

Pre-commissioning Training

BASIC OFFICER TRAINING (BOT)

July 2011



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.

OFFICIAL

This Syllabus is effective with BOT class 12-01



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# CONTENTS

<i>Chapter</i>	<i>Page</i>
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.....	12
3—ACADEMICS .....	17
Section A-- Academic Overview .....	17
Section B-- Academic Lessons Index .....	18
Section C-- Academic Lesson Descriptions .....	23
4—TRAINING .....	53
Section A-- Training Overview .....	53
Section B-- Training Events Index .....	54
Section C-- Training Event Descriptions.....	60
5—COURSE TRAINING STANDARDS .....	79
Section A-- Graded Measurements.....	79
Section B-- Additional Evaluations .....	80
Section C-- Awards.....	89
6—MISSION / LEADERSHIP TRAINING .....	91
Section A-- Management .....	91
Section B-- Basic Expeditionary Combat Skills / Field Training Exercises .....	92
Section C-- Mission Training / Evaluations.....	93
ACRONYMS .....	96
APPENDIX.....	99
Course Prerequisite Listing.....	99
Training Day Schedule .....	101

# Summary of Changes

## General

- Changes all references from OTS/CC to OTS/CMDT.
- Implements recommendation from Total Force Course initiative to increase programmed Staff/Student Preparation/Feedback time by realigning 17 hours of scheduled training, maximizing available training time on Saturdays, and reclaiming and re-investing 6 hours of redundant or unneeded scheduled instruction.
- Moves Community Service, Tuskegee Historic Site visit, and Enlisted Heritage Hall visit to Saturday Scheduled Military Training time.
- Removes 2 hours of scheduled Physical Training from syllabus that coincide with scheduled Warrior Course or other Field Exercise event.
- Removes duplicative 1-hour Land Navigation (Field Training) flight room lesson.
- Reduces Confidence Course (Field leadership) by 1 hour to better align with reduced class sizes.
- Removes 1-hour Decision Making (Leadership Studies) lesson based on consistent negative instructor feedback.
- Converts 1-hour Wear of Pro Gear (Field Training) lesson to a performance evaluation and shifts 2 additional hours of AEF skills (Individual Bouts and Rifle Fighting) to AEF week.
- Replaces Student/Staff Flickerball game with Flickerball II Campaign.
- Dress and Appearance lessons updated.
- Combined Substance abuse and Substance abuse in the ANG. Lesson converted from CBT to read-only assignment.
- Pay, allowances and leave updated.
- Air and Space Power Today: The Global War on Terrorism—completely revised. Added information covering Operation New Dawn.
- Department of the Army, Department of the Navy, and Marine Corps Lessons—Changed lesson format. While there is still an individual reader for each service, there will no longer be a standalone guest lecturer for each service. ILO of the standalone speakers, we will conduct a 2-hour teaching interview with representatives from all three branches on the panel.
- Examining Cultural Domains – Reorganized based on instructor feedback.
- Regional Studies Lessons – Dropped from seven to six lessons. Program reorganized to focus on combatant command AOR. Revised student briefing and guided discussion portions of the lessons to increase student participation.
- Setting the World Stage – Updated statistics and added information about Arab Spring uprisings.

- Incorporated various articles from AU-24 as outside reading to support selected Leadership Studies lessons.
- Discontinued use of commercial text, *Principles of Leadership and Management*, as student reader. Twelve lessons affected will either have AU-24 article as outside reading or no reading requirement.
- Managing in a Diverse World – incorporated new exercise.
- Conflict Management – replaced case study.
- Stress Management and Resiliency – Revised Managing Stress lesson to include the concept of resiliency.
- Power and Influence – Significant changes to made to content covering sources of power. Lesson reduced to 1 hour.
- Change Management – Removed case study. Lesson reduced to 1 hour.
- Management Functions and Principles – revisions made in lesson flow.
- AF Equal Opportunity Program – Lesson modified based on new version of AFI 36-2706 and ANG specific policy incorporated into reading.
- Bullet Statement Practicum - provided additional information on one-line bullet statements.

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# 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**—61 Training Days
5. **Course Entry Prerequisites**—IAW AFI 36-2014, 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. 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**—Produce a world-class officer of character possessing the American warrior ethos, prepared to lead Airmen, and embodying the Air Force Core Values.
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 Indoctrination
  - 8.2 Development
  - 8.3 Application/Evaluation
  - 8.4 Transition
9. **Phases**—BOT trainees progress through the following four phases of leadership development.
  - 9.1 **Phase 1 (Indoctrination)**: 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, room and uniform 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 indoctrination phase culminates in the Commander's Challenge in which trainees earn 3<sup>d</sup> Class 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. In addition, they learn basic combat skills and the importance of cross-cultural competence as it relates to the military mission. This phase culminates with the trainees' promotion to upper class status and the arrival of the next BOT lower class.

