, on AETC Form 6, *Waiver Request*, through the OTS/CMDT, and Holm Center/CR for review, to Holm Center/CC for approval.

**3. Syllabus Deviation**—A syllabus deviation is any unplanned variation from syllabus requirements such as prerequisite flow or omission of a non-graduation requirement training event. Normal scheduling variations do not constitute a reportable deviation as long as the syllabus prerequisite flow is maintained. Normal training day flow should be maintained unless unforeseen circumstances drive a change. If unforeseen circumstances result in an omission of syllabus training, the 24 TRS/CC will determine if the omitted training can be accomplished later in the syllabus flow without adversely affecting the quality of training. Syllabus deviations with 24 TRS/CC-directed corrective actions will be documented and forwarded to Holm Center/CR for review following each phase of training.

**4. Syllabus Review**—This syllabus will be reviewed annually by representatives from OTS and Holm Center/CR and all changes forwarded to the Holm Center Syllabus Steering Committee for final approval IAW Holm Center I 36-2604. For this syllabus, annual reviews and/or revisions will occur during the summer to align with the Holm Center/CR curriculum review and publishing process, which is conducted before the start of the university academic year. All chapters with the exception of Chapter 3 will be maintained by 24 TRS/CC.

## **Section B—Responsibilities**

### **1. Holm Center/CR will:**

- 1.1 Train all incoming OTS Flt/CCs on basic Air Force classroom instruction requirements IAW AETCI 36-2201 and HOLMCENTERI 36-2201.
- 1.2 Establish, develop, and maintain curriculum requirements established for initial officer training, in coordination with OTS/CMDT.
- 1.3 Administer and score consolidated written tests (CWT) IAW HOLMCENTERI 36-2002.
- 1.4 Administer OTS internal and external survey programs in accordance with established policies and directives IAW AUI 36-2312.
- 1.5 Manage Chapter 3 of this syllabus.
- 1.6 Provide lecturers for designated lecture classes.

### **2. OTS/CMDT will:**

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

### **3. 24 TRS/CC will:**

- 3.1 Execute BOT program and syllabus in support of Air Force requirements.
- 3.2 Inform functional communities, as appropriate, regarding exceptional trainee issues.
- 3.3 Award the Commissioning Certificate upon completion of the program and oath of office.
- 3.4 Prepare an AF Form 133 for each Active Duty and Reserve trainee.
- 3.5 Prepare an NGB Form 337 for each ANG student.
- 3.6 Provide incoming Flt/CCs mission qualification training and certify them to conduct training directed by this syllabus.
- 3.7 Maintain certification of all 24 TRS instructors through regular evaluations as specified in OTSPAM 36-2001.
- 3.8 Provide direction on training philosophy and program emphasis.

### **4. 22 TRSS/CC will:**

- 4.1 Record program completion and Distinguished Graduate data in MILPDS/OTA.
- 4.2 Provide military personnel and facilities support to trainees.
- 4.3 Provide initial emergency medical care and treatment to injured and sick trainees.
- 4.4 Administer physical fitness training and Air Force Combatives Program training.
- 4.5 Augment 24 TRS instructors, as available, for AEF skills and field training.
- 4.6 Monitor and prepare Field Training sites.
- 4.7 Provide instruction in drill, ceremonies, customs and courtesies.

4.8 Provide dormitory maintenance instruction and aid 24 TRS instructors' maintenance of dormitory standards through regular inspections.

**5. OTS/CCV will:**

- 5.1 Initially certify all 24 TRS instructors through initial evaluations.
- 5.2 Manage and execute the Evaluator Upgrade program.
- 5.3 Conduct no-notice evaluations on instructors and provide feedback to 24 TRS/CC, via a Standardization/Evaluation Review Board or other means.

**6. OTS/CCT will:**

- 6.1 Provide all incoming 24 TRS Flt/CCs initial qualification training.
- 6.2 Assist and/or conduct in-service training of 24 TRS instructors.

**Section C—Administration**

**1. Training Requirements and Restrictions:**

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

**1.2 Trainee and Flight Commander Responsibilities:** Trainees are required to monitor their training; however, flight commanders are responsible for training accomplishment.

**1.3 Events Per Day:** Trainees should not normally be scheduled for more than one graded measurement per day. The exception is an incomplete event due to maintenance problems or weather impacts that may not qualify as an accomplished event. The 24 TRS/CC is approval authority for more than one graded event per day.

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

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

**2. Break-in-Training Events:** The 24 TRS/DO may authorize these events for extended delays in training. A break-in-training will occur if the trainee is recycled to a later class due to factors other than normal programmed syllabus flow. These events will be identified as “ADD” events (e.g., Advocacy Brief-ADD, etc.), and the number and type of additional events will be determined on an individual basis. “ADD” events will only be authorized following a break in training as described above.

**3. Safety:** Staff will emphasize adherence to established operating procedures, discipline, professionalism, and judgment. OTS faculty and staff must use every training opportunity to

stress the use of sound operational risk management principles while trainees are performing in both leader and follower roles.

**4. Graded Measurements:** Graded Measurements represent standard evaluation points for all trainees. Failing a single Graded Measurement may not necessarily be grounds for disenrollment, but overall progress is tracked and failing certain/multiple Graded Measurements may result in Elimination Checks or Commander’s Review as outlined later in this Syllabus.

**Table 2.1 Graded Measurement Criteria**

Graded Measurement	Minimum Score	Additional Criteria
CWT#1	80	
CWT#2	80	
Mid Course TPR*	50	Must meet standards in all major areas
Advocacy Briefing	17	Must pass all critical areas (mandatory reqs)
Leadership Reaction Course	See LCE	Must pass all critical areas (mandatory reqs)
AEF Exercise*	See LCE	Must pass all critical areas (mandatory reqs)
Fitness Assessment (PFA only)	75	Must meet minimum requirements for each component
Final TPR	50	Must meet standards in all major areas

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

4.1.1 CWT #1: CWT1 Numeric Score \* 0.35

4.1.2 CWT #2: CWT2 Numeric Score \* 0.35

4.1.3 Background Paper: Background Paper Numeric Score \* .05

4.1.4 Info Brief: Info Brief Numeric Score \* .05

4.1.5 Position Paper: Position Paper Numeric Score \* .05

4.1.6 Advocacy Brief: Advocacy Brief Numeric Score \* .15

**5. Graduation Requirements:** Graduation Requirements are areas that must be met by all trainees in order to receive an AF Commission. Trainees must meet AF physical training (PT) standards IAW AFI 36-2905. All Graduation Requirements are outlined in Table 2.2 below. The Graduation Requirements in Table 2.2 with an asterisk by their name represent graduation requirements on which students may be given a single remake given that they were not already in Elimination Check status prior to failing the first attempt. Graduation Requirements (except the PFA IAW AFI 36-2905) may be waived by the Training Squadron Commander based on a review of all relevant training records. The mechanism for this review will be the Commanders Review process as outlined in 24 TRSI 36-1.

**Table 2.2 Graduation Requirements**

Graded Measurement	Minimum Score	Additional Criteria
GPA	80	
CWT Avg or Comprehensive Test	80	Failure to maintain an 80% average across the two CWTs will result in a comprehensive exam. The comprehensive exam score will be utilized to recalculate student GPA for course completion, but will not be used in order of merit calculations.
Mid Course TPR*	50	Must meet standards in all major areas
AEF Exercise*	See LCE	Must pass all critical areas (mandatory reqs)
Fitness Assessment (PFA only)	75	Must meet minimum requirements for each component
Final TPR	50	Must meet standards in all major areas

**6. Physical Training:** Physical training helps trainees cope with the rigors of the training environment and improves their physical condition. Weather permitting, organized PT will normally be accomplished by each class (upper and lower) each morning, per the schedule.

**7. Training Progression:**

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

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

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

**8. SNP Courses of Action:**

**8.1 Special Monitoring Status (SMS):** Close monitoring of SNP trainees. SNP trainees will be placed on SMS by the SS/CC. Additionally, trainees may be placed on SMS at the discretion of the SS/CC. While on SMS, the SS/CC will deliberately set milestones for the trainee to achieve, which help the trainee meet course training standards. AT may be assigned to a trainee while on SMS. SMS administration will be IAW applicable OTS Operating Instructions (OI).

**8.2 Elimination Check (EC):** The 24 TRS/CC's final evaluation tool (i.e., graded measurement remake), administered by a SS/CC, SS/DO, CCV, or a 24TRS/ADO, to determine the trainee's ability to meet objectives satisfactorily and continue with the normal syllabus flow.

8.2.1. An EC is conducted for the following reasons:

8.2.1.1. Any time a trainee fails a MCOTPR or AEF. Feedback on the failure will be provided before the trainee is allowed to attempt a remake. Due to the relatively short timeframe before a remake of AEF, documentation requirements for ECs are waived for this event. However, the trainee will be briefed on their tenuous status as an EC.

8.2.1.2. Any graded measurement for a trainee with two previous graded measurement failures.

8.2.1.3. At any other time at the discretion of the 24 TRS/CC, normally for poor performance in other areas. Trainees who require an extended period of close supervision (SMS-Special Monitoring Status, see para 8.1) should be considered for an EC, on the recommendation of the SS/CC.

8.2.1.4. Any graded measurement for a trainee who was recycled and has reached his/her predetermined number of allowed failures.

8.2.1.5. In the case of mid-course or end-of-course trainee performance reports (TPRs), the Flt/CC will administer the remake but the final grade will be signed by the SS/CC.

8.2.2. An EC failure triggers a commander's review (CR). Trainees who pass the EC will continue in training.

**8.3 Commander's Review (CR):** After the failure of an EC, a trainee's case will be reviewed by senior leadership within OTS, specifically the owning SS/CC and the 24 TRS/DO who will recommend a course of action to the 24 TRS/CC, and the OTS/CMDT, and HC/CC if required, by governing directives. At this time, the appropriate commander will determine whether a trainee should be reinstated back into training, recycled to a new class or disenrolled from Basic Officer Training. When a trainee is entered into the CR process, all relevant factors including attitude, professional qualities, experience level, prior performance in the course and any unusual circumstances documented in their training folder will be reviewed. Additionally, based upon overall course progress and at the 24 TRS/CC's discretion, any single graded measurement failure can trigger a CR. Any time a trainee is believed to not meet administrative eligibility standards, a CR is triggered (see Administrative Disenrollment). CR procedures will be IAW applicable OTS OIs.

**9. Commander's Options:** During the CR, commanders have four options available: trainee reinstatement, trainee recycle, administrative disenrollment or summary disenrollment.

**9.1 Trainee Reinstatement:** The 24 TRS/CC, OTS/CMDT or HC/CC can return a trainee into the normal syllabus flow.

**9.2 Trainee Recycle:** Trainees not performing up to course training standards, but who displays potential to meet them if given a reasonable amount of additional time in training, may be “recycled” into another class. Trainees may also be recycled for administrative reasons, e.g., injuries that prevent continuation in training but do not meet the threshold for a medical disenrollment.

9.2.1. The 24 TRS/CC determines if a trainee is to be recycled, and into which class and point in training the trainee will be recycled.

9.2.2. The 24 TRS/CC will determine how many additional failures a recycled trainee will be allowed based on the TD the trainee goes back into training. Normally, no additional failures are allowed, making all further graded measurements ECs. However, a trainee recycled to week 1 of training may warrant additional allowable failures.

**9.3 Summary Disenrollment.** Summary disenrollment is used in non-administrative cases. The OTS/CMDT on G-Series orders is the approval authority for summary disenrollments, per AUI 36-2315, para 2, unless the disenrollment is for misconduct. For cases involving misconduct, elimination authority has been delegated to the OTS/CMDT per the Air University Policy Memo titled “Policy on Air University Student Disenrollment Procedures” dated 16 April 2012. If the OTS/CMDT function is being filled by a rotational Air National Guard Colonel not on G-Series orders, the Holm Center/CC will serve as disenrollment authority for all summary disenrollments IAW Holm Center/CC memo, Guidance on Operational Direction (OPDIR) and Command Authority at OTS, dated 7 Jun 10. There are three categories of summary disenrollments:

9.3.1. Military Training Deficiency (MTD). A MTD is a failure to achieve a passing grade/score on graded measurements, see Table 2.1. This does not include practice exercises. Normally, three failures are grounds for recommending a MTD disenrollment or recycle; however, a single failure may warrant an MTD recycle/disenrollment depending on the severity of the failure.

9.3.2. Lack of Adaptability (LOA). Inability to adapt to or display the necessary physical, psychological, or personality traits of an Air Force officer, or an OT lacks the personal capacity and inclination, whether natural or acquired, to adapt to military relationships, customs, and responsibilities that have become traditional and necessary in military service. Also includes, but is not limited to, any misconduct which would constitute a basis for discharge under AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, or AFI 36-3208, para 3.6.1.7, Prejudicial Conduct, any conduct inconsistent with the OTS honor code; or demonstration of undesirable character traits. OTS will give strong consideration to initiating administrative discharge action under AFI 36-3208 for any trainee eliminated under this paragraph.

9.3.3. Medical Disqualification under Circumstances Within the Trainee's Control. This occurs when a trainee becomes medically disqualified for commissioning, or for a category of commissioning, due to circumstances within the trainee's control. This action may require an informal or formal Line of Duty determination. Examples include:

9.3.3.1. Alcohol-related injuries.

9.3.3.2. Injuries caused by hazing, fighting, or pranks.

**9.4 Administrative Disenrollment.** Trainees who fail to meet minimum administrative eligibility standards will be administratively disenrolled. The OTS/CMDT on G-Series orders (or HC/CC when OTS/CMDT function is being filled by an Air National Guard Colonel not on G-Series orders) delegates the preparation and review of a trainee's DD Form 785 and the authority to administratively disenroll a trainee to the 24 TRS/CC, per AFI 36-2013, HC/CC Memo on OPDIR of OTS, and AFI 36-2012. The following are circumstances in which trainees may be administratively disenrolled:

9.4.1. Initial Ineligibility. A determination the trainee did not meet established eligibility requirements for BOT, IAW AETCI 36-2002, Chapter 3. The following will result in administrative elimination from BOT:

9.4.1.1. Trainee does not meet minimum accessions entry fitness standards or body fat requirements IAW AFI 36-2905, Chapter 6 (may be waived by 24 TRS/CC).

9.4.1.2. Trainees who failed to disclose/document any mandatory information during the OTS application process.

9.4.1.3. Trainees who fail initial urinalysis testing.

9.4.2. Self-Initiated Elimination. Self-Initiated Elimination (SIE) is disenrollment resulting from a trainee's written request for elimination. If a trainee wishes to withdraw the SIE request, he or she must gain approval from the 24 TRS/CC or designated representative. A trainee is allowed to withdraw their paperwork only once.

9.4.3. Extended Absence/Medical Disqualification. Disenrollment resulting from a trainee's inability to perform required duties because of a personal or medical reason over which the trainee has no control. If the trainee has an extended absence from training for personal reasons (usually more than 3 days). (IAW AFI 36-2013, para 3.9.2.5.) A trainee declared medically disqualified for commissioning by HQ AETC/SG will be disenrolled.

9.4.4 Unit Recall: The determination to remove an ANG OT from the program under this provision will be made by the OT's home unit commander and executed by Training Squadron staff.

**9.5. Other Cases.** A commander will consult with the chain-of-command and Holm Center/JA before disenrolling a trainee for reasons other than those listed in paragraphs 8.3 and 8.4.

**9.6. Commander's Review Process:** For specific disenrollment procedures, refer to applicable AF, OTS and 24 TRS Instructions.