**9.3 Phase 3 (Application/Evaluation):** This phase focuses on the practical application of lessons learned in the previous phases. Trainees experience the pressures of leadership and command through their participation in training the new lower class, as well as leading their peers via officer trainee wing positions. Trainees must pass individual leadership evaluations at both the Leadership Reaction Course and AEF training exercise. Communications skills are evaluated through an advocacy briefing assessment.

**9.4 Phase 4 (Transition):** The final phase of the program prepares the trainees to make the transition from a training environment to the operational Air Force. This phase concentrates on mentoring and the practical transition into the traditions and everyday life of AF junior 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	80.75
Administration	0.00	87.00
Academic Assessments	8.00	14.00
Communication Studies	21.50	20.00
Drill & Ceremonies	0.00	42.00
Field Leadership	0.00	112.50
Field Training	11.00	49.00
Formal Counseling	0.00	40.00
Leadership Studies	36.00	61.00
Warfare Studies/International Security Studies	60.00	53.00
Orientation	0.00	2.50
Profession of Arms Preparation	33.00	31.00
Preparation	0.00	4.00
Physical Training	0.00	43.00*
Scheduled Military Training	0.00	66.00*
<b>HOURS</b>	<b>169.50</b>	<b>715.75</b>

\* Includes hours not specifically codified within chapter 4.

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## 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 nongraduation requirement training event. Normal scheduling variations within plus or minus 3 training days 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 36-2301. 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.

### **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 trainee.
- 3.5 Provide incoming Flt/CCs mission qualification training and certify them to conduct training directed by this syllabus.
- 3.6 Maintain certification of all 24 TRS instructors through annual evaluations or as directed by the Commandant.

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

- 4.1 Record program completion in MILPDS/OTA.
- 4.2 Provide military personnel and facilities support to trainees.
- 4.3 Provide 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 Provide all incoming 24 TRS Flt/CCs initial qualification training.
- 5.2 Initially certify all 24 TRS instructors through initial evaluations.
- 5.3 Assist and/or conduct in-service training of 24 TRS instructors.
- 5.4 Manage and execute the Evaluator Upgrade program.
- 5.5 Conduct no-notice evaluations on instructors and provide feedback to 24 TRS/CC, via a Standardization/Evaluation Review Board or other means.

## 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. Graduation Requirements:** Graduation requires that all training standards and objectives directed in this syllabus be met, and all graded measurements be satisfactorily completed. Trainees must meet AF physical training (PT) standards IAW AFI 36-2905. Successful completion of the AF Fitness Assessment (FA) is a graduation requirement. Trainees must attain an overall 80% average on academic tests or an 80% on the comprehensive exam. Failure to meet standards is grounds for disenrollment and will be processed IAW applicable OTS Operation Instructions (OI). Trainees must also pass the LRC, AEF, Advocacy Brief, Mid-Course and Final TPR evaluations and position paper assignment.

**5. 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.

## **6. Training Progression:**

**6.1 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.

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

**6.3 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.

## **7. SNP Courses of Action:**

**7.1 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).

**7.2 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.

7.2.1. An EC is conducted for the following reasons:

7.2.1.1. Any time a trainee fails a graded measurement other than a CWT.

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

7.2.1.3. 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 7.1) should be considered for an EC, on the recommendation of the SS/CC.

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

7.2.1.5. 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.

7.2.2. An EC failure triggers a commander's review (CR). Trainees who pass the EC will return to training.

**7.3 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.

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

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

**8.2 Trainee Recycle:** Trainees not performing up to course training standards, but who display potential to meet them if given a reasonable amount of additional time in training, may be "recycled" into another BOT 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.

8.2.1. 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.

8.2.2. 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.

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

8.3.1. 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.

8.3.2. 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.

8.3.3. 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:

8.3.3.1. Alcohol-related injuries.

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

**8.4 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:

8.4.1. 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:

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

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

8.4.1.3. Trainees who fail initial urinalysis testing.

8.4.2. 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.

8.4.3. 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.

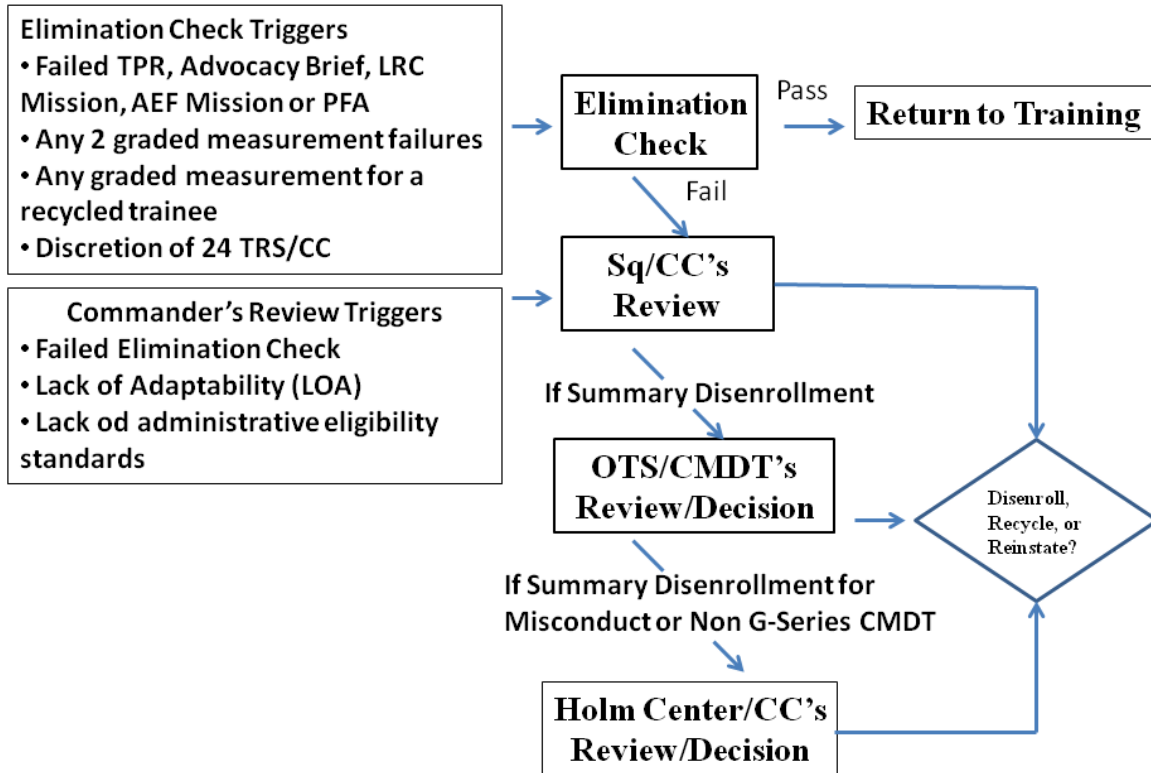
**8.5. Other Cases.** A commander will consult with the chain-of-command and Holm Center/JA before disenrolling a trainee for reasons other than those listed in paragraphs 8.3 and 8.4.

**Table 2.1 Graded Measurement Criteria**

Graded Measurement	Minimum Score	Additional Criteria
CWT#1	80	
CWT#2	80	
CWT#3	80	
Mid Course TPR	50	Must meet standards in all major areas
Advocacy Briefing	17	Must pass all critical areas (mandatory reqs)
Position Paper	N/A	Must pass 3/4 format reqs; and 2/3 mechanics and content reqs
Leadership Reaction Course	38	Must pass all critical areas (mandatory reqs)
AEF Exercise	38	Must pass all critical areas (mandatory reqs)
Fitness Assessment	75	Must meet minimum requirements for each component
Final TPR	50	Must meet standards in all major areas

**8.6. Commander’s Review Process:** The following flowchart is a general outline of the CR process. For specific procedures and for administrative disenrollments, refer to applicable AF and OTS Instructions.

**Figure 2.1 Commander’s Review Process**




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**Section D—Graded Measurement Prerequisites**

**1. CWT #1**

**1.1 Academics**

- Profession of Arms
- Conflict Management
- Team Building
- Department of the Air Force
- Core Values
- Air Force Complaint System
- UCMJ
- Customs and Courtesies
- Interpersonal Communication
- Self-Assessment
- Followership
- Motivation
- Problem Solving

Management Functions and Principles  
Situational Leadership  
War and the US Military  
US Constitution  
Making Strategy  
US Policy  
Leadership Authority and Responsibility  
Airpower Through WWI  
Principles of War and Tenets of Air and Space Power  
Department of Defense  
The Need for Cross Cultural Competence  
Code of Conduct  
Religious Respect  
Managing in a Diverse World  
AF Leadership  
Air Force Smart Operations for the 21st Century (AFSO21)  
Listening  
Suicide Awareness  
Stress Management and Resiliency