## **Section D—Graded Measurement and Lesson Prerequisites**

### **1. CWT #1**

#### **1.1 Academics**

- PA-Suicide Prevention
- LS-Religious Respect
- PA-Military Customs and Courtesies
- PA-Law of Armed Conflict
- PA-Roles of the President, the Executive Branch, Congress, & Civilian Control of the Military
- PA-Core Values: The Price of Admission
- PA-The Profession of Arms
- LS-Sexual Assault Prevention and Response
- CS-Listening: The Neglected Skill
- LS-Air Force Leadership
- WS/ISS-The Department of the Air Force
- LS-Managing in a Diverse World
- PA-The Code of Conduct
- LS-Self-Assessment
- LS-Motivation
- WS- War and the US Military
- LS-Team Building
- LS-Management Functions and Principles
- LS-Followership
- LS-Air Force Equal Opportunity Program
- LS-Problem Solving
- LS-Power and Influence
- LS-Full-Range Leadership
- LS-Situational Leadership
- PA- The Air Force Complaints Resolution and Fraud, Waste and Abuse Programs
- LS-Air Force Smart Operations for the Twenty-First Century (AFSO21)
- WS/ISS-Making Strategy
- WS/ISS-The Department of Defense
- PA-Uniform Code of Military Justice
- WS/ISS-USAF Major Commands
- LS-Stress Management and Resiliency
- WS/ISS-Principles of War and Tenets of Air Power
- WS/ISS-Air Force Core Functions
- WS/ISS-Airpower Through WWI

WS/ISS-Department of the Army  
WS/ISS-Department of the Navy  
WS/ISS-US Policy  
PA-The US Constitution  
WS/ISS-The US Coast Guard  
WS/ISS-The Marine Corps

## 2. CWT #2

### 2.1 Academics

PA-Military Law  
LS-Mentoring  
LS-Change Management  
WS/ISS-Airpower: End of WWI through WWII  
LS-Leadership Authority and Responsibility  
LS-Conflict Management  
WS/ISS-Airpower: Thru the Cold War, Part 1  
LS-Corrective Supervision and Counseling  
LS-Sexual Harassment Awareness  
WS/ISS-Airpower: Thru the Cold War, Part 2  
PA-Civilian Personnel  
PA-Substance Abuse Control Program  
PA-Information Assurance, Computer Security, and Information Operations  
PA-The Enlisted Force  
WS/ISS-Airpower in the Post Cold War  
LS-Standards and Accountability  
WS/ISS-The Need for Cross-Cultural Competence  
WS/ISS-Relating and Communicating Cross-Culturally  
WS/ISS-Cultural Visual Expeditionary Skills Training (VEST)  
PA-Professional and Unprofessional Relationships  
WS/ISS-Air and Space Power Today: The Global War on Terrorism  
WS - Citizen Airmen: The Total Force  
WS/ISS-Setting the World Stage  
WS/ISS-Terrorism  
LS-Risk Management  
LS-Counseling and Practicum  
WS/ISS-Joint Operations  
LS-Performance Feedback  
LS-Enlisted Evaluation System  
LS-Officer Evaluation System  
PA-Defense Support of Civil Authorities  
WS/ISS-Nuclear Operations  
PA-Oath of Office  
WS/ISS-Cyberspace  
LS-Effective Supervision  
PA-Pay, Allowances, and Leave  
LS-Joint Ethics

### **3. Field Leadership**

#### **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

#### **3.2 LRC**

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

#### **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

### **4. Administration**

#### **4.1 TMO/SATO**

- AD-Smooth Move
- AD-Assignment Briefing

#### **4.2 Common Access Card Creation**

- NET 1200 on Training Day 1

### **5. Leadership Studies**

#### **5.1 *12 Angry Men***

- LS-Team Building
- LS-Management Functions and Principles
- LS-Problem Solving
- LS-Power and Influence
- LS-Stress Management and Resiliency
- LS-Conflict Management

#### **5.2 *The Caine Mutiny*- A Study in Dynamic Subordinancy**

- LS-Air Force Leadership
- LS-Followership

#### **5.3 Enlisted Evaluation System**

- CS-Bullet Statements
- LS-Performance Feedback
- 5.4 Evaluation concepts**
  - LS-Enlisted Evaluation System
- 5.5 Situational Leadership**
  - LS-Full Range Leadership
- 5.6 Leadership and Management Case Studies**
  - All LS curriculum prerequisites for CWT #2
- 5.7 Officer Evaluation System**
  - CS-Bullet Statements
  - LS-Performance Feedback
  - LS-Enlisted Evaluation System
- 5.8 Personal and group Goals**
  - PA-Core Values and the Air Force Member
- 5.9 Problem Solving**
  - LS-Air Force Smart Operations for the 21st Century (AFSO21)
- 5.10 Standards and Accountability**
  - PA-Core Values and the Air Force Member
- 5.11 The Supervisor's In-Basket**
  - CWT #2
- 5.12 Effective Supervision**
  - LS-Performance Feedback
  - LS-Enlisted Evaluation System
  - LS-Officer Evaluation System
- 5.13 Self-Assessment**
  - LS-Air Force Leadership
- 5.14 Motivation**
  - LS- Self-Assessment
- 5.15 Followership**
  - LS- Motivation

## **6. Communication Studies**

- 6.1 Position Paper and Background Paper**
  - CS- Introduction to Military Correspondence
  - CS- Seven Steps to Effective Communication
  - CS- Writing Mechanics
- 6.2 Unified Combatant Command Area of Responsibility Briefing**
  - CS-Basics of Briefing
  - CS-Briefing Requirements
  - CS- Introduction to Military Correspondence
  - CS- Military Briefings
  - WS-Examining Cultural Domains
  - WS/ISS-USAFRICOM Area of Responsibility
  - WS/ISS-USCENTCOM Area of Responsibility
  - WS/ISS-USEUCOM Area of Responsibility
  - WS/ISS-USNORTHCOM Area of Responsibility

WS/ISS-USPACOM Area of Responsibility  
WS/ISS-USSOUTHCOM Area of Responsibility

**6.3 Advocacy Brief**

CS-Advocacy Briefing Preparation & Standards  
CS-Basics of Briefings  
CS- Introduction to Military Correspondence  
CS- Military Briefings

**6.4 Briefing Requirements**

CS-Basics of Briefing

**6.5 Bullet Statement Practicum**

CS-Bullet Statements

**7. Warfare Studies/International Security Studies**

**7.1 Army/Navy/Marine Corps Panel Discussion**

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

**7.2 WS/ISS-Cultural VEST**

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

**7.3 WS/ISS-Relating and Communicating Cross-Culturally**

WS/ISS-The Need for Cross Cultural Competence

**7.4 Unified Combatant Command Auditorium Lectures**

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

**7.5 Joint Operations**

WS/ISS-Department of the Air Force  
WS/ISS-Department of the Army  
WS/ISS-Department of the Navy  
WS/ISS-Marine Corps  
WS/ISS-The US Coast Guard

**7.6 Terrorism**

WS/ISS-War and the US Military  
WS/ISS-Setting the World Stage

**7.7 All Airpower History lessons must stay in chronological order**

WS/ISS-Air Force Core Functions  
WS/ISS-e.g., WWII must come after WWI, Cold War after WWII, etc.

**8. Profession of Arms**

**8.1 Air Force Dress and Appearance Standards II**

PA-Air Force Dress and Appearance Standards I

**8.2 Military Law Case Studies**

PA-Military Law

**8.3 Professional and Unprofessional Relationship Case Studies**

PA-Professional and Unprofessional Relationships

**8.4 Career Progression in the Air National Guard**

LS-Officer Evaluation System

**9. Drill and Ceremonies**

**9.1 Open Ranks Inspections**

DR-Drill Block III

# CHAPTER 3

## ACADEMICS

### **Section A—Academic Overview**

1. Content—This chapter outlines the material to be covered in each academic area of instruction with specific instructional objectives listed. OPR for this chapter is Holm Center/CR with input from 24 TRS/CC and Flight Commanders 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.*
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. 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.

### **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

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

TV—Television

V—Video

## **Section B—Academic Lesson Index**

### **Communication Studies (CS)**

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
INTRODUCTION TO MILITARY CORRESPONDENCE	SM	CBT	1.00	0.00
GRAMMAR REFRESHER	SM	CBT	4.00	0.00
UNDERSTANDING PUBLICATIONS	SM	CBT	1.00	0.00
LISTENING: THE NEGLECTED SKILL	AUDITORIUM	IL	0.50	1.00
MILITARY BRIEFINGS	SM	CBT	1.00	0.00
ELECTRONIC COMMUNICATION	SM	CBT	1.00	0.00
BULLET STATEMENTS	AUDITORIUM	IL	1.00	1.00
BULLET STATEMENT PRACTICUM	FLIGHT ROOM	PE	0.00	2.00
BASICS OF BRIEFING	AUDITORIUM	IL	1.00	1.00
BASICS BRIEFING REQUIREMENTS	FLIGHT ROOM	IL	0.00	1.00
WRITING MECHANICS	SM	CBT	1.00	0.00
SEVEN STEPS TO EFFECTIVE COMMUNICATION	SM	CBT	1.00	0.00
ADVOCACY BRIEFING PREPARATION AND STANDARDS	FLIGHT ROOM	IL	0.00	1.00
UNIFIED COMBATANT COMMAND TRAINEE BRIEFINGS--TRAINEE PRESENTATIONS FEEDBACK	FLIGHT ROOM	IL	0.00	3.00
ADVOCACY BRIEFING MEASUREMENT	FLIGHT ROOM	SP	7.00	3.00
ADVOCACY BRIEFING FEEDBACK	FLIGHT ROOM	IL	0.00	3.00
WING BRIEF-OFF	AUDITORIUM	SP	0.00	1.00
PUBLIC RELATIONS AND THE MEDIA	FLIGHT ROOM	IL/CASE	1.00	1.00
	TOTAL HOURS		20.50	18.00

### **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 CORE 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
THE 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 AND SPACE POWER TODAY	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
UNIFIED COMBATANT COMMAND TRAINEE BRIEFINGS AND GROUP EXERCISE	FLIGHT ROOM	IL/SP/GD	4.00	6.00
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	FLIGHT ROOM	IL/GD	1.00	1.00
FORCE PACKAGING	FLIGHT ROOM	IL/GD	1.00	1.00
TUSKEGEE AIRMEN MOVIE	FLIGHT ROOM	V	0.00	2.00
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		54.00	40.00

### 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
OPERATIONAL 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
PERFORMANCE FEEDBACK	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
<i>12 ANGRY MEN</i>	FLIGHT ROOM	GD/CASE	0.00	3.00
EVALUATION CONCEPTS	FLIGHT ROOM	GD	0.50	1.00
THE SUPERVISOR'S "IN-BASKET"	FLIGHT ROOM	GD/PE	0.00	3.00
	TOTAL HOURS		40.00	58.00

## Profession of Arms (PA)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
AIR FORCE DRESS AND APPEARANCE STANDARDS	DORMS	IL	1.00	1.00
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
AIR FORCE DRESS AND APPEARANCE STANDARDS PART II	AUDITORIUM	IL	1.00	1.00
THE AIR FORCE COMPLAINTS RESOLUTION AND FRAUD, WASTE, AND ABUSE PROGRAMS	SM	R	1.00	0.00
MILITARY LAW	AUDITORIUM	GL	1.00	1.00
MILITARY LAW 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
	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	19.50	17.00
WS/ISS	54.00	40.00
LS	40.00	58.00
PA	30.00	22.00
AS	6.00	10.50
OR	0.00	2.00
PR	0.00	3.00
TOTAL	149.50	152.50

## CHAPTER 3

### ACADEMICS

#### **Section C—Academic Lesson Descriptions**

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

**Lesson Title:** *12 Angry Men*

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

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

**Lesson Title:** Advocacy Briefing Feedback

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

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

**Lesson Title:** Advocacy Briefing Measurement

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

**Description:** The goal of the Advocacy Briefing is to present a problem/issue and lay out several solutions followed by a proposed course of action. Students present a 5-9 minute briefing on a military issue using the Course of Action (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*, pages 215-219. Paper must be between one-half and one page in length. Instructor will provide formal/graded feedback on paper via Holm Center Form 9, Talking/Position Paper Evaluation Sheet.

**Lesson Title:** Advocacy Briefing Preparation and Standards

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

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

**Lesson Title:** The Air Force Complaints Resolution and Fraud, Waste, and Abuse Programs

**Lesson Objective:** Know the Air Force Complaints Resolution and Fraud, Waste and Abuse (FWA) Programs.

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

**Lesson Title:** Air Force Core Functions

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

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

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

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

**Description:** This is a flight room informal lecture. It is the first and only lesson on Air Force Core Values. It leads the trainee on the journey to gain insight into these specific values by first defining them and then exploring the reasons why we have Core Values in the Air Force. Students learn that Core Values are indeed the price of admission. The lesson includes a discussion on the impact of Core Values on the Air Force member's personal and professional life. It culminates by having the trainees discuss eight 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 the first part in the Air Force Dress and Appearance lesson, designed to give trainees the basic knowledge required to maintain proper dress and personal appearance standards in accordance with AFI 36-2903. The lesson will begin with the standards of appearance for both males and females, to include grooming standards. The lesson also covers how to wear the Airmen Battle Uniform (ABU) and authorized items on the ABUs. Lastly, the lesson discusses accessories that may or may not be worn with the ABUs. In addition, this lesson gives the trainees the knowledge of how to wear the ABU and occasions when wear of the ABU is inappropriate. The trainees will be evaluated on the content of this lesson in their day-to-day activities by Flt/CCs and MTIs.

**Lesson Title:** Air Force Dress and Appearance Standards Part II

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

**Description:** This is the second part to the Air Force Dress and Appearance Standards lesson. This lesson is designed to give the trainees the basic knowledge required to wear the service dress uniform. The lesson starts off with general instructions concerning the service and service dress uniform and proceeds to go into further detail. The lesson also covers the wear of outer-garments with uniforms. This lesson is designed to give the trainees the basic knowledge required to maintain proper dress and personal appearance standards in accordance with AFI 36-

2903. The trainees will be evaluated on the content of this lesson in their day-to-day activities by Flt/CCs and MTIs.

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

**Lesson Title:** Air Force 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 the past, present, and future of the air and space expeditionary force (AEF). It discusses the background of our expeditionary air forces and sets the stage for our current AEF. The trainees learn how personnel and assets are deployed through the present AEF construct and then discusses the future of AEF with AEF Next.

**Lesson Title:** Air and Space Power Today

**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. As chief facilitator of the entire discussion, the instructor must keep an eye on the clock and be sure students discuss all of the systems in enough detail so that students can approach the AFEX exercise with confidence.

**Lesson Title:** 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 build up 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 Briefing Requirements

**Lesson Objective:** Understand the role of briefings in effectively communicating information to a military audience.

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

**Lesson Title:** AMS Feedback Process

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

**Lesson Title:** AMS Peer Performance Feedback I & II

**Lesson Objective:** Value the need for officers to constantly seek and give feedback for personal and professional development.

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

**Lesson Title:** AMS Writing Requirements

**Lesson Objective:** Understand the importance of effective written communication as a key skill of all officers.

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

**Lesson Title:** Army/Navy/Marine Corps Panel Discussion

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

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

**Lesson Title:** Basics of Briefing

**Lesson Objective:** Apply *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:** Basics of Briefing Requirements

**Lesson Objective:** Comprehend the requirements for the Info Brief (Regional Studies).

**Description:** This lesson explains the requirements and standards for student regional studies briefings. In addition, the instructor will review specific rules and feedback procedures for regional studies briefs. The instructors will emphasize individual areas of importance as outlined on the Briefing Grade Sheet. Trainees are then instructed in the preparation and use of a talking paper. Instructors assign topics for the regional studies briefs. Finally, the instructor will hold a question and answer session.

**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 the trainees 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 a good 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:** *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 does provide 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:** 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. Officer Candidates must understand their individual roles and responsibilities in the maintenance of their career, including higher education, technical training, professional military education, and the officer evaluation system. 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 and the Air National Guard. Emphasis is placed on the dual state and federal roles of the Citizen Airman and the unique challenges and obligations that come with dual chains-of-command along with a discussion on the Militia Clause and its importance. The AF Reserves are broken down into categories and then the chain of command for the ANG and AFR are discussed. Finally, the trainees see the impact of the ANG and AFR by looking at specific percentages of contributions to the overall mission.

**Lesson Title:** Civilian Personnel

**Lesson Objective:** Know the Air Force Civilian Personnel System.

**Description:** This reading gives the trainee a brief overview of the Air Force civilian personnel system. The reading includes an explanation of why the 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:** 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 trainee's heart and mind about the spirit of warrior ethos exhibited throughout history and the expectations for the future. The lesson will also reaffirm the Core Values and will require trainees to think about ownership of the concepts of honor and integrity of an Air Force Officer and the responsibility that comes with it. This will ensure all trainees know the formal standards of behavior expected of them as officers.

**Lesson Title:** 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 tested on the Oath of Office. Therefore, this lesson is all about the affective portion of Commissioning. 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:** Conflict Management

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

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

**Lesson Title:** Corrective Supervision and Counseling

**Lesson Objective:** Comprehend the principles of corrective supervision.

**Description:** This 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 the trainees learn about counseling traits. 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:** 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:** 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:** 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:** 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 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 EES. The trainees will learn the requirements for EPRs and how EPRs tie into the career progression of the enlisted force. This lesson will also cover the various promotion methods for enlisted members.

**Lesson Title:** The Enlisted Force

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

**Description:** This lesson covers significant accomplishments made by enlisted personnel since the Army Aeronautical Division was formally created in 1907 up to our current most powerful Air and Space Force in the world. The reading also covers the enlisted force structure and level of responsibility for each enlisted rank.

**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 the trainee with the more common matters of protocol and etiquette at military-affiliated social events. The trainees will learn how to conduct themselves both on a formal and informal basis when attending social events. The trainee will understand that their behavior and ability to interact socially is important to them as an Air Force officer.

**Lesson Title:** Evaluation Concepts

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

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

**Lesson Title:** 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 AFEX exercise. This lesson also lays the foundation for the upcoming Air Force Employment Exercise (AFEX). After reviewing the capabilities of our current airpower systems and the operational art of force packaging, students should be able to plan missions and packages using the AFEX Software. This lesson will illustrate how proper teamwork, communication, planning and practice will result in mission success with minimal loss.

**Lesson Title:** Full-Range Leadership

**Lesson Objective:** Comprehend principles of Full-Range Leadership.

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

**Lesson Title:** Grammar Refresher

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

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

**Lesson Title:** Group Dynamics

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

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

**Lesson Title:** 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:** The Honor Code

**Lesson Objective:** Value the OTS Honor Code.

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

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

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

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

**Lesson Title:** Informative Briefing Measurement

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

**Description:** The goal of the informative briefings measurement is to provide information on regional areas around the word of interest to the national security of the United States. Students will present a 5-9 minute informative briefing on their assigned topic using the lessons learned in their previous military briefing classes. Comprehensive feedback will be given following their briefing.

**Lesson Title:** Introduction to Critical Thinking

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

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

**Lesson Title:** Introduction to Leadership Theory

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

**Description:** This reading assignment takes a basic look at leadership. The definition of leadership is explored along with the relationship between leadership and management. The lesson concludes with 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. *The Tongue and Quill (AFH 33-337)* provides excellent guidance in this area, including examples. 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:** 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 12 chapters in the regulation, and covers some of the special rules that trainees need to know. There are several examples of ethics violations in the students readings trainees may want to discuss.

**Lesson Title:** Joint Operations

**Lesson Objective:** Know the concept of joint operations.

**Description:** The lesson defines joint operations per Joint Pub 1 and discusses how doctrine strengthens our war fighting capabilities. An outline of the joint chain of command is given from the President to the individual services. Examples are given to show how joint warfare strengthens our overall effectiveness.

**Lesson Title:** Law of Armed Conflict

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

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

**Lesson Title:** Leadership and Management Case Studies

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

**Description:** This flight room lesson gives the 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. The lesson also covers case studies from the reading regarding the proper application of military authority. The lesson has case studies, which deal with the basic concepts of leadership responsibilities to the mission, higher headquarters, collateral units, unit welfare, individuals, yourself, and the civilian community (including media relations).

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

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

**Description:** This lesson introduces 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:** 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:** Military Briefings

**Lesson Objective:** Apply T&Q 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. 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:** Military Customs and Courtesies

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

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

**Lesson Title:** Military Law

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

**Description:** Your students will receive a good understanding of our legal system's origin and uniqueness as well as the options of prevention, correction, and punishment available to Air

Force leaders. Their study guide should provide them a working knowledge of the components of the military justice system. Students will have a solid understanding of the Staff Judge Advocate's role, the Area Defense Counsel's role, and the Air Force claims system. Your focus for this lesson should be 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 Law Case Studies

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

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

**Lesson Title:** Motivation

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

**Description:** This lesson helps students understand the concept of motivating subordinates by looking at multiple motivation theories. The lesson also gives them guidelines to use when motivating subordinates.

**Lesson Title:** Noncommissioned Officer Perspective

**Lesson Objective:** Value appropriate professional relationships between officers and enlisted members.

**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 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 meaning 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) as it applies mainly to Active Duty; however, the process is similar in the Reserves and Air National Guard. The students will learn the requirements for officer performance reports (OPRs) and how OPRs tie into the career progression of the officer corps. This lesson will also cover the various promotion methods for officers.

**Lesson Title:** Risk Management

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

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

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

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

**Description:** This 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:** Peer Evaluation I

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

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

**Lesson Title:** Peer Evaluation II

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

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

**Lesson Title:** Performance Feedback

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

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

**Lesson Title:** Personal and Group Goals

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

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

**Lesson Title:** Power and Influence

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

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

**Lesson Title:** Principles of War and Tenets of Air Power

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

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

**Lesson Title:** The Profession of Arms

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

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

**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 UPRs, the responsibility of officers to avoid UPRs, and the punishments associated with UPRs. The lecture will describe the four types of UPRs; civilian/military, officer/officer, enlisted/enlisted, and officer/enlisted (fraternization). The class will also define fraternization and the five elements of fraternization as described in the Manual for Courts Martial (MCM).

**Lesson Title:** Professional and Unprofessional Relationship Case Studies

**Lesson Objective:** Respond to the consequences of UPRs.

**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:** 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:** 1) Know the importance of religious respect; 2) comprehend the relationship between free expression of religion and Air Force Core Values.

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

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

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

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

**Lesson Title:** Self-Assessment

**Lesson Objective:** Comprehend principles of self-assessment.

**Description:** This lesson gives students an understanding of the concept of self-assessment and its importance for an Air Force leader. This is facilitated through the use of the DiSC Self-Assessment tool, which is designed to identify a person's behavioral tendencies and needs by

highlighting four distinct dimensions: Dominance, Influence, Steadiness, and Conscientiousness. Students will complete a DiSC Self-Assessment worksheet prior to arriving to class, so they'll have knowledge of their behavioral dimensions.

**Lesson Title:** Setting the World Stage

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

**Description:** This 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 is designed to familiarize the class with the concept of sexual assault. The lesson explains the elements of sexual assault which are "sexual contact" and "without consent." The lesson also explores behaviors that lead to being a victim or behaviors of a sexual assault perpetrator. The lesson also examines assertive behaviors that can minimize the risk of sexual assault, and the actions a victim can take to report a sexual assault. The lesson concludes with the responsibilities of the supervisor in sexual assault crimes.

**Lesson Title:** Sexual Harassment Awareness

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

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

**Lesson Title:** Situational Leadership

**Lesson Objective:** Comprehend the concept of Situational Leadership.

**Description:** This lesson examines the Situational Leadership Model in which the most appropriate leader behavior is based on follower maturity or development. The lesson begins by examining the two types of leader behavior (task and relationship). After this, the lesson examines the variables that impact the leader in different situations. The lesson then progresses to Hersey and Blanchard's Situational Leadership Model 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:** 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. 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:** 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:** Tuskegee Airmen

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

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

**Lesson Title:** Understanding Publications

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

**Description:** 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 read-only 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 law class.

**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:** Unified Combatant Command Trainee Briefings and Group Exercise

**Lesson Objective:** Comprehend the elements of an effective informative briefing.

**Description:** The instructor presents students with their grade sheets from the US Combatant Command Area of Responsibility presentations. The class starts by giving general feedback on trend items noticed during the briefings. Then, the instructor counsels individual students on their performance.

**Lesson Title:** The US Constitution

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

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

**Lesson Title:** US Policy

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

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

**Lesson Title:** USAF Major Commands

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

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

**Lesson Title:** Unified Combatant Command Area of Responsibility--Trainee Briefings and Exercise

**Activity Statement:** Deliver briefings and participate in discussions about various aspects of culture and US interests in the different combatant command areas of responsibility (AOR).

**Description:** Students will prepare and deliver briefings on specific countries within the area of responsibility that provide information on the culture and US interests within that specific country. The guided discussion portion of the lesson will flow from the topics covered by

students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

**Lesson Title:** Unified Combatant Command Trainee Briefing --Trainee Presentation Feedback

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

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

**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:** 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:** 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 Doctrine Document (AFDD) 1, *Air Force Basic Doctrine, Organization, and Command*. 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.

### **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.

# CHAPTER 4

## TRAINING

### Section A—Training Overview

1. **Content**—This chapter outlines the material to be covered in each training area of instruction. Specific instructional objectives are also listed. OPR for this chapter is 24 TRS/CC with input from Holm Center/CR.
2. **Sequence**—Training sequencing will progress in accordance with the flow of the course's four-phased leadership development philosophy. All training will be completed prior to the end of the course.

### ABBREVIATIONS

#### Syllabus Areas

AFCP—Air Force Combatives Program  
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  
TV—Television

## **Section B—Training Event Index**

<b>DRILL AND CEREMONIES (DR)</b>					
<b>AREA</b>	<b>EVENT</b>	<b>LOCATION</b>	<b>TM</b>	<b>STUDY HOURS</b>	<b>CLASS HOURS</b>
DR	DORM INSTRUCTION (KEY EVENT)	DORM	IL	0.00	2.00
DR	DRILL BLOCK I (KEY EVENT)	DRILL PAD	PE	0.00	2.00
DR	MTI DORM INSPECTION (KEY EVENT)	DORM	PE	0.00	2.00
DR	DRILL BLOCK II (KEY EVENT)	DRILL PAD	PE	0.00	2.00
DR	DRILL BLOCK III (KEY EVENT)	DRILL PAD	PE	0.00	2.00
DR	OPEN RANKS INSPECTIONS	DRILL PAD	SP	0.00	4.00
DR	PARADE PRACTICE #1	DRILL PAD	PE	0.00	2.00
DR	PARADE SUPPORT	DRILL PAD	PE	0.00	1.00
DR	MTI EXPECTATIONS	AUDITORIUM	IL	0.00	1.00
DR	SABER TRAINING	DRILL PAD	PE	0.00	2.00
DR	DRILL COMPETITION	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #2	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #3	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #4	DRILL PAD	PE	0.00	2.00
DR	PARADE (KEY EVENT)	DRILL PAD	PE	0.00	1.00
		TOTAL HOURS		0.00	29.00

<b>FIELD LEADERSHIP (FL)</b>					
<b>AREA</b>	<b>EVENT</b>	<b>LOCATION</b>	<b>TM</b>	<b>STUDY HOURS</b>	<b>CLASS HOURS</b>
FL	PROJECT X	FIELD	PE	0.00	3.00
FL	LCE INTRODUCTION	FLIGHT ROOM	IL	0.00	0.50
FL	BELPS + FEEDBACK (KEY EVENT)	FIELD	PE	0.00	24.00
FL	M-9 QUALIFICATION (KEY EVENT)	FIELD	PE	0.00	24.00
FL	ROPES COURSE (KEY EVENT)	FIELD	PE	0.00	7.00
FL	LRC + FEEDBACK (KEY EVENT)	FIELD	PE	0.00	14.00
FL	MINI MILITARY ATHLETIC COMPETITION (MINI-MAC)	FIELD	PE	0.00	1.00
FL	AEF EXERCISE (KEY EVENT) – INCLUDES THE ITEMS BELOW	VW	PE	0.00	0.00
	SAFETY BRIEF	VW	PE	0.00	0.50

	AEF - SELF DEFENSE - RIFLE FIGHTING	VW	PE	0.00	0.50
	AEF - BASE DEFENSE EXERCISES	VW	PE	0.00	12.00
	AEF - ASSAULT COURSE	VW	PE	0.00	2.00
	AEF - EXPEDITIONARY LEADERSHIP PROBLEMS	VW	PE	0.00	18.00
		TOTAL HOURS		0.00	106.50

ADMINISTRATION (AD)					
AREA	EVENT	LOCATION	TM	STUDY HOURS	CLASS HOURS
AD	ARRIVAL DAY	VARIOUS	N/A	0.00	5.00
AD	MEDICAL IN-PROCESSING, PERSONNEL INPROCESSING I, COMMON ACCESS CARD ISSUE, HEIGHT/WEIGHT CHECK	VARIOUS (CONDUCTED SIMULTANEOUSLY)	N/A	0.00	6.00
AD	CLOTHING SALES UNIFORM PURCHASE	AAFES	N/A	0.00	6.00
AD	OTS SAFETY ORIENTATION (KEY EVENT)	AUDITORIUM	N/A	0.00	1.00
AD	PERSONNEL INPROCESSING II (KEY EVENT)	FLIGHT ROOM	N/A	0.00	3.00
AD	ASSIGNMENT PREFERENCE BRF (KEY EVENT)	AUDITORIUM	N/A	0.00	1.00
AD	OPERATIONS CONTROL CENTER TRAINING (LOWER CLASS)	OCC	N/A	0.00	1.00
AD	IMMUNIZATIONS (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
AD	SQUADRON BOARDS (LOWER CLASS)	FLIGHT ROOM	N/A	0.00	1.00
AD	SQUADRON BOARDS SUPPORT (UPPER CLASS)	FLIGHT ROOM	N/A	0.00	1.00
AD	WING BOARDS	FLIGHT ROOM	N/A	0.00	1.00
AD	WING BOARDS SUPPORT	FLIGHT ROOM	N/A	0.00	1.00
AD	FLIGHT CHANGE OF COMMAND	FLIGHT ROOM	N/A	0.00	9.00
AD	24TRS/CC MIDCOURSE FEEDBACK	AUDITORIUM	N/A	0.00	1.00
AD	DD FORM 214 BRIEFING	AUDITORIUM	N/A	0.00	1.00
AD	LOWER CLASS IN PROCESSING PLAN	VARIOUS	N/A	0.00	4.00
AD	LOWER CLASS IN PROCESSING	VARIOUS	N/A	0.00	12.00
AD	SMOOTH MOVE	AUDITORIUM	N/A	0.00	1.00
AD	ASSIGNMENT BRIEFING (KEY EVENT)	AUDITORIUM	N/A	0.00	1.00
AD	TMO/SATO (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
AD	FLIGHT PHOTOS (KEY EVENT)	AUDITORIUM	N/A	0.00	3.00
AD	EURO-NATO JOINT JET PILOT BOARD	OTS CONF RM	N/A	0.00	3.00
AD	OPERATIONS CONTROL CENTER TRNG SUPPORT (UPPER CLASS)	OCC	N/A	0.00	1.00

AD	OTS/CMDT END OF COURSE FEEDBACK	AUDITORIUM	N/A	0.00	1.00
AD	END OF COURSE SURVEY (KEY EVENT)	FLIGHT ROOM	N/A	0.00	0.50
AD	SEXUAL ASSAULT SURVEY (KEY EVENT)	FLIGHT ROOM	N/A	0.00	0.50
AD	PRE-DEPARTURE SAFETY BRIEFING	AUDITORIUM	N/A	0.00	1.00
		TOTAL HOURS		0.00	76.00