## **2. CWT #2**

### **2.1 Academics**

Power and Influence  
Law of Armed Conflict  
Air Force Equal Opportunity Program  
Setting the World Stage  
Airpower: End of WWI through WWII  
Airpower: Thru the Cold War, Part 1  
Airpower: Thru the Cold War, Part 2  
Air & Space Functions  
Sexual Harassment Awareness  
Change Management  
Military Law  
USAF Major Commands  
Department of the Army  
Department of the Navy  
Marine Corps  
Total Force  
Terrorism  
Handling Culture Shock Effectively

## **3. CWT #3**

### **3.1 Academics**

Pay, Allowance & Leave  
Airpower in the Post Cold War  
Joint Operations  
Air and Space Power Today: The Global War on Terrorism

Developing Airmen  
The US Coast Guard  
Roles of the President, Congress & the Executive Branch  
Sexual Assault Prevention and Response I  
Civilian Personnel  
Effective Supervision  
Performance Feedback  
The Enlisted Force  
Corrective Supervision and Counseling  
Counseling and Practicum  
Substance Abuse Control Program  
Enlisted Evaluation System  
Officer Evaluation System  
Professional / Unprofessional Relationships  
Joint Ethics  
Standards and Accountability  
Info Assurance  
Operational Risk Management  
Air and Space Expeditionary Force  
Examining Cultural Domains  
Nuclear Operations  
Cyberspace  
Oath of Office

#### **4. Advocacy Brief**

##### **4.1 Academics**

Interpersonal Communications  
T&Q: Military Briefings  
Basics of Briefings  
T&Q: Overview of Military Correspondence  
Advocacy Briefing Prep  
Advocacy Briefing Standards

##### **4.2 Practicum**

Advocacy Brief Practice Briefings

#### **5. Position Paper**

##### **5.1 Academics**

Military Correspondence  
Writing Mechanics  
Seven Steps to Effective Communication

##### **5.2 Practicum**

Practice Position Paper

#### **6. Project X**

##### **6.1 Academics**

Interpersonal Communications  
Teambuilding

Conflict Management / Exercise  
Group Conflict Management  
Managing Diversity

**7. BELPS**

**7.1 Academics**

Problem Solving / Exercise  
Optimal Mast  
Management Functions  
Motivation  
Situational Leadership

**7.2 Field Leadership / Training**

Tactical Communication / Exercise  
Land Navigation I / Exercise  
Tactical Road March  
Small Unit Tactics Ia and Ib

**7.3 Mission**

Project X

**8. LRC**

**8.1 Academics**

Leadership Accountability  
Leadership & Management Case Studies

**8.2 Mission**

Project X  
BELPS

**9. AEF**

**9.1 Field Leadership / Training**

Base Defense I / Exercise  
Base Defense II  
Self Defense – Rifle  
Self Defense - Personal  
Rifle Assault Course  
Individual Bouts  
Small Unit Tactics Ic  
Blue Thunder Assault Course

**9.2 Mission**

Project X  
BELPS  
LRC

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# 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 36-2301. *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

FTV—Flight Room Television

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

VT—Video Tape

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

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

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
INTERPERSONAL COMMUNICATION	FLIGHT ROOM	CASE	0.50	1.00
UNDERSTANDING PUBLICATIONS	SM	CBT	0.50	0.00
LISTENING: THE NEGLECTED SKILL	AUDITORIUM	IL	0.50	1.00
T&Q: MILITARY BRIEFINGS	SM	CBT	0.50	0.00
BASICS OF BRIEFING (Key Event)	AUDITORIUM	IL	1.00	1.00
BRIEFING REQUIREMENTS	FLIGHT ROOM	IL	0.00	1.00
T&Q: INTRODUCTION TO MILITARY CORRESPONDENCE	SM	CBT	0.50	0.00
T&Q: WRITING MECHANICS	SM	CBT	1.00	0.00
BULLET STATEMENTS WITH IMPACT (Key Event)	AUDITORIUM	IL	1.00	1.00
BULLET STATEMENT PRACTICUM	FLIGHT ROOM	PE	0.00	2.00
ADVOCACY BRIEFING PREPARATION (Key Event)	AUDITORIUM	IL	0.00	1.00
ADVOCACY BRIEFING STANDARDS	FLIGHT ROOM	IL	0.00	1.00
ADVOCACY BRIEFING PRACTICE	FLIGHT ROOM	PE	2.00	4.00
ADVOCACY BRIEFING MEASUREMENT (Key Event)	FLIGHT ROOM	PE	7.00	4.00
ADVOCACY BRIEFING FEEDBACK (Key Event)	FLIGHT ROOM	IL	0.00	1.00
ADVOCACY BRIEFING REMAKE	FLIGHT ROOM	PE	1.00	1.00
WING BRIEF-OFF	AUDITORIUM	SP	0.00	1.00
T&Q: SEVEN STEPS TO EFFECTIVE COMMUNICATION	SM	CBT	1.00	0.00
T&Q: ELECTRONIC COMMUNICATION	SM	CBT	1.00	0.00
GRAMMAR REFRESHER (1st Weekend)	SM	CBT	4.00	0.00
	TOTAL HOURS		21.50	20.00

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

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
WAR & THE US MILITARY	AUDITORIUM	IL	1.00	1.00
MAKING STRATEGY	SM	R	1.00	0.00
US POLICY	SM	R	1.00	0.00
AIR FORCE DOCTRINE VIDEO SERIES	SM	CBT	3.00	0.00
DEPARTMENT OF DEFENSE	SM	R	1.00	0.00
DEPARTMENT OF THE AIR FORCE	FLIGHT ROOM	IL	1.00	1.00
USAF MAJOR COMMANDS	SM	R	1.00	0.00
PRINCIPLES OF WAR AND TENETS OF AIR AND SPACE POWER	FLIGHT ROOM	IL	1.00	1.00
AIRPOWER THROUGH WWI	AUDITORIUM	IL	1.00	1.00
THE NEED FOR CROSS-CULTURAL COMPETENCE	AUDITORIUM	IL	1.00	1.00
HANDLING CULTURE SHOCK EFFECTIVELY	FLIGHT ROOM	IL/GD	1.00	2.00

EXAMINING CULTURAL DOMAINS	FLIGHT ROOM	IL/GD	1.00	3.00
AIRPOWER: END OF WWI THROUGH WWII	AUDITORIUM	IL	1.00	2.00
USCENTCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USCENTCOM AREA OF RESPONSIBILITY--TRAINEE PRESENTATIONS AND GUIDED DISCUSSION	FLIGHT ROOM	PE/GD	4.00	2.00
AIR AND SPACE FUNCTIONS	AUDITORIUM	IL	1.00	2.00
SETTING THE WORLD STAGE	AUDITORIUM	IL	1.00	1.00
CYBERSPACE	FLIGHT ROOM	IL/GD	1.00	2.00
AIRPOWER THROUGH COLD WAR, PART 1	AUDITORIUM	IL	1.00	1.00
AIRPOWER THROUGH COLD WAR, PART 2	AUDITORIUM	IL	1.00	1.00
USPACOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USPACOM AREA OF RESPONSIBILITY--TRAINEE PRESENTATIONS AND GUIDED DISCUSSION	FLIGHT ROOM	PE/GD	4.00	2.00
DEPARTMENT OF THE NAVY	SM	R	1.00	0.00
TERRORISM	AUDITORIUM	IL	1.00	2.00
USEUCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USEUCOM AREA OF RESPONSIBILITY--TRAINEE PRESENTATIONS AND GUIDED DISCUSSION	FLIGHT ROOM	PE/GD	4.00	2.00
DEPARTMENT OF THE ARMY	SM	R	1.00	0.00
AIRPOWER IN POST COLD WAR	AUDITORIUM	IL	1.00	1.00
AIR AND SPACE POWER TODAY: THE GLOBAL WAR ON TERRORISM	AUDITORIUM	IL	1.00	1.00
TOTAL FORCE	AUDITORIUM	IL	1.00	1.00
USSOUTHCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USSOUTHCOM AREA OF RESPONSIBILITY--TRAINEE PRESENTATIONS AND GUIDED DISCUSSION	FLIGHT ROOM	PE/GD	4.00	2.00
MARINE CORPS	SM	R	1.00	0.00
ARMY/NAVY/MARINE CORPS PANEL DISCUSSION	AUDITORIUM	IN	0.00	2.00
THE US COAST GUARD	SM	R	1.00	0.00
USAFRICOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USAFRICOM AREA OF RESPONSIBILITY--TRAINEE PRESENTATIONS AND GUIDED DISCUSSION	FLIGHT ROOM	PE/GD	4.00	2.00
JOINT OPERATIONS	AUDITORIUM	IL	1.00	1.00
TUSKEGEE AIRMEN	FIELD TRIP	TV	0.00	8.00
USNORTHCOM AREA OF RESPONSIBILITY	AUDITORIUM	IL	1.00	1.00
USNORTHCOM AREA OF RESPONSIBILITY--TRAINEE PRESENTATIONS AND GUIDED DISCUSSION	FLIGHT ROOM	PE/GD	4.00	2.00
NUCLEAR OPERATIONS	SM	R	1.00	0.00
	TOTAL HOURS		60.00	53.00