<b>AIR FORCE CULTURE (CT)</b>					
<b>AREA</b>	<b>EVENT</b>	<b>LOCATION</b>	<b>TM</b>	<b>STUDY HOURS</b>	<b>CLASS HOURS</b>
CT	BLUE LINE (KEY EVENT)	VARIOUS	N/A	0.00	1.00
CT	OTS/CMDT's WELCOME (KEY EVENT)	AUDITORIUM	N/A	0.00	0.50
CT	SARC BRIEFING	AUDITORIUM	GL	0.00	0.25
CT	22TRS/CC WELCOME (KEY EVENT)	AUDITORIUM	N/A	0.00	0.50
CT	24TRS/CC WELCOME (KEY EVENT)	AUDITORIUM	N/A	0.00	1.00
CT	SS/CC WELCOME (KEY EVENT)	VARIOUS	N/A	0.00	1.00
CT	FLT/CC WELCOME (KEY EVENT)	FLIGHT ROOM	IL	0.00	1.00
CT	COMMANDER'S CHALLENGE	FIELD	N/A	0.00	2.00
CT	PHASE ONE EVALUATION	VARIOUS	N/A	0.00	3.00
CT	DINING-IN/OUT SUPPORT	O'CLUB	SP	0.00	5.00
CT	24TRS/CC TRAINING PHILOSOPHY	AUDITORIUM	N/A	0.00	1.00
CT	BLUE LINE SUPPORT	VARIOUS	N/A	0.00	1.00
CT	ENLISTED HERITAGE HALL	GUNTER ANNEX	N/A	0.00	3.00
CT	CAREER DAY	VARIOUS	N/A	0.00	2.00
CT	COMMUNITY SERVICE	VARIOUS	N/A	0.00	4.00
CT	COMMANDER'S CHALLENGE SUPPORT	FIELD	N/A	0.00	2.00
CT	DINING-IN/OUT DRY RUN I (UPPER/LOWER CLASS)	OTSAC	SP	0.00	2.00
CT	DINING-IN/OUT OVERVIEW (UPPER CLASS)	AUDITORIUM	SP	0.00	1.00
CT	GENERAL OFFICER PERSPECTIVE	AUDITORIUM	N/A	0.00	1.00
CT	GRAD WEEK OVERVIEW	AUDITORIUM	N/A	0.00	1.00
CT	STUDENT SQUADRON AWARDS CEREMONY DRY RUN	AUDITORIUM	SP	0.00	0.50
CT	STUDENT SQUADRON AWARDS CEREMONY	AUDITORIUM	SP	0.00	1.25
CT	WING AWARDS CEREMONY DRY RUN	AUDITORIUM	SP	0.00	1.00

CT	COMMISSIONING PRACTICE (KEY EVENT)	VARIOUS	SP	0.00	2.25
CT	DINING-IN/OUT DRY RUN II (UPPER/LOWER CLASS)	O'CLUB	SP	0.00	2.00
CT	OTS OPEN HOUSE	VARIOUS	SP	0.00	2.00
CT	WING AWARDS CEREMONY	AUDITORIUM	SP	0.00	1.00
CT	SPOUSES ORIENTATION	VARIOUS	SP	0.00	2.00
CT	DINING-IN/OUT (KEY EVENT)	O'CLUB	SP	0.00	5.00
CT	COMMISSIONING CEREMONY (KEY EVENT)	VARIOUS	SP	0.00	2.50
CT	DV RECEPTION	OTS CONF RM	SP	0.00	1.00
		TOTAL HOURS		0.00	53.75

<b>FORMAL COUNSELING (FC)</b>					
NUMBER	EVENT	LOCATION	TM	STUDY HOURS	CLASS HOURS
FC	FLT/CC INITIAL INTERVIEW	FLIGHT ROOM	N/A	0.00	4.00
FC	STUDENT/STAFF PREP/FEEDBACK TIME	VARIOUS	NA	0.00	30.00
FC	MID-COURSE TPR FEEDBACK	FLIGHT ROOM	N/A	0.00	4.00
FC	MID-COURSE TPR REMAKE FEEDBACK	FLIGHT ROOM	N/A	0.00	1.00
FC	FINAL TPR FEEDBACK	FLIGHT ROOM	N/A	0.00	3.00
		TOTAL HOURS		0.00	42.00

<b>FIELD TRAINING (FT)</b>					
NUMBER	EVENT	LOCATION	TM	STUDY HOURS	CLASS HOURS
FT	PT FUNDAMENTALS	AUDITORIUM	IL	0.00	1.00
FT	PT PAD INSTRUCTION	DRILL PAD	PE	0.00	1.00
FT	AEF COMBAT SKILLS	SM	CBT	1.00	0.00
FT	LAND NAVIGATION	SM	CBT	1.00	0.00
FT	WOUND MANAGEMENT	AUDITORIUM	IL	0.00	1.00
FT	BASE DEFENSE FUNDAMENTALS (KEY EVENT)	AUDITORIUM	IL	0.00	2.00
FT	SMALL UNIT TACTICS 1A (KEY EVENT)	FIELD	PE	0.00	1.00
FT	SMALL UNIT TACTICS 1B/C (KEY EVENT)	FIELD	PE	0.00	1.00
FT	TACTICAL COMMUNICATION FIELD EX	FIELD	PE	0.00	1.00
FT	LAND NAVIGATION FIELD EXERCISE	FIELD	PE	0.00	1.00

FT	INTRODUCTION TO AIR FORCE COMBATIVES	AUDITORIUM	L	0.00	1.00
FT	AIR FORCE COMBATIVES PROGRAM	FIELD	TP	0.00	10.00
FT	IED & UXO ID AND REPORTING	SM	CBT	2.00	0.00
FT	SERE 100.1	SM	CBT	7.00	0.00
FT	PHYSICAL TRAINING	FIELD	PT	0.00	30.00
		TOTAL HOURS		11.00	50.00

## **Section C—Training Event Descriptions**

### **Drill and Ceremonies (DR)**

**DR- Lesson Title:** Dorm Instruction

**Lesson Objective:** Properly follow detailed instructions on folding and placement of dorm room items.

**Description:** This lesson is designed to teach the detailed instructions on folding clothes 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.

**DR- Lesson Title:** MTI Dorm Inspection

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

**Description:** This lesson is designed to have the trainee demonstrate their ability to follow detailed instructions and maintain established standards. Instructors will measure their ability to follow instructions throughout training, with special emphasis placed on room/item arrangement.

**DR- Lesson Title:** Drill Pad Block I

**Lesson Objective:** Properly perform position of attention, parade rest, present/order arms, right face, left face, about face, forward march and flight halt. Guidon procedures, the four formations and DCID taught throughout each block.

**Description:** This lesson develops an awareness of drill and ceremonies. The lesson logically follows a sequential order and shows progression from one step to the next. The explanation and demonstration phases are combined because of the simplicity of the task. The lesson is started by gaining the attention of the trainees and then an explanation of what the lesson is and why it is important to them. A whole impression or demonstration of what the movements are supposed to look like with particular action areas. The movements are then broken down step by step to insure proper instruction and understanding. The trainees will then perform the movements and receive constructive feedback. After trainees have completed the application portion of the class, they will practice on their own to perfect the mechanics of the movements. Class will be closed out by leaving the trainees with a clear purpose and reason for performing the movements correctly.

**DR- Lesson Title:** Drill Pad Block II

**Lesson Objective:** Properly perform column movements, flanking movements, half step, mark time, and rest positions. Guidon procedures, the four formations and DCID taught throughout each block.

**Description:** This lesson develops an awareness of drill and ceremonies. The lesson logically follows a sequential order and shows progression from one step to the next. The explanation and demonstration phases are combined because of the simplicity of the task. The lesson is started by gaining the attention of the trainees and then an explanation of what the lesson is and why it is important to them. A whole impression or demonstration of what the movements are supposed to look like with particular action areas. The movements are then broken down step by step to insure proper instruction and understanding. The trainees will then perform the movements and receive constructive feedback. After trainees have completed the application portion of the class, they will practice on their own to perfect the mechanics of the movements. Class will be closed out by leaving the trainees with a clear purpose and reason for performing the movements correctly.

**DR- Lesson Title:** Drill Pad Block III

**Lesson Objective:** Properly perform change step, to the rear, formation of the flight to include count off, align the flight in line formation and open ranks. Guidon procedures, the four formations and DCID taught throughout each block.

**Description:** This lesson develops an awareness of drill and ceremonies. The lesson logically follows a sequential order and shows progression from one step to the next. The explanation and demonstration phases are combined because of the simplicity of the task. The lesson is started by gaining the attention of the trainees and then an explanation of what the lesson is and why it is important to them. A whole impression or demonstration of what the movements are supposed to look like with particular action areas. The movements are then broken down step by step to insure proper instruction and understanding. The trainees will then perform the movements and receive constructive feedback. After trainees have completed the application portion of the class, they will practice on their own to perfect the mechanics of the movements. Class will be closed out by leaving the trainees with a clear purpose and reason for performing the movements correctly.

**DR- Lesson Title:** Parade Practice #1

**Lesson Objective:** Practice for graduation parade.

**Description:** This lesson allows upper and lower class trainees to practice parade. Military Training Instructors will lead the practice.

**DR- Lesson Title:** Parade Practice #2

**Lesson Objective:** Practice for graduation parade.

**Description:** This lesson allows upper class trainees to practice parade. Military Training Instructors will lead the practice.

**DR- Lesson Title:** Parade Practice #3

**Lesson Objective:** Practice for graduation parade.

**Description:** This lesson allows upper class trainees to practice parade. Military Training Instructors will lead the practice.

**DR- Lesson Title:** Parade Practice #4

**Lesson Objective:** Practice for graduation parade.

**Description:** This lesson allows upper class trainees to practice parade. Military Training Instructors will lead the practice.

**DR- Lesson Title:** MTI Expectations

**Lesson Objective:** Prepare the upper class for the arrival of the lower.

**Description:** This lesson is provided to give the upper class the instruction to properly maintain the health and welfare of the lower class. This instruction includes trainee professionalism, responsibilities and traffic (pedestrian) safety.

**DR- Lesson Title:** Open Ranks Inspections

**Lesson Objective:** Inspect the class via weekly Open Ranks formations

**Description:** The entire Class will be inspected (by Flight) on performance of the drill movements as well as dress and appearance. Deficiencies will be annotated by the staff inspector. These inspections require that Drill Block III instruction has already taken place as that is where trainees learn how to conduct Open Ranks.

**DR- Lesson Title:** Saber Training

**Lesson Objective:** Prepare the trainee wing staff in using sabers for parade.

**Description:** This lesson develops an awareness of drill and ceremonies. The lesson logically follows a sequential order and shows progression from one step to the next. The explanation and demonstration phases are combined because of the simplicity of the task. The lesson is started by gaining the attention of the trainees and then an explanation of what the lesson is and why it is important to them. A whole impression or demonstration of what the movements are supposed to look like with particular action areas. The movements are then broken down step by step to insure proper instruction and understanding. The trainees will then perform the movements and receive constructive feedback. After trainees have completed the application portion of the class, they will practice on their own to perfect the mechanics of the movements. Class will be closed out by leaving the trainees with a clear purpose and reason for performing the movements correctly.

**DR- Lesson Title:** Drill Competition

**Lesson Objective:** Compete in drill competition.

**Description:** A flight competition to inspect all aspects of drill to include individual drill, transitory drill and open ranks inspection.

**DR- Lesson Title:** Parade

**Lesson Objective:** Graduate from OTS.

**Description:** This is the upper class culminating graduation that the lower class will march in. It is also used to help prepare the lower class for their graduation parade.

### **Field Leadership (FL)**

**FL- Lesson Title:** Project X

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

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

**FL- Lesson Title:** LCE Introduction

**Lesson 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. The intent is to prevent student evaluation via unknown standards.

**FL- Lesson Title:** Basic Expeditionary Leadership Problem (BELPS) and Feedback

**Lesson Objective:** Initial trainee evaluation and feedback within problem solving context.

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

**FL- Lesson Title:** Confidence Course

**Lesson Objectives:** Build flight teamwork and cohesion, inspire self confidence and enable opportunity to overcome limitations, instill warrior ethos.

**Description:** Each trainee physically qualified will navigate a series of obstacles that will help build confidence. Flights will motivate all members of the team to complete the obstacles.

**FL- Lesson Title:** Weapons Qualification (M-9)

**Lesson Objective:** The purpose to the course is to 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 at the firing range conduct the lesson. Each trainee is given the opportunity to qualify with the weapon.

**FL- Lesson Title:** Ropes Course

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

**Description:** Each trainee physically qualified will navigate a series of obstacles that will help build confidence. Flights will motivate all members of the team to complete the obstacles.

**FL- Lesson Title:** Leadership Reaction Course and Feedback

**Lesson Objective:** Apply appropriate leadership principles and techniques to resolve problems in a field training environment.

**Description:** The trainees work through numerous outdoor problems for up to six hours on three consecutive days. The problems address escape and insurgency and each trainee gets an opportunity to lead. The instructor relates trainee performance to previous LS classes and operational AF examples. Critiques emphasize leadership, problem solving, and functions of management.

**FL- Lesson Title:** Air Expeditionary Force Exercise

**Lesson Objective:** Apply leadership management principles, problem solving, sound judgment, good communication skills and teamwork in tasks related to development in time-critical situations.

**Description:** The focus of AEF is leadership training – using a philosophy of “Train-Apply-Evaluate-Feedback”. The trainees are trained on mobility support and Airman’s Manual issues. Through different exercises, trainees get exposure to deployment items, such as: tactical movement, reaction to contact, and survival and life saving basics, etc. 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.

### **Administration (AD)**

**AD- Title:** Arrival Day

**Description:** Lower class trainees arrive at OTS on Training Day 0 and begin administrative in-processing.

**AD- Lesson Title:** Medical In-processing

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

**AD- Title:** Personnel In-Processing I

**Description:** This time period is to inform, educate, and gather any missing/further documentation necessary for building new trainees military records.

**AD- Title:** Clothing Sales Uniform Purchase

**Description:** Trainees make uniform purchases and alterations at the AAFES Clothing Sales store.

**AD- Title:** Active Duty Finance In-processing

**Description:** This time period is to inform, educate, and gather pertinent documentation necessary for new trainees to be accessed in finance system.

**AD- Title:** OTS Safety Orientation

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

**AD- Title:** Active Duty Personnel In-Processing II

**Description:** This time period is to inform, educate, and gather any missing/further documentation necessary for building new trainees military records.

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

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

**AD- Title:** Operations Control Center Training (Lower Class)

**Description:** The OCC is the hub of 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 OCC.

**AD- Title:** Operations Control Center Training Support (Upper Class)

**Description:** The OCC is the hub of operations at OTS and requires trained personnel to run and manage it. The upper class will familiarize trainees with the equipment and procedures necessary to transition and execute duties in the OCC.

**AD- Title:** Immunizations

**Description:** Trainees will be vaccinated against Measles, Mumps, Rubella, Varicella and Meningitis based on history and lab results. Their immunization record is updated and filed in the trainee's medical record.

**AD- Title:** Assignment Preference Brief

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

**AD- Title:** Common Access Card Creation

**Description:** This time period is used to prepare new trainees proper military identification for their use while they are assigned to OTS. Since non-prior Enlisted personnel enter Active Duty on arrival day (and the associated MilPDS/DEERS delay times), this event will not be scheduled any earlier than 1200 on Training Day 3.

**AD- Title:** Squadron Boards (Lower Class)

**Description:** Interview boards held by Student Squadron Commanders to determine Student Squadron Leadership.

**AD- Title:** Squadron Boards Support (Upper Class)

**Description:** Interview boards held by Student Squadron Commanders to determine Student Squadron Leadership. Key upper class members will support.

**AD- Title:** Wing Boards (Lower Class)

**Description:** Interview board held by 24 TRS/DO, SS/CCs and the senior MTI (if available) to determine nine key OTW leadership positions.