## Leadership Studies (LS)

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
THE HONOR CODE	FLIGHT ROOM	IL/CASE	0.50	1.00
GROUP DYNAMICS	SM	R	1.00	0.00
RELIGIOUS RESPECT	AUDITORIUM	GL	1.00	1.00
STRESS MANAGEMENT AND RESILIENCY	FLIGHT ROOM	IL/GD	0.00	2.00
MANAGING IN A DIVERSE WORLD	FLIGHT ROOM	GD	1.00	2.00
TEAM BUILDING	FLIGHT ROOM	IL/PE	0.00	2.00
INTRODUCTION TO LEADERSHIP THEORY	SM	R	1.00	0.00
AIR FORCE LEADERSHIP	AUDITORIUM	IL	1.00	1.00
SELF-ASSESSMENT	AUDITORIUM	IL	1.00	1.00
MOTIVATION	AUDITORIUM	IL	0.00	1.00
FOLLOWERSHIP	AUDITORIUM	IL	1.00	1.00
CONFLICT MANAGEMENT	FLIGHT ROOM	GD/PE	0.00	2.00
INTRODUCTION TO CRITICAL THINKING	SM	R	1.00	0.00
AIR FORCE SMART OPERATIONS FOR THE 21ST CENTURY	SM	R	1.00	0.00
PROBLEM SOLVING	FLIGHT ROOM	IL/PE	1.00	2.00
MANAGEMENT FUNCTIONS AND PRINCIPLES	FLIGHT ROOM	GD	0.00	2.00
SITUATIONAL LEADERSHIP	FLIGHT ROOM	IL	0.50	2.00
PERSONAL AND GROUP GOALS	FLIGHT ROOM	PE	0.50	1.00
PEER EVALUATION I	FLIGHT ROOM	PE/R	1.00	1.00
LEADERSHIP AUTHORITY AND RESPONSIBILITY	FLIGHT ROOM	IL/CASE	2.00	2.00
POWER AND INFLUENCE	FLIGHT ROOM	GD	0.00	1.00
CHANGE MANAGEMENT	FLIGHT ROOM	GD/PE	0.00	1.00
AIR FORCE EQUAL OPPORTUNITY PROGRAM	FLIGHT ROOM	GD/CASE	1.50	2.00
SEXUAL HARASSMENT AWARENESS	FLIGHT ROOM	IL/CASE	1.00	1.00
SEXUAL ASSAULT PREVENTION AND RESPONSE I	FLIGHT ROOM	IL/GD	2.00	2.00
EFFECTIVE SUPERVISION	AUDITORIUM	IL	1.00	1.00
CORRECTIVE SUPERVISION AND COUNSELING	FLIGHT ROOM	IL/PE/CASE	1.00	1.00
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
COUNSELING AND PRACTICUM	FLIGHT ROOM	GD/PE	1.00	4.00
EVALUATION CONCEPTS	FLIGHT ROOM	GD	0.50	1.00
HOLM CENTER TRAINING MANUAL	AUDITORIUM	IL/GD	1.00	1.00
SEXUAL ASSAULT PREVENTION AND RESPONSE II	FLIGHT ROOM	IL/GD	2.00	2.00
DEVELOPING AIRMEN	FLIGHT ROOM	IL	0.00	1.00
<i>12 ANGRY MEN</i>	FLIGHT ROOM	GD/CASE	0.00	3.00
OPERATIONAL RISK MANAGEMENT	SM	R	1.00	0.00
LEADERSHIP AND MANAGEMENT CASE STUDIES	FLIGHT ROOM	CASE	1.50	2.00
JOINT ETHICS	AUDITORIUM	GL	1.00	1.00
STANDARDS AND ACCOUNTABILITY	FLIGHT ROOM	GD/CASE	1.00	3.00
PEER EVALUATION II	FLIGHT ROOM	PE	1.00	1.00

THE CAINE MUTINY—A STUDY IN DYNAMIC SUBORDINANCY	FLIGHT ROOM	GD	1.00	3.00
THE SUPERVISOR'S IN-BASKET	FLIGHT ROOM	GD/PE	0.00	3.00
ENVIRONMENTAL AWARENESS	SM	R	1.00	0.00
	TOTAL HOURS		36.00	61.00