**AD- Title:** Wing Boards Support (Upper Class)

**Description:** Interview board held by 24 TRS/DO, SS/CCs and the senior MTI (if available) to determine nine key OTW leadership positions. Key upper class members will support

**AD- Title:** Flight Change of Command

**Description:** Each Flight will have a regular change in student flight leader. This time is allocated for transition and for the owning Flight Commander to set expectations for the inbound Flight Leader and debrief the outgoing Flight Leader on performance.

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

**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.

**AD- Title:** Active Duty DD Form 214

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

**AD- Title:** Lower Class In-Processing Planning

**Description:** Trainees use this time to work through the problem solving process and develop a plan to in-process the next class.

**AD- Title:** Lower Class In-Processing

**Description:** This block of time is the upper class schedule designation for TD-1.

**AD- Title:** Smooth Move

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

**AD- Title:** Assignment Briefing

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

**AD- Title:** Traffic Management Office (TMO)

**Description:** TMO staff explains the military move process and how to ship household goods. Trainees begin planning their move to their first officer duty assignment.

**AD- Title:** Flight Photos

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

**AD- Title:** EURO-NATO JOINT JET PILOT TRAINING Boards

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

**AD- Title:** OTS/CMDT End-of-Course Feedback

**Description:** The OTS/CMDT accepts feedback from the trainees on their experiences throughout training. The OTS/CMDT uses this feedback to shape the optimal OTS experience.

**AD- Title:** Wing Boards Support

**Description:** Upper class assisting staff runs interview board held by 24 TRS/DO, SS/CCs and the senior MTI to determine nine key OTW leadership positions.

**AD- Title:** End-of-Course Survey

**Description:** Trainees provide feedback on their training experience via an automated web-based survey. Completion of survey is mandatory.

**AD- Title:** Sexual Assault Survey

**Description:** Trainees provide feedback on the enforcement of DoD, Air Force and OTS sexual assault polices via an automated web-based survey. Completion of survey is mandatory.

**AD- Title:** Pre-Departure Safety Briefing

**Description:** Trainees are briefed on travel safety.

### **Air Force Culture (CT)**

**CT- Title:** Blue Line

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

**CT- Title:** OTS Commandant's Welcome

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

**CT- Title:** 22nd Training Squadron Commander Welcome

**Description:** 22 TRS/CC provides an overview of the facilities and support staff functions.

**CT- Title:** 24th Training Squadron Commander Welcome

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

**CT- Title:** Student Squadron Commander Welcome

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

**CT- Title:** Flight Commander Welcome

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

**CT- Title:** Commander's Challenge

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

**CT- Title:** Phase One Evaluation

**Description:** Upper classmen are evaluated on how well they've trained their assigned lower class. At the same time, the lower classmen are evaluated individually on how well they've adapted to the military training environment. Focus areas include Drill, OI knowledge and procedures, and dormitory maintenance.

**CT- Title:** Dining-In/Out Support

**Description:** Lower class logistic support to upper class Dining-In/Out.

**CT- Title:** DV Reception Support

**Description:** Lower class sets up and sustains event which provides Distinguished Visitors attending commissioning ceremonies and/or the graduation parade an opportunity to meet and socialize with Holm Center leadership.

**CT- Title:** 24 TRS/CC Training Philosophy

**Description:** The 24 TRS/CC briefs the incoming upper class on his/her training philosophy and expectations prior to the arrival of the new lower class.

**CT- Title:** Blue Line Support

**Description:** The upper class provides logistical support for the lower class Blue Line ceremony.

**CT- Title:** Enlisted Heritage Hall

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

**CT- Title:** Career Day

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

**CT- Title:** Community Service

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

**CT- Lesson Title:** Commander's Challenge Support

**Description:** Upper class support to lower class crucible event with a focus on physical fitness and AF heritage.

**CT- Title:** Dining-In/Out Dry Run I

**Description:** Rehearsal for dining-in/out. Required for dining out key personnel.

**CT- Title:** Dining-In/Out Overview

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

**CT- Title:** Senior Officer Perspective

**Description:** Senior officer's from the base will provide a senior officer perspective to the trainees.

**CT- Title:** Graduation Week Overview

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

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

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

**CT- Title:** Wing Awards Ceremony Dry Run

**Description:** Rehearsal for wing awards ceremony. Required for awards ceremony key personnel.

**CT- Title:** Commissioning Practice

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

**CT- Title:** Dining-In/Out Dry Run II

**Description:** Rehearsal for dining-in/out. Required for dining out key personnel.

**CT- Title:** OTS Open House

**Description:** OTS/CMDT provides an overview of OTS experience to families and guests of trainees. OTS Complex is open for guests to tour and have lunch at the dining facility with trainees.

**CT- Title:** Wing Awards Ceremony

**Description:** OTS staff recognizes the accomplishments of their trainees and 24 TRSCC performs the change of command ceremony from upper class to lower class officer training wing commander.

**CT- Title:** Squadron Awards Ceremony

**Description:** Each student squadron commander recognizes the accomplishments of their trainees and performs the change of command ceremony from upper class to lower class squadron commanders.

**CT- Title:** Spouses Orientation

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

**CT- Title:** Dining-In/Out

**Description:** Trainees experience camaraderie, military traditions, lessons on leadership from guest speakers and celebrate their near-completion of training.

**CT- Title:** Commissioning Ceremony

**Description:** Trainees take the oath of office and pin on Second Lieutenant rank. National Guard Officer Trainees may be sworn into their respective states, territories, commonwealths, or district by any person meeting DOD requirements.

**CT- Title:** DV Reception

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

### **Formal Counseling (FC)**

**FC- Title:** Flight Commander Initial Interview

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

**FC- Title:** Student/Staff Preparation/Feedback Time

**Description:** Provides the FC opportunities to counsel trainees individually, teach extra-curricular material in the flight room, provide individual debriefings on graded measurements or prepare for upcoming classes.

**FC- Title:** Mid-Course TPR Feedback

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

**FC- Title:** Mid-Course TPR Remake Feedback

**Description:** Flight Commanders provide personalized, individual performance feedback to trainees who failed their initial Mid-Course TPR and subsequently were on remake.

**FC- Title:** Final TPR Feedback

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

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

**FT- Lesson Title:** PT Fundamentals

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

**Description:** This period of auditorium instruction is used to teach on basic physical conditioning concepts which emphasize total fitness to include proper aerobic/anaerobic conditioning, strength and flexibility training, nutrition, and healthy eating habits.

**FT- Lesson Title:** PT Pad Instruction

**Lesson Objective:** Explain the PC Pad Instructions and the Banded PT program to the trainees.

**Description:** This period of instruction is used to explain to the class the rationale behind physical conditioning exercises. The instructor will describe opening and closing procedures, warm-up exercises, rotations, stretches, muscular strength, endurance exercises, PFB/PFA. The instructors will also explain the interval, tempo, long run, and light runs.

**FT- Lesson Title:** AEF Combat Skills (CBT)

**Lesson Objective:** Orientation to AEF Combat Skills

**Description:** This interactive course is designed to familiarize the trainee to ground combat skills. Topics include basic individual movement techniques as well as movement as a small unit. Specific topics will be assigned to the trainee throughout OTS in order to cover areas identified needing additional orientation, instruction, and practice.

**FT- Lesson Title:** Land Navigation (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.

**FT- Lesson Title:** Wound Management

**Lesson Objective:** Orientation to wound management.

**Description:** This course covers basic wound and injury management topics, and treatment in a contaminated environment.

**FT- Lesson Title:** Base Defense Fundamentals

**Lesson 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.

**FT- Lesson Title:** Small Unit Tactics 1A

**Lesson Objective:** Apply the concepts of cover, concealment and stealth, and individual movement techniques.

**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.

**FT- Lesson Title:** Small Unit Tactics 1B/1C

**Lesson Objective:** Apply 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 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.

**FT- Lesson Title:** Tactical Communication Field Ex

**Lesson 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, MEDEVAC request, SALUTE and UXO hazard report in a tactical environment.

**FT- Lesson Title:** Land Navigation Field Exercise

**Lesson 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.

**FT- Lesson Title:** Introduction to Air Force Combatives

**Lesson Objective:** Instill confidence in the trainees' ability to defend themselves, attack and subdue an enemy, develop mental toughness, instill Warrior Ethos, and provide them with a basic set of hand-to-hand combat skills

**Description:** This auditorium lecture provides an explanation on the importance of why today's Air Force officers need this training. An overview will be provided of the program. Additionally, special interest items will be addressed specific to the training.

**FT- Lesson Title:** Air Force Combatives Program

**Lesson Objective:** Instill confidence in the trainees' ability to defend themselves, attack and subdue an enemy, develop mental toughness, instill Warrior Ethos, and provide them with a basic set of hand-to-hand combat skills.

**Description:** This program consists of 5, 2-hour sessions where trainees will learn Combatives safety, witness combat demonstrations performed by instructors, and apply skills through practice with partners and via individual bouts.

**FT- Lesson Title:** IED & UXO Identification and Reporting

**Lesson 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.

**FT- Lesson Title:** Self Defense - Rifle Fighting

**Lesson Objective:** Familiarization to basic bayonet fighting positions and movements

**Description:** This course is designed to teach rifle bayonet training to develop the trainee's confidence, coordination, endurance, discipline and the warrior ethos. Bayonet fighting develops physical fitness, controlled aggression, and confidence. Specifically, this course will familiarize the trainee to basic positions and conduct basic movements through performance of attack and defensive drills. This field training exercise will culminate participation in individual pugil bouts.

**FT- Lesson Title:** Base Defense Field Exercises

**Lesson 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.

**FT- Lesson Title:** Physical Training

**Lesson Objective:** Increase the aerobic and anaerobic capacity of trainees

**Description:** Trainees will be led in physical training sessions designed to increase physical capacity early in the program and will progress to trainee-led sessions as the trainee wing takes on increased responsibility.

**FT- Lesson Title:** SERE 100.1

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

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

**FT- Lesson Title:** Assault Course (VW)

**Lesson Objective:** Negotiate an Assault course

**Description:** This course is the culminating event for the AEF deployment exercise and is designed to compliment combat skills training. Specifically, this exercise provides instruction in how to move rapidly toward the enemy, which provides opportunities to reinforce trainee skill in rifle-bayonet fighting, tactical movement, personal courage, confidence, and warrior ethos - while following prescribed safety precautions in accordance with published procedures.

### **Scheduled Military Training (SMT)**

Weekend SMT

**Lesson Objective:** Time dedicated to accomplish training, education and in/out processing activities required for graduation.

**Description:** During this time, trainees may accomplish details, study, conduct Community Service events, participate in cultural and heritage visits, or obtain any additional training needed (drill, dormitory maintenance, uniform preparation, knowledge, etc).

THIS PAGE INTENTIONALLY LEFT BLANK

# CHAPTER 5

## COURSE TRAINING STANDARDS

### Section A—Graded Measurements

1. **Purpose**—Provide trainees with a clear understanding of how they will be graded for all graded events. Failure in any graded measurement may trigger the CR process. All remakes and any measurement for a trainee with 2 failures will be considered an EC unless designated otherwise by the Training Squadron Commander.

1.1 **Fitness Assessment:** Trainees will be given a baseline (PFB), one diagnostic (PFD) and a Fitness Assessment (FA) during the BOT program. Only the FA will count as a graded measurement. The FA will occur on no earlier than 43 calendar days into the program. Trainees must achieve a score of 75 or above in accordance with AF standards. If a trainee cannot complete the FA due to events beyond his/her control (e.g., injury) but has previously passed a fitness test (including all components) on their most recent PFB or PFD, 24 TRS/CC may waive the FA. Additionally, trainees must demonstrate that they can pass all components of the PFB or PFD before attempting any AF Obstacle Course to include the Confidence Course, ROPES, LRC, and the Assault Course IAW AFI 36-2202.

1.2 **Consolidated Written Tests:** Trainees must achieve an 80% on all academic tests in order to pass. Additionally, if a trainee does not maintain an 80% average on the CWTs, they will be placed on SMS for additional monitoring. Trainees who fail to achieve at least an 80% average after both CWTs will be required to take the end of course comprehensive exam. The average calculated to determine if a trainee will take a comprehensive test is the average of correct questions from both tests. It is not the average of two test scores. The comprehensive exam is an EC, and the passing score on the comprehensive exam is at least an 80%. Trainees who fail the comprehensive test will enter the CR process.

1.3 **Advocacy Briefing:** Trainees are required to give an Advocacy Brief. The trainees will be evaluated on how well they present the information and how effectively they advocate a position using the Briefing Grade Sheet in Figure 5.3.

1.4 **Leadership Reaction Course:** Trainees will execute the Leadership Reaction Course. The trainees will be evaluated on how they lead their team and their ability to accomplish the mission they are given using the Leadership Competency Evaluation (LCE) in Figure 5.1.

1.5 **AEF:** The focus of AEF is leadership training and evaluation. The trainees are trained on a variety of expeditionary skills, and must apply them in support of small unit leadership missions in a simulated “deployed” environment. The evaluations focus on leadership and AEF skills proficiency. Each trainee must pass an individual evaluation using the LCE (Figure 5.1) in this capstone leadership evaluation. If a trainee fails this

measurement and it was not an elimination check (EC), they will be given a remake (also using the form at Figure 5.1). The remake will be an EC.

**1.6 Mid-Course TPR:** This measurement summarizes the trainee's overall performance and gives feedback for approximately the first 17 training days. Scores are based on feedback given throughout the course and the rater's personal assessment. Trainees must meet standards in all areas and attain a score of 50 or greater on the form at Figure 5.4. If a trainee fails this measurement and it was not an elimination check (EC), they will be given a remake TPR (also using the form at Figure 5.4). The remake will be an EC.

**1.7 Final TPR:** This measurement summarizes the trainee's overall performance and gives feedback for the entire course. Scores are based on feedback given throughout the course and the rater's personal assessment. Trainees must meet standards in all areas and attain a score of 50 or greater. If a trainee fails this measurement, they will be removed from training and enter the commander's review process.

## **Section B—Additional Evaluations**

1. **Purpose**—In addition to being graded on the above events, trainees will be evaluated on the following in order to provide performance feedback and familiarity with the evaluation process:

1.1 **BELPS:** Initial trainee evaluation and feedback within a problem solving context. Trainees will attempt to accomplish missions using scenario based exercises in conjunction with knowledge questions. Trainees will be individually evaluated using the LCE in Figure 5.1.

Figure 5.1 (LCE-Front Form 2)

OTS LEADERSHIP COMPETENCY EVALUATION					
STUDENT NAME	SQ/FLT	EVALUATOR NAME	LEADERSHIP EXERCISE	DATE	
<b>1. MISSION DEVELOPMENT</b> Recognized the correct problem Gathered key data		<b>2. MISSION PLANNING</b> Considered feasibility/effectiveness Used brainstorming guidelines Defined required performance levels Determined standards and milestones		<b>3. MISSION EXECUTION</b> Communicated and set plan into action Monitored implementation Corrected deviations from plan Standardize best practices (as appropriate)	
Shaded areas are critical areas. Failure to meet standards in any critical area will result in an overall failure.			INSTRUCTOR NOTES		
<b>A. MISSION EXECUTION PROCESS</b>				<b>U</b>	<b>S</b>
1. MISSION DEVELOPMENT				0	1 2
2. MISSION PLANNING				0	1 2
3. MISSION EXECUTION				0	1 2
Score					
<b>B. LEADERSHIP COMPETENCIES</b>					
I. CLEARLY RECOGNIZED THE MISSION/OBJECTIVE				Y	N
II. MAINTAINED COMMAND OF TEAM MEMBERS				Y	N
				<b>U</b>	<b>S</b>
1. Decision-making, credibility and confidence				0	1 2
2. Delegated authority with relevant responsibilities.				0	1 2
3. Displayed accountability for areas of responsibility, operation of team, and personal actions.				0	1 2
4. Demonstrated flexibility by adapting plans and leadership.				0	1 2
5. Displayed military bearing, self-discipline, and self-control.				0	1 2
6. Communication skills (mechanics)				0	1 2
7. Promoted free flow of information and solicited feedback (Leader was hub of communication).				0	1 2
8. Motivated and inspired team to make sacrifices and take calculated risks (coach vs. cheerleader).				0	1 2
9. Maintained appropriate focus and urgency.				0	1 2
10. Teambuilding and performing				0	1 2
Score					

OTS FORM 2, 20130107

PREVIOUS EDITIONS ARE OBSOLETE.

Figure 5.2 (LCE Back Form 2)

<b>C. MISSION COMPLETION</b>	<b>Y</b>	<b>N</b>	<b>Overall Grade</b>		<b>U</b>	<b>S</b>	<b>O</b>
Score	1	0					
Completion Time			<b>Exceeds Standards</b>	<b>&gt;23</b>			
<b>LEADERSHIP COMPETENCY SCORE</b>			<b>Meets Standards</b>	<b>12-23</b>			
A. Mission Execution Process			<b>Does Not Meet Standards</b>	<b>&lt;12</b>			
B. Leadership Competencies							
C. Mission Completion							
<b>OVERALL SCORE</b>							
<b>I have read and understand the comments regarding my performance. I do/do not wish to make a written statement.</b>			Instructor Signature				
STUDENT INITIALS	DATE						
INSTRUCTOR/STUDENT COMMENTS:							

OTS FORM 2, 20130107 (REVERSE)

Figure 5.3 (Holm Center Form 6 Briefing Grade Sheet-Front)

BRIEFING GRADE SHEET												
COMPLETED BY STUDENT												
NAME OF STUDENT			DATE		<input type="checkbox"/> Advocacy Briefing		<input type="checkbox"/> Informative Briefing					
CLASS		SQUADRON		FLIGHT		<input type="checkbox"/> Practice Briefing		<input type="checkbox"/> Remake Assignment				
SOURCES		1		2								
COMPLETED BY EVALUATING OFFICER												
CONTENT	INTRODUCTION		U	S	O	U	S	O				
	No greeting; failed to introduce self; didn't state topic/position and main points		Stated topic/position and main points; may have introduced self or greeted audience		Greeted audience, introduced self, stated topic/position and overview of main points		0		1 2			
	BODY		U	LS	S	HS	O	U	LS	S	HS	O
	Little or no information; poor support of main points; inaccurate information; awkwardly used; inadequate sources (less than 2 sources)		Adequate development; basic information; supports main points; adequate sources (title/date)		Comprehensive development; extensive information; strong support for main points; skillfully incorporated sources		0		2 4 6 8			
	ADVOCACY (if Required)		U	LS	S	HS	O	U	LS	S	HS	O
Argument unclear or unconvincing; reasons lacked credibility or validity; conclusion doesn't follow reasons		Credible and valid reasons; conclusion follows directly from reasons; argument clear and easy to follow		Compelling and convincing reasons; argument extremely clear and direct; opposing arguments anticipated and refuted		0		1 2 3 4				
CONCLUSION		U	S	O	U	S	O					
Failed to state topic/position and main points; introduced new information or abbreviated; didn't say "this concludes my briefing, are there any questions?"		Restated topic/position and main points; may have asked for questions or concluded briefing		Stated topic/position and main points; closed by stating, "this concludes my briefing, are there any questions?"		0		1 2				
DELIVERY	VERBAL EXPRESSION		U	LS	S	HS	O	U	LS	S	HS	O
	Articulation or pronunciation problems; several vocalized pauses; grammar errors; too soft/loud; monotone; lacked emphasis; no variety; too slow/fast; artificial; lacked confidence		Some articulation or pronunciation problems; some vocalized pauses; good volume; pitch varied; good rate; appropriate emphasis and variety; confident		Good articulation and pronunciation; no vocalized pauses; appropriate volume; spontaneous pitch; varied rate; dynamic emphasis; extremely confident		0		2 4 6 8			
	MOVEMENT/ GESTURES/ ANIMATION		U	LS	S	HS	O	U	LS	S	HS	O
	Inappropriate movement; rocking, swaying; nervous; constantly fidgeted or leaned on lectern; mechanical; inappropriate gestures; planned or mechanical gestures; or lack of gestures; "dead pan" or overly contorted expression hindered presentation		Movement coordinated with dialogue; natural; some appropriate gestures; aided presentation; appropriate facial expression		Used movement to aid presentation; captured attention or added emphasis; appeared natural and comfortable; gestures appeared natural and spontaneous; consistently supported verbal message with hand and arm gestures and good facial expression		0		1 2 3 4			
EYE CONTACT		U	LS	S	HS	O	U	LS	S	HS	O	
Missing; looked over heads, looked down or ignored listeners, darted, stared; focused on visual -side or notes		Inclusion of most listeners; few references to notes; evenly distributed		Direct and impartial throughout; inclusion of all listeners; no distracting reference to notes (exception-quotes); aided delivery and enhanced credibility		0		1 2 3 4				
ORGANIZATION	CLARITY		U	LS	S	HS	O	U	LS	S	HS	O
	Main points are not related to purpose and each other; organization not clear; lacking or weak transitions; less than 2 main points		Main points related to purpose and each other; organization was adequate; used mechanical transitions; adequate number of main points		Skillfully related the main points to the purpose and each other; organization aided listeners understanding and retention; used good transitions throughout which aided flow and helped listener		0		1 2 3 4			
	SLIDES		U	LS	S	HS	O	U	LS	S	HS	O
Inappropriate color, font, pictures, graphics; multiple or major slide errors; distracted listeners		Some appropriate color, font, pictures, graphics to aid listeners; minor slide errors		Kept audience focused; color, font, pictures, graphics contributed to the listener's understanding of subject; no slide errors including spelling and grammar		0		1 2 3 4				

HOLMCENTER FORM 6, 20100222

PREVIOUS EDITIONS ARE OBSOLETE.

Figure 5.3 (Holm Center Fm 6 Briefing Grade Sheet-Back)

MANDATORY REQUIREMENTS		U	S	OVERALL GRADE				
MET OBJECTIVE: (Presented information in a factual manner, did not advocate a position (Info Brief), advocated position (Advocacy Brief))				Informative Briefing				
TIME _____ : _____ (5-9 minutes for Info/Advocacy Brief) (5-7 minutes for AMS)				U 0-7	LS 8-14	S 15-26	HS 26-30	O* 31-36
PREPARED BRIEFING (IAW AFH 33-337)				Advocacy Briefing (if required)				
PROFESSIONAL CONDUCT (Prepared, appropriate comments/language, maintained composure)				U 0-9	LS 10-16	S 17-27	HS 28-34	O* 35-40
OVERALL GRADE								
EVALUATING OFFICER COMMENTS * To obtain an overall OUTSTANDING, the total points must include a SATISFACTORY in each category								
EVALUATING OFFICER SIGNATURE		DATE		REVIEWING OFFICER SIGNATURE (if Required)		DATE		
EVALUATING OFFICER SIGNATURE BLOCK				REVIEWING OFFICER SIGNATURE BLOCK (if Required)				
I have read and understand the comments regarding my performance. I do / do not wish to make a written statement.				STUDENT INITIALS			DATE	

HOLMCENTER FORM 8, 20100222 (REVERSE)

Figure 5.4 (Holm Center Fm 4 TPR Front)

<b>TRAINEE PROGRESS REPORT (TPR)</b>							
<input type="checkbox"/> MID-COURSE <input type="checkbox"/> FINAL							
NAME OF STUDENT (Last, First, M.I.)	CLASS	SQUADRON	FLIGHT				
STUDENT POSITION		FLIGHT COMMANDER					
<b>PERFORMANCE RATING CODES</b> U = UNSATISFACTORY (0 pts)    M = MARGINAL (1 pt)    S = SATISFACTORY (2 pts)    E = EXCELLENT (3 pts)    O = OUTSTANDING (4 pts)							
<b>A. JOB KNOWLEDGE</b>	<b>U</b>	<b>M</b>	<b>S</b>	<b>E</b>	<b>O</b>	STDS NOT MET	MEETS STDS
1. Ability to follow instructions	<input type="checkbox"/>						
2. Performance of duties/position	<input type="checkbox"/>						
3. OTS/OI knowledge	<input type="checkbox"/>						
4. Customs and Courtesies/Drill	<input type="checkbox"/>						
<b>SCORE</b>					<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. LEADERSHIP SKILLS</b>	<b>U</b>	<b>M</b>	<b>S</b>	<b>E</b>	<b>O</b>	STDS NOT MET	MEETS STDS
1. Field leadership	<input type="checkbox"/>						
2. Assertiveness	<input type="checkbox"/>						
3. Self-confidence/decisive/stable/poised	<input type="checkbox"/>						
4. Followership/team player	<input type="checkbox"/>						
<b>SCORE</b>					<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. PROFESSIONAL QUALITIES</b>	<b>U</b>	<b>M</b>	<b>S</b>	<b>E</b>	<b>O</b>	STDS NOT MET	MEETS STDS
1. Attitude	<input type="checkbox"/>						
2. Responsibility/integrity	<input type="checkbox"/>						
3. Dress/Appearance/Image/Bearing	<input type="checkbox"/>						
4. Motivates others/Tact/Sensitivity	<input type="checkbox"/>						
<b>SCORE</b>					<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. ORGANIZATIONAL SKILLS</b>	<b>U</b>	<b>M</b>	<b>S</b>	<b>E</b>	<b>O</b>	STDS NOT MET	MEETS STDS
1. Attention to detail	<input type="checkbox"/>						
2. Planning/organizational ability/time management	<input type="checkbox"/>						
3. Delegating/directing	<input type="checkbox"/>						
4. Coordination/control	<input type="checkbox"/>						
<b>SCORE</b>					<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. JUDGMENT AND DECISIONS</b>	<b>U</b>	<b>M</b>	<b>S</b>	<b>E</b>	<b>O</b>	STDS NOT MET	MEETS STDS
1. Demonstrates sound judgment	<input type="checkbox"/>						
2. Reaction to counseling/learns from mistakes	<input type="checkbox"/>						
3. Adaptability to change/military training	<input type="checkbox"/>						
4. Problem solving/Decision making	<input type="checkbox"/>						
<b>SCORE</b>					<input type="checkbox"/>	<input type="checkbox"/>	
<b>F. COMMUNICATION SKILLS</b>	<b>U</b>	<b>M</b>	<b>S</b>	<b>E</b>	<b>O</b>	STDS NOT MET	MEETS STDS
1. Clear/concise	<input type="checkbox"/>						
2. Organized/logical/complete	<input type="checkbox"/>						
3. Confident/articulate	<input type="checkbox"/>						
4. Oral/written grammar	<input type="checkbox"/>						
<b>SCORE</b>					<input type="checkbox"/>	<input type="checkbox"/>	
<b>NOTES:</b> 0 - 3 Points OR more than one subarea Unsatisfactory, then category result rates as "DOES NOT MEET STANDARDS" 4 - 7 Points OR one subarea Unsatisfactory, then category result is at Flight Commander's discretion 8 Points and above, the category result rates as "MEETS STANDARDS"							
<b>TPR RESULT:</b>				<b>TOTAL TPR SCORE:</b>			
<b>GRADED PERFORMANCE</b>  <b>ACADEMICS:</b>   <b>LEADERSHIP:</b>							

HOLMCENTER FORM 4, 20110906

Figure 5.4 (Holm Center Fm 4 TPR Back)

<b>FLIGHT COMMANDER'S REMARKS</b>	
SIGNATURE OF FLT/CC <div style="text-align: center; background-color: #cccccc; padding: 2px;">Click to sign</div>	DATE REVIEWED
<b>STUDENT SQUADRON COMMANDER'S REMARKS</b>	
SIGNATURE OF STUDENT SQ/CC <div style="text-align: center; background-color: #cccccc; padding: 2px;">Click to sign</div>	DATE REVIEWED
<b>TRAINEE REMARKS (OPTIONAL)</b>	
SIGNATURE OF TRAINEE <div style="text-align: center; background-color: #cccccc; padding: 2px;">Click to sign</div>	DATE REVIEWED
<b>SCORING</b>  OUTSTANDING > = 90 pts -and- no performance area less than "S" EXCELLENT > = 75 pts -and- no performance area less than "S" SATISFACTORY > = 50 pts -and- "MEETS STANDARDS" in all performance categories UNSATISFACTORY < 50 pts -or- "DOES NOT MEETS STANDARDS" in one or more performance categories  Note: Students who receive an "UNSATISFACTORY" Initial TPR will be counseled and reevaluated within 10-15 training days. The remake will be completed in its entirety. A result of "UNSATISFACTORY" on the remake is cause for possible disenrollment.  FOR OFFICIAL USE ONLY. This document contains information exempt from mandatory disclosure under the Freedom of Information Act (FOIA). Title 5 U.S.C. 552(b)(2) High and (b)(6) apply.	

HOLMCENTER FORM 4, 20110906

(REVERSE)

Figure 5.5 Holm Center Fm 9 Writing Grade Sheet

TALKING/POSITION PAPER EVALUATION SHEET					
TO BE COMPLETED BY STUDENT					
NAME OF STUDENT			DATE		
CLASS	SQUADRON	FLIGHT	<input type="checkbox"/> INITIAL ASSIGNMENT	<input type="checkbox"/> REMAKE ASSIGNMENT	
TYPE OF BRIEFING		TOPIC			
INFORMATIVE		PERSUASIVE			
TO BE COMPLETED BY EVALUATING OFFICER				YES	NO
<b>1. FORMAT</b>					
Was the format correct according to AFH 33-337?					
Title (three lines, capitalized, centered, double spaced)					
Dash, double-dash, triple-dash, etc. (Talking paper only) Paragraphs numbered (Position paper only)					
Bullet statements (telegraphic wording, no punctuation at end of lines) (Talking paper only)					
Spacing (double spaced between bullets/single spaced within bullets) (Talking paper only) Spacing (double spaced) (Position paper only)					
Identification line (author's grade and last name, office symbol, phone number, typist's initials, date of preparation)					
<b>2. MECHANICS</b>					
Were the mechanics acceptable?					
Grammar					
Spelling					
Punctuation					
<b>3. CONTENT</b>					
Was the information adequate?					
Highlighted main points and key support material					
Provided relevant and appropriate information					
Usable for future reference/decision making/staff work					
Did the paper communicate effectively?					
Purpose (informative/persuasive) and position readily understood					
Worded clearly and concisely					
Appropriate jargon/terminology					
Did the paper correspond with the briefing?					
RECOMMENDATION: <input type="checkbox"/> ACCEPTABLE <input type="checkbox"/> REACCOMPLISH			DUE DATE		
EVALUATING OFFICER SIGNATURE		<i>I have read and understand the comments regarding my performance. I <input type="checkbox"/> do <input type="checkbox"/> do not wish to make a written statement.</i>			
		INITIALS OF STUDENT	DATE		

HOLMCENTER FORM 9, 20090120

PREVIOUS EDITION ARE OBSOLETE.