### **Profession of Arms (PA)**

LESSON TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
US CONSTITUTION	SM	R	1.00	0.00
ROLES OF THE PRESIDENT, THE EXECUTIVE BRANCH, CONGRESS, & CIVILIAN CONTROL OF THE MILITARY	AUDITORIUM	R	1.00	0.00
AIR FORCE DRESS & APPEARANCE STANDARDS I	AUDITORIUM	IL	1.00	1.00
MILITARY CUSTOMS & COURTESIES	AUDITORIUM	IL	1.00	2.00
OTS CMDT WELCOME/CORE VALUES AND THE AIR FORCE MEMBER	AUDITORIUM	GL	1.00	1.00
PROFESSION OF ARMS	FLIGHT ROOM	IL	1.00	1.00
SUICIDE AWARENESS	AUDITORIUM	GL	1.00	1.00
AIR FORCE CORE VALUE CASE STUDIES	FLIGHT ROOM	CASE	1.00	1.00
AIRMEN'S CREED/CODE OF CONDUCT	FLIGHT ROOM	IL	1.00	2.00
AIR FORCE COMPLAINT SYSTEM	SM	CBT	1.00	0.00
UNIFORMED CODE OF MILITARY JUSTICE	SM	R	1.00	0.00
MILITARY LAW	AUDITORIUM	GL	1.00	2.00
MILITARY LAW CASE STUDIES	FLIGHT ROOM	GD/CASE	1.00	2.00
CIVILIAN PERSONNEL	SM	R	1.00	0.00
AIR FORCE DRESS & APPEARANCE STANDARDS II	AUDITORIUM	IL	1.00	1.00
PAY, ALLOWANCES & LEAVE	AUDITORIUM	IL/GL	2.00	2.00
THE ENLISTED FORCE	AUDITORIUM	GL	2.00	1.00
SUBSTANCE ABUSE CONTROL PROGRAM	SM	R	1.00	0.00
PROFESSIONAL/UNPROFESSIONAL RELATIONSHIPS	AUDITORIUM	GL	1.00	1.00
PROF/UPR RELATIONSHIPS CS	FLIGHT ROOM	GD/CASE	1.00	2.00
OATH OF OFFICE READING	SM	R	1.00	0.00
LAW OF ARMED CONFLICT	SM	R	1.00	0.00
NCO PERSPECTIVE	FLIGHT ROOM	R/PANEL	1.00	1.00
FIRST OFFICER ASSIGNMENT	FLIGHT ROOM	GD	1.00	1.00
AIR AND SPACE SYSTEM CAPABILITIES	FLIGHT ROOM	IL	1.00	1.00
FORCE PACKAGING	FLIGHT ROOM	IL	1.00	1.00
AIR AND SPACE EXPEDITIONARY FORCE	AUDITORIUM	IL	1.00	1.00
INFORMATION ASSURANCE, COMPUTER SECURITY, AND INFORMATION OPERATIONS	SM	SM	1.00	0.00
INTRO TO WAR GAMING (AFEX)	AUDITORIUM	IL	0.00	1.00
FINANCIAL BRIEFING	AUDITORIUM	GL	0.00	1.00
ETIQUETTE AND DECORUM	AUDITORIUM	IL	1.00	1.00
VIRTUAL STAFF RIDE	FLIGHTROOM	GD	1.00	2.00
OATH OF OFFICE LECTURE	AUDITORIUM	R/IL	0.00	1.00
	TOTAL HOURS		33.00	31.00

### 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
CWT #3	AUDITORIUM	SP	2.00	2.50
CWT #3 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		8.00	14.00

### 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
LIBRARY BRIEF	AUDITORIUM	IL	0.00	0.50
	TOTAL HOURS		0.00	2.50

### Preparation (PR)

TITLE	LOCATION	TM	STUDY HOURS	CLASS HOURS
APT FOR CWT #1	FLIGHT ROOM	TUTORING	0.00	1.00
APT FOR CWT #2	FLIGHT ROOM	TUTORING	0.00	1.00
APT FOR CWT #3	FLIGHT ROOM	TUTORING	0.00	1.00
APT FOR CRT	FLIGHT ROOM	TUTORING	0.00	1.00
	TOTAL HOURS		0.00	4.00

### Totals

CR AREAS	STUDY HOURS	CLASS HOURS
CS	21.50	20.00
WS/ISS	60.00	53.00
LS	36.00	61.00
PA	33.00	31.00
AS	8.00	14.00
OR	0.00	2.50
PR	0.00	4.00
TOTAL	158.50	185.50