## **Section C—Awards**

- 1. Purpose**—To explain the trainee awards and the criteria used by the staff to determine award winners. A trainee recycled for cause will not be eligible for any squadron or wing end-of-training awards unless the award pertains to a measurement they did not repeat (e.g. if they were recycled prior to receiving any briefing feedback, they would be eligible for the Major General Jeanne M. Holm Briefing Award for the best briefer). A trainee that is recycled for reasons beyond their control (i.e., medical problem, family death, etc.) is still eligible.
- 2. Top Graduate Award**—The trainee who demonstrates the highest overall performance receives this award.
- 3. Honor Graduate Award**—The trainee who demonstrates the second highest overall performance receives this award.
- 4. USAA Leadership Excellence Award**—This is awarded to the trainee who best exemplifies the AF Core Values on a daily basis while demonstrating excellence through exceptional performance on graded events. 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 for categories and length. Each SS/CC will select the best person from within their Student Squadron and forward their nominee to a board consisting of all SS/CCs. The board will evaluate all nominees and select the overall winner.
- 5. 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 one person for this award and will give a completed AF IMT 1206 using the above categories to their respective SS/CC. Each SS/CC will select the best person from within their Student Squadron and forward their nominee to a board consisting of all SS/CCs. The board will evaluate all nominees and select the overall winner.
- 6. General Daniel “Chappie” James, Jr. Trophy of Merit**—The trainee who best demonstrates good human relations and equal opportunity, as defined in the Department of Defense (DoD) Human Goals Proclamation, receives this award. Each flight nominates one candidate from their flight to their respective OTW SQ/CC, who in turn forwards one nominee to OTW/CC. OTW/CC forwards packages on the top two nominees to 24 TRS/DO for final selection.
- 7. Thomas Jefferson Scholastic Award**—This award goes to the trainee with the highest average score on all OTS academic measurements (CWT and SPT scores only).
- 8. OTS Fitness Award**—The award is given to the male and female trainee who has demonstrated exceptional physical fitness by having the highest average PFB/D/A score in the class. The trainees must have participated in at least 3 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 win the award in this case.

**9. Major General Jeanne M. Holm Briefing Award**—The trainee who demonstrates the most outstanding briefing skills receives this award. The Air Force Women’s Officer Association sponsors the award and is given to the winner of the Wing Brief-Off.

## **10. Distinguished Graduate (DG) Program**

**10.1 General**--The OTS/CMDT will designate OTS graduates for DG status IAW AFI 36-2013.

**10.2 Standards**--Distinguished Graduates are selected by overall performance throughout all aspects of training and graded measurements, using a formula approved by the 24 TRS/CC. Up to 10% of BOT annual enrollment may be designated DG. Candidates must excel academically and physically. 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 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.

**10.3 Rules**--The 24 TRS/CC may remove names from the final DG list for cause, normally involving misconduct.

## **11. Honor Flight (HF) and Honor Squadron (HS)**

**11.1 Responsibility**—The 24 TRS/CC has overall responsibility for the HF and HS program.

**11.2 Procedures**—HF/HS competition runs approximately from the second week into the program through the eleventh week. HF competition is based on the “whole flight” concept and is an overall assessment of a flight’s performance. Honor Squadron competition is based on the “whole squadron” concept and is an overall assessment of the squadron’s performance. HF/HS order of merit is based on a formula approved by the 24 TRS/CC which includes the below:

11.2.1 Academics: CWTs, SPTs and Military Briefings

11.2.2 Fitness: PFD and/or FA

11.2.3 Field Leadership/Military Deployment: Drill competition, LRC, AEF, M-9 skills, War Game, and Dorm Inspections.

THIS PAGE INTENTIONALLY LEFT BLANK

# CHAPTER 6

## MISSION / LEADERSHIP TRAINING

### Section A—Management

1. **Performance Evaluation:** BOT instructors will use the performance grading scales and grade sheets referenced in Chapter 5 to measure the trainee’s ability on each task as required for each graded measurement.

2. **Objective Interpretation:** This section contains statements of requirements for specific mission tasks and overall mission objectives for mission/leadership training. The following definitions should be used to interpret the objectives themselves.

2.1 **Introduce:** Indicates it is the first time the trainee is exposed to the task or subtask under specific conditions.

2.2 **Practice:** In the event that a trainee regresses during subsequent missions, those tasks must be brought back to standards through additional instruction.

2.3 **Demonstrate Proficiency:** Indicates the trainee must meet standards in task performance. There are a few instances where the trainee is introduced to a task and must demonstrate proficiency in the same event. These instances are clearly indicated on the event description with an “Introduce and Demonstrate Proficiency” statement.

*Note:* These mission objectives are not necessarily in chronological order. Each instructor, therefore, can use discretion in deciding the appropriate chronological order to ensure each objective is performed based on mission parameters.

## **Section B—Basic Expeditionary Combat Skills / Field Training Exercises**

### **1. Confidence Course (Blue Thunder)**

- 1.1 Training Objectives
  - 1.1.1 Build flight teamwork and cohesion
  - 1.1.2 Inspire self confidence and enable opportunity to overcome limitations
  - 1.1.3 Instill warrior ethos
- 1.2 Specific Tasks
  - 1.2.1 Attempt to complete all obstacles on the course

### **2. High Ropes/Tower Course**

- 2.1 Training Objectives
  - 2.1.1 Build flight teamwork and cohesion
  - 2.1.2 Inspire self confidence and enable opportunity to overcome limitations.
  - 2.1.3 Instill warrior ethos
- 2.2 Specific Tasks
  - 2.2.1 Attempt to complete all obstacles on the course

### **3. Assault Course (Vigilant Warrior)**

- 3.1 Training Objectives
  - 3.1.1 Apply and demonstrate expertise on various physical and AEF skills in a simulated ground combat environment
  - 3.1.2 Instill warrior ethos
- 3.2 Specific Tasks
  - Complete course

### **4. M-9 Qualification**

- 4.1 Training Objectives
  - 4.1.1 Gain familiarity with the M-9 pistol, weapon characteristics and handling, basic weapon and range safety and firing positions
  - 4.1.2 Qualify on the weapon
- 4.2 Specific Tasks
  - 4.2.1 Complete course
- 4.3 Special Instructions
  - Security Forces personnel at CATM conduct this lesson

### **5. Air Force Combatives**

- 5.1 Training Objectives
  - 5.1.1 Instill confidence in the trainees' ability to defend themselves, attack and subdue an enemy

- 5.1.2 Develop mental toughness and provide a basic set of hand-to-hand combat skills
- 5.1.2 Instill warrior ethos
- 5.2 Specific Tasks
  - 5.2.1 Complete all lessons
- 5.3 Special Instructions
- 22 TRSS manages AF Combatives training sessions

## **Section C—Mission Training/Evaluations**

### **1. BELPS**

- 1.1 Mission Objectives
  - 1.1.1 Establish baseline leadership competencies for trainee
  - 1.1.2 Build teamwork and flight cohesion
  - 1.1.3 Apply leadership theory in a simulated combat environment
- 1.2 Specific Tasks
  - 1.2.1 Apply safety procedures
  - 1.2.2 Interpret and use information given in “problem”
  - 1.2.3 Accomplish mission
  - 1.2.4 Apply leadership competencies
    - 1.2.4.1 Practice problem solving
    - 1.2.4.2 Practice management functions
    - 1.2.4.3 Practice other leadership competencies listed on the LCE
  - 1.2.5 Correctly apply / utilize Phase I AEF skills
  - 1.2.5 Practice debriefing process and standards
    - 1.2.5.1 Participate in mission debriefing
    - 1.2.5.2 Identify valid lessons learned
- 1.3 Special Instructions

During this training exercise the trainee is evaluated on his/her baseline leadership competencies through the LCE. The trainee will participate in a mission debriefing where an instructor and fellow trainees provide feedback and constructive criticism. Additionally, the trainee will receive an individual feedback from their evaluator. This evaluation establishes the trainee’s baseline and is the foundation for an individualized Leadership Development Profile.

### **2. LRC**

- 2.1 Mission Objectives
  - 2.1.1 Demonstrate leadership competencies IAW The LCE
  - 2.1.2 Build teamwork and flight cohesion
  - 2.2.3 Apply leadership theory in a dynamic environment
- 2.2 Specific Tasks
  - 2.2.1 Apply safety procedures

- 2.2.2 Interpret and use information given in “problem”
- 2.2.3 Accomplish mission
- 2.2.4 Demonstrate leadership competencies
  - 2.2.4.1 Demonstrate problem solving
  - 2.2.4.2 Demonstrate management functions
  - 2.2.4.3 Demonstrate other leadership competencies listed on the LCE
- 2.2.5 Demonstrate debriefing process and standards
  - 2.2.5.1 Participate in mission debriefing
  - 2.2.5.2 Identify valid lessons learned

### 2.3 Special Instructions

The trainee must demonstrate proficiency in leadership competencies IAW the LCE. The evaluation in conjunction with group and individual mission debriefs will enhance the trainee’s leadership and followership development.

## 3. AEF

### 3.1 Mission Objectives

- 3.1.1 Demonstrate leadership competencies IAW the LCE
- 3.1.2 Build teamwork and flight cohesion
- 3.1.3 Apply leadership theory in a simulated combat environment

### 3.2 Specific Tasks

- 3.2.1 Apply safety procedures
- 3.2.2 Interpret and use information given in “problem”
- 3.2.3 Accomplish mission
- 3.2.4 Apply problem solving process
- 3.2.5 React to moving / thinking “enemy”
- 3.2.6 Maintain accountability of personnel and equipment
- 3.2.7 Demonstrate leadership competencies
  - 3.2.7.1 Demonstrate problem solving
  - 3.2.7.2 Demonstrate management functions
  - 3.2.7.3 Demonstrate other leadership competencies listed on the LCE
- 3.2.8 Correctly apply / utilize Phase I AEF skills
- 3.2.9 Demonstrate debriefing process and standards
  - 3.2.9.1 Participate in mission debriefing
  - 3.2.9.2 Identify valid lessons learned

### 3.3 Special Instructions

The trainee must demonstrate proficiency in leadership competencies IAW the LCE. The trainee will lead a small unit to accomplish a mission in a simulated combat environment. Trainees will encounter Opposing Forces to provide a sense of realism. The evaluation in conjunction with group and individual mission debriefs will enhance the trainee’s leadership skills.

# ACRONYMS

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  
AFCP – Air Force Combatives Program  
AFI - Air Force Instruction  
AFIT - Air Force Institute of Technology  
AFMAN - Air Force Manual  
ALFC - Assistant Lower Flight Commander  
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  
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  
LFC - Lower Flight Commander  
LRC - Leadership Reaction Course

LS - Leadership Studies  
MTI - Military Training Instructor  
NCO - Non-Commissioned Officer  
NE - Non-Effective  
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  
SNP - Student Non-Progression  
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  
UFC - Upper Flight Commander  
VW - Vigilant Warrior  
WS - Warfare Studies

# July 07, 2013 - July 13, 2013

July 2013							August 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
7	1	2	3	4	5	6	4	5	6	7	1	2	3
14	8	9	10	11	12	13	11	12	13	14	15	16	17
21	15	16	17	18	19	20	18	19	20	21	22	23	24
28	22	23	24	25	26	27	25	26	27	28	29	30	31

	7 Sunday	8 Monday	9 Tuesday	10 Wednesday	11 Thursday	12 Friday	13 Saturday
			TD - 0	TD - 1	TD - 2	TD - 3	
5:00				Blue Lin Welch F	Box Bre Dorms	PFB Diagnostics OTS Track	SS/CC Welcome Run OTS Track
6:00			Medical In-Process Boyd/IDV	Box Bre DFAC	Dorm Instructi Dorms	Breakfast Dining Facility	Breakfast Dining Facility
7:00				Personne In-Process II MEPS Pkgs/Pri Service DOCS Boyd	UOD Change	UOD Change/Dorn	UOD Change/Dorn
8:00					Drill Block I OTS Complex	OTS CMDT W Hoover	Drill Practice OTS Complex
9:00						24 TRS/CC Welcome (GL) Hoover	OTSMAN Knowledge / Procedures
10:00				Finance In-Processing (GL) Boyd	OR-Academic Orientation Hoover	SS/CC Welcome Flight Room	Red Cross Boyd
11:00				Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility
12 pm			Arrival Day TBD	Trans to	OTS Safety O Hoover	FLT/CC Welcome Flight Room	Flight Administration Flight Room
1:00				AAFES Clothing Sales Uniform Purchase	PA-Suicide Pr Hoover	FLT/CC Initial Interview Flight room	Dorm Instruction Dorms
2:00				ID Card Processir	SARC (GL) Hoover		
3:00					LS-Religious Respect (GL) Hoover		
4:00					PA-Military Customs and Courtesies Hoover		Dorm Inspect Dorms
5:00			Dinner MRE TBD	Dinner M TBD	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility
6:00			Personnel In-Processing I MEPS Boyd	OR-Academic Orientation Hanc	CBT CS-Introducti	Read PA-Law of Armed	Read PA-Rule
					7:00pm - 7:30pm Read LS-Introduction to Leadership Theory	7:00pm - 7:30pm Read PA-Uniform Code of Military Justice	
						7:30pm - 8:00pm CBT CS-Grammar Refresher	

# July 14, 2013 - July 20, 2013

July 2013							August 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31

	14 Sunday	15 Monday	16 Tuesday	17 Wednesday	18 Thursday	19 Friday	20 Saturday
		TD -4	TD -5	TD -6	TD -7	TD -8	
5:00		Box Breakfast Dorms	PT Pad Fundamentals & Instruction Boyd	PT (Run) PT Pad	PT (Strength) PT Pad	PT (Run) PT Pad	SS/CC Run PT Pad
6:00		MTI Dorm Inspection Dorms					
7:00	Breakfast Dining Facility		Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility
8:00	UOD Change/Dorm Maintenance	UOD Change/Dorm	UOD Change/Dorm	UOD Change/Dorm	UOD Change	UOD Change/	UOD Change/
		Drill Block II OTS Complex	Drill Block III OTS Complex	Assignment P Hoover	Trans to BT	Confiden Course Blue Thunder	Project X
9:00				LS-Managing in a Diverse World Flight Room			Flight Administration Flight Room
10:00		LS-The Honor Code Flight Room	CS-Listening: The Neglected Sk Hoover				OCC Training Boyd
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Trans to Lunch Dining Fa	Lunch Dining Facility	Lunch Dining Facility
12 pm		PA-Air Force Core Values: The I Flight Room	LS-Air Force Leadership Hoover	LS-Self-Assessment Hoover	OT OPS / APT	WS-War and the US Military Hoover	Squadron Boards Support Flight Room
1:00		PA-The Profession of Arms Flight Room	WS-Department of the Air Forc Flight Room	LS-Motivation Hoover	LS-Problem Solving Flight Room	PA-The Code of Conduct Flight Room	SQ Board Announcment TBD by SS/CC
2:00		LS-Stress Management and Resiliency Flight Room	LS-Sexual Assault Prevention and Response Flight Room	LS-Team Building Flight Room		LS-Power and Influence Flight Room	Wing Boards Flight Room
3:00					LS-Air Force Equal Opportunity Flight Room	LS-Personal and Group Goals Flight Room	WG Board An Boyd
4:00		OT OPS /		OT OPS /	OT OPS / APT	OT OPS /	
5:00	Dinner Dining Facility	PII Brief Boyd	Dinner Dining Fa	Chapel Sponsors Ritchey C	Dinner Dining Fa	Project Hoover	Dinner Dining Facility
6:00		Complete CS-Listening	Complete DiSC Preview	Read LS-Air			WG Changover TBD
		Read WS-T...e	Read LS-In...o	Read /			
		7:00pm - 7:30pm Read WS-Making Strategy	7:00pm - 7:30pm Read WS-Department of the Army	7:00pm - 7:30pm Read WS-USAF Major Commands			

# July 21, 2013 - July 27, 2013

July 2013							August 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31

	21 Sunday	22 Monday	23 Tuesday	24 Wednesday	25 Thursday	26 Friday	27 Saturday
		TD - 9	TD - 10	TD - 11	TD - 12	TD - 13	
5:00		PT (Run) PT Pad	Breakfast MR Dorms	Breakfa Dorms	Breakfa Dorms	Breakfa Dorms	SS/CC Run PT Pad
6:00			Road March t Bldg 1489 - Vc	Trans tc Pick-up	Trans tc Pick-up	Trans tc Pick-up	
7:00	Breakfast Dining Facility	Breakfast Dining Facility	Issue Gear Blue Thunder	Trans tc Pick-up	Trans tc Pick-up	Trans tc Pick-up	Breakfast Dining Facility
	UOD Change/Dorm Maintenan	UOD Change/	Land Navigat Blue Thunder	M-9 Qualifica Fits Field	M-9 Qualifica Fits Field	M-9 Qualifica Fits Field	UOD Change/
8:00		LS-Followers Hoover	SMALL UNIT TACTICS A & B Blue Thunder				Drill Practice OTS Complex
9:00		LS-Full-Range Leadership Flight Room	Patient Trans Blue Thunder				Flight Administration Flight Room
10:00		LS-Situational Leadership Hoover	TACTICAL CO Blue Thunder				SPT #1 Hoover
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch MRE Field	Lunch M Field	Lunch M Field	Lunch M Field	Lunch Dining Facility
12 pm		LS-Management Functions and Principles Flight Room	Transit to OT! Pick-up Blue T	Transit Pick-up	Transit Pick-up	Transit Pick-up	LS-Peer Evaluation I Flight Room
1:00			Student/Staff Prep/Fdbk Time Flight Room	M-9 Qualifica Fits Field	M-9 Qualifica Fits Field	M-9 Qualifica Fits Field	
2:00		WS-Principles of War and Tene Flight Room TV	WS-Airpower Thru WWI Hoover	Student/ Prep/Fdbk Time Flight Room	Student/ Prep/Fdbk Time Flight Room	Student/ Prep/Fdbk Time Flight Room	
3:00		WS-Air Force Core Functions Hoover	Student/Staff Prep/Fdbk Time Flight Room	Transit Pick-up	Transit Pick-up	Transit Pick-up	APT CWT#1 TBD
4:00		OT OPS / APT	OT OPS / APT	OT OPS /	OT OPS / APT	OT OPS / APT	
5:00	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Fa	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility
6:00		Read FT-Land	Read WS-US Policy	Chapel Sponsor Ritchey C	Read WS-The	CBT CS-Understan	OT Commander's Call Hoover
		Read FT-IED/	Read PA-Ti.e	Read	Read	CBT CS-Mil.a	
			7:00pm - 7:30pm Read WS-Department of the Navy	7:00pm - 7:30pm CBT CS-Seven Steps to Effective Communication	7:00pm - 7:30pm CBT CS-Electronic Communication		

# July 28, 2013 - August 03, 2013

July 2013							August 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6		4	5	6	7	8	9
7	8	9	10	11	12	13	11	12	13	14	15	16	17
14	15	16	17	18	19	20	18	19	20	21	22	23	24
21	22	23	24	25	26	27	25	26	27	28	29	30	31
28	29	30	31										

	28 Sunday	29 Monday	30 Tuesday	31 Wednesday	1 Thursday	2 Friday	3 Saturday
		TD - 14	TD - 15	TD - 16	TD - 17	TD - 18	
5:00		PT (Run) PT Pad	PT (Strength) PT Pad	PT (Run) PT Pad	PT (Strength) PT Pad	PT (Run) PT Pad	PT (Run) PT Pad
6:00							
7:00	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility
8:00		UOD Change/ CWT #1 Hoover	UOD Change/ Student/Staff Flight Room Open-Ranks I Corral	UOD Change/ LS-Conflict Management Flight Room	UOD Change/ CS-Basics of I Hoover	UOD Change/ Student/Staff Flight Room	Breakfast Box Dorms Drill Practice OTS Complex
9:00			OR-Education Hoover		CS-Basics of Briefing Requirem Flight Room	DD Form 214 Briefing (AD & R) Hoover	Flight Administration Flight Room
10:00		Student/Staff Flight Room	PA-AF Dress & Appearance Sta Hoover	LS-Change Management Flight Room	LS-Corrective Supervision and I Flight Room	WS-Airpower Through the Colc Hoover	
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility
12 pm		CWT #1 Review Flight Room	CS-Bullet Statements Hoover	PA-Military Law (GL) Hoover	OT OPS / APT	PA-The Enlisted Force (GL) Hoover	
1:00		LS-Leadership Authority and Responsibility Flight Room	CS-Bullet Statement Practicum Flight Room	PA-Military Law Case Studies Flight Room	WS-Airj Hoover	ISS-The Need for Cross Cultura Hoover	
2:00			WS-Airpower: End of WWI through WWII Hoover	Student Boyd/Hc	Trans t	LS-Sexual Harassment Awarene Flight Room	
3:00		Intro to AFCP (GL) Hoover	LS-Mentoring Flight Room		Student Flight Rc	Trans t	Student/Staff Prep/Fdbk Time Flight Room
4:00		OT OPS / APT	OT OPS / APT	OT OPS / APT	Cultural Studi Hoover	Dining   OTSAC	OT OPS /
5:00	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Fa	Dinner Dining Facility
6:00		Read LS-Environm	Read PA-Civilian Personnel	Chapel Sponsored Ritchey Center	Read PA-Substance	Read PA-Informati	Read LS-Risk Management
		CBT CS-Writi				Read PA-Etiq	Read WS-Nuc

# August 04, 2013 - August 10, 2013

August 2013							September 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

	4 Sunday	5 Monday	6 Tuesday	7 Wednesday	8 Thursday	9 Friday	10 Saturday
		TD - 19	TD - 20	TD - 21	TD - 22	TD - 23	
5:00		PT (Run) PT Pad	PT (Run) PT Pad	Breakfast MRE Dorms		AFCP II DOJO	SS/CC Run PT Pad
6:00			Breakfast Dining Facility	Ropes Course BT Field	AFCP I DOJO		Breakfast Dining Facility
7:00	Breakfast Dining Facility	Breakfast Dining Facility	UOD Ch	Trans to BT R			
8:00	UOD Change/Dorm Maintenance	UOD Change/Dorm	Open-R Welch F	Immuniz IDMT Area *	Breakfast MR Dorms	Breakfast MR Dorms	UOD Change/ Drill Practice OTS Complex
9:00		Midcourse TPR Feedback Flight Room	Student/ Prep/Fdbk Time Flight Room				
10:00					ISS-USOUTHCOM Area of Res Hoover	PA-Professional and Unprofess Hoover	Flight Administration Flight Room
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility		ISS-USNORTHCOM Area of Res Hoover	PA-Professional and Unprofess Flight Room	
12 pm				Lunch MRE TBD	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility
1:00		ISS-Relating and Communicating Cross-Culturally Flight Room	ISS-USCENTCOM Area of Respo Hoover	Trans to Bldg	OT OPS / APT	ISS-Cultural Visual Expeditionary Skills Training (VEST) Flight Room	Trans To ?? Determined by
2:00		WS-Citizen Airmen: The Total F Hoover	ISS-USPACOM Area of Respons Hoover	Ropes Course BT Field	ISS-Terrorism Hoover		Community Service Project Determined by OT Wing
3:00		PA-Defense Support of Civil Au Hoover	ISS-USEUCOM Area of Respons Hoover	WS-Airpower Hoover	LS-Standards and Accountability Flight Room	Squad Flight R	
4:00		Student/Staff Prep/Fdbk Time Flight Room	WS-Air and Space Power Today Hoover	WS-USAFRICOM Area of Respo Hoover		SQ Boar TBD by :	
5:00	Dinner Dining Facility	Dining Out Dry Run II O'Club	OT OPS / APT	OT OPS / APT		Wing B Flight R	
6:00		Dinner Dining Fa	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	WG Boe Hoover	OT OPS /
		Dining Out Sup O'Club	Read LS-Career	Read PA-Oath of Office	Chapel Sponsored Ritchey Center c		Trans To Bldg
				Read WS-Setting		Dinner Dining Fa	Dinner Dining Facility

# August 11, 2013 - August 17, 2013

August 2013							September 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

	11 Sunday	12 Monday	13 Tuesday	14 Wednesday	15 Thursday	16 Friday	17 Saturday
		TD - 24	TD - 25	TD - 26	TD - 27	TD - 28	
5:00		AFCP III DOJO	AFCP IV DOJO	AFCP V Dojo	PT Individual TBD	PT Individual TBD	SS/CC Run PT Pad
6:00					Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility
7:00	Breakfast Dining Facility				UOD Change/ Dorms	UOD Change/ Dorms	UOD Change/ Dorms
8:00	UOD Change/Dorm Maintenance	Breakfast MR Dorms	Breakfast MR Dorms	Breakfast MR Dorms	PA-Pay, Allow Hoover	Open-Ranks I Welch Field	Drill Practice OTS Complex
9:00		WS-Cyberspace Flight Room	Parade Practice #1 Welch Field	LS-Officer Evaluation System Hoover	LS-Counseling and Practicum Flight Room	CS-Regional Studies Info Briefing Feedback Flight Room	Flight Administration Flight Room
10:00		CS-Regional Studies Info Briefs Flight Room		LS-Effective Supervision Hoover			SPT #2 Boyd
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility
12 pm		CS-Regional Studies Info Briefings Flight Room	LS-Performance Feedback Hoover	LS-Holm Center Training Manu Hoover	OT OPS / APT	CS-Advocacy Briefing Preparati Flight Room	Lower Class In-Processing Preparation
1:00			LS-Enlisted Evaluation System Hoover	24 TRS/CC Training Philosophy Hoover	LS-Counseling and Practicum Flight Room	PA-Air & Space Expeditionary f Hoover	
2:00			Assignment Briefing Hoover	MTI Expectations Hoover		TMO/SATO (GL) Boyd	
3:00				MCTPR Remake Feedback Flight Room	WS-Joint Operations Hoover		
4:00			OT OPS / APT	OT OPS / APT	LS-Joint Ethic Hoover	AFCP Fe Boyd	OT OPS /
5:00	Dinner Dining Facility	Dinner Dining Facility		Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Fa	Dinner Dining Facility
6:00				Chapel Sponsored Ritchey Center c			

# August 18, 2013 - August 24, 2013

August 2013							September 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

	18 Sunday	19 Monday	20 Tuesday	21 Wednesday	22 Thursday	23 Friday	24 Saturday	
		TD - 29	TD - 30	TD - 31	TD - 32	TD - 33		
5:00		PT Individual TBD	PT Individual PT Pad	Blue Line Parade Field	PT Individual TBD	PFD OTS Track	PT Individual PT Pad	
6:00	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Lower Class in-process	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	
7:00	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility		Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	
8:00	UOD Change/ Dorm Maintenance	UOD Change/ Welch Field	UOD Change/ 24 TRS/Midcc Hoover		UOD Change/ ENJJPT Board OTS CMDT Conferen Room	UOD Ch LS-12 Angry Men Flight Room	UOD Change/ LS-The Caine Mutiny Flight Room	UOD Change/ Drill Practice OTS Complex
9:00		CS-Advocacy Briefing Measurement Flight Room	LS-Leadership and Management Case Studies Flight Room					
10:00							Flight Administration Flight Room	
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	
12 pm		GO Perspective (GL) Hoover	Lower Class Arrival Day		OT OPS / APT	Student/Staff Prep/Fdbk Time Flight Room		
1:00		LS-Evaluation Concepts Flight Room			WS-Air and Space Systems Cap Flight Room	WS-Army/Navy/Marine Corps I Hoover		
2:00		APT CWT#2 TBD			WS-Force Packaging Flight Room	PA-Financial Briefing (USAA) (C Hoover		
3:00		Smooth Move (GL) Hoover			Career Day TBA	Student/Staff Prep/Fdbk Time Flight Room		
4:00		OT OPS / APT			OT OPS / APT			
5:00	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	
6:00				Advocacy Bri Dormitory	Chapel Sponsored Ritchey Center c			

# August 25, 2013 - August 31, 2013

August 2013							September 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

	25 Sunday	26 Monday	27 Tuesday	28 Wednesday	29 Thursday	30 Friday	31 Saturday
		TD - 34	TD - 35	TD - 36	TD - 37	TD - 38	
5:00			Breakfast MR	Breakfast MR	PT Individual PT Pad	PFA OTS Track	SS/CC Run PT Pad
6:00			LRC Field	LRC Field			
7:00	Breakfast Dining Facility	Breakfast Dining Facility			Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility
8:00	UOD Change/Dorm Maintenance	UOD Change/			UOD Change/	UOD Change/	UOD Change/Dorm Maintenance
9:00		Open-Ranks I Welch Field			PA-Virtual Staff Ride: Battle of Roberts Ridge Flight Room	Drill Competition Drill Pad	Trans To Gun
10:00		CWT #2 Hoover					Enlisted Heritage Hall Visit Gunter Annex
11:00	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Lunch Dining Facility	Trans To Bldg
12 pm					CS-Public Relations and the Me Flight Room	APT CRT TBD	Lunch Dining Facility
1:00		CWT Review Flight Room	AF Employment Exercise (AFEX) TBD	AF Employment Exercise (AFEX) TBD	OT OPS / APT	NCO Perspective (GL) Flight Room	OCC Training Support Boyd
2:00		Flight Photos Boyd	LS-The Supervisor's "In-Basket" Flight Room	LS-The Supervisor's "In-Basket" Flight Room	PA-Your First Officer Assignme Flight Room	Squadron Boards Support Flight Room	Flight Administration Flight Room
3:00			LS-Peer Evalu Flight Room	LS-Peer Evalu Flight Room	FL-Base Defense Fundamentals Hoover	CS-Advo Briefing Feedback Flight Room	Peer Evals II Flight Room
4:00		OT OPS / APT	OT OPS / APT	OT OPS / APT	Dining Out O Boyd	SQ Boal TBD by : Wing B Flight R	
5:00	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility		OT OPS / APT	Dinner Dining Facility
6:00		CBT AF Doctrine Video Series	CBT AF Doctrine Video Series	Chapel Sponsored Ritchey Center c	Read AEF Cor	OT WG Changover TBD	
				CBT AF Doctrine	CBT SERE 100		



# September 08, 2013 - September 14, 2013

September 2013							October 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	6	7	8	9	10	11	12
8	9	10	11	12	13	14	13	14	15	16	17	18	19
15	16	17	18	19	20	21	20	21	22	23	24	25	26
22	23	24	25	26	27	28	27	28	29	30	31		
29	30												

	8 Sunday	9 Monday	10 Tuesday	11 Wednesday	12 Thursday	13 Friday	14 Saturday
		TD - 44	TD - 45	TD - 46	TD - 47		
5:00		Mini-MAC OTS Track	PT Individual PT Pad	PT Individual PT Pad			
6:00					Breakfast Box Dorms		
7:00	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility	Breakfast Dining Facility			
8:00	UOD Change/Dorm Maintenance	UOD Change/ Parade Practice #3 Welch Field	UOD Change/ Parade Practice #4 Welch Field	UOD Change/ OTS Formal Op Boyd Hoover	Trans to	Commissioning Ceremony Hoover/Boyd	
9:00				OTS Open House / Complex Tour Various	Trans to 1487		
10:00		CS-Wing Brief-Off Hoover	Wing Awards Boyd	Wing Awards / Change of Comr Boyd Hoover		DV Reception OTS/CMDT Cc	
11:00	Lunch Dining Facility	Lunch Dining Facility		Lunch Dining Facility	Graduation P. Welch Field		
12 pm		Final TPR Fee Flight Rm/Cub	OTS/CC EOC I Boyd	Spouses' Orientation COT Conference Room	CONGRATS CLASS		
1:00		Student Sq A Boyd/Hoover	Trans to	Personnel Out-Processing Boyd			
2:00		Final TPR Fee Flight Rm/Cub	Commissioning Practice Boyd/Hoover				
3:00		PA-The Commission: An Office Hoover	Trans to	Retreat Parade f			
4:00		OT OPS / APT		OT OPS / APT	UOD Change/I Maintenanc	Dining Out Dry Run II TBD	
5:00	Dinner Dining Facility	Dinner Dining Facility	Dinner Dining Facility	Chapel Sponsored Ritchey Center c			
6:00				Trans to TBD	Dining Out TBD		
				9:30pm - 10:00pm Trans from(TBD)			