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

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

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

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

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

**Lesson Title:** Advocacy Briefing Feedback

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

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

**Lesson Title:** Advocacy Briefing Measurement

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

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

**Lesson Title:** Advocacy Briefing Practice

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

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

**Lesson Title:** Advocacy Briefing Prep

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

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

**Lesson Title:** Advocacy Brief Remake

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

**Description:** Trainee will present their advocacy briefing again.

**Lesson Title:** Advocacy Briefing Standards

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

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

**Lesson Title:** Air and Space Expeditionary Force

**Lesson Objective:** Know the AEF concept and the AEF structure.

**Description:** This lesson is on the Expeditionary Air Force/Air Expeditionary Force. The objective of this lesson is for each trainee to know the characteristics, advantages, and structure of an EAF/AEF.

**Lesson Title:** Air and Space Functions

**Lesson Objective:** Know the different levels of Air and Space Doctrine and each Air and Space Power function.

**Description:** This lesson uses AFDD1 as the framework to discuss the functions of counterair, counterspace, counterland (interdiction and close air support), countersea, strategic attack, counterinformation, and command/control (C2). This lesson includes the framework to discuss the functions of airlift, aerial refueling, special operations employment, spacelift, intelligence, surveillance, reconnaissance, combat search and rescue, navigation/positioning, and weather services.

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

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

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

**Lesson Title:** Air and Space System Capabilities

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

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

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

**Lesson Objective:** Know the Air Force Complaint Programs.

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

**Lesson Title:** Air Force Core Values Case Studies

**Lesson Objective:** Apply the Air Force Core Values to a case study.

**Description:** This lesson is the capstone to the Core Values which has occurred throughout the entire program. It culminates by having the trainees discuss seven case studies and explore the various aspects of Core Values in each case.

**Lesson Title:** Air Force Doctrine Video Series

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

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

**Lesson Title:** Air Force Dress and Appearance Standards I

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

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

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

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

**Description:** This lesson is designed to give the trainees the basic knowledge required to wear the service and service dress uniform. The lesson starts off with general instructions concerning the service and service dress uniform. The lesson then talks about the service uniform to include what the uniform consist of (e.g., shirt, slacks or skirt, footwear, and hat). The lesson then goes into the proper accouterments both mandatory and optional. The lesson will then move into the service dress uniform and talk about items authorized on the service coat. Lastly the lesson will

cover the wear of outer-garments with both uniforms. This lesson is designed to give the trainees the basic knowledge required to maintain proper dress and personal appearance standards in accordance with AFI 36-2903. The trainees will be evaluated on the content of this lesson in their day-to-day activities by FCs and MTIs.

**Lesson Title:** Air Force Heritage Videos

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

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

**Lesson Title:** Air Force Leadership

**Lesson Objective:** Comprehend the principles of Air Force Leadership.

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

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

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

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

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

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

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

**Lesson Title:** Airman's Creed/Code of Conduct

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

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

**Lesson Title:** Airpower: End of WWI through WWII

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

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

**Lesson Title:** Airpower in the Post Cold War

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

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

**Lesson Title:** Airpower through the Cold War, Part 1

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

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

**Lesson Title:** Airpower through the Cold War, Part 2

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

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

**Lesson Title:** Airpower through WWI

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

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

**Lesson Title:** AMS Briefing Requirements

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

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

**Lesson Title:** AMS Feedback Process

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

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

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

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

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

**Lesson Title:** AMS Writing Requirements

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

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

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

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

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

**Lesson Title:** Basics of Briefing

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

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

**Lesson Title:** Briefing Requirements

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

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

**Lesson Title:** Bullet Statement Practicum

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

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

**Lesson Title:** Bullet Statements with Impact

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

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

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

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

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

**Lesson Title:** 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 instructor will then cover 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 instructor will explain 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

**Lesson Objective:** Comprehend how the constitutional basis and dual mission of the Air National Guard make it a unique component of the US military.

**Description:** This lesson is designed to give Air National Guardsmen an overview of the history and heritage of the Air National Guard. The course covers the heritage of the National Guard from the colonial era through the present day, addresses legislation that created the National Guard as a separate force and the Air National Guard as a separate component of the Air Force, and provides the students with a current overview of Air National Guard organizational structure, manpower, and functions. This lesson is designed for students with a basic understanding of the Air National Guard and is presented from an Air National Guard perspective. 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.

**Lesson Title:** Civilian Personnel

**Lesson Objective:** Know the Air Force civilian personnel system.

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

**Lesson Title:** Conflict Management

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

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

approaching a conflict situation in a logical and constructive manner, the problem can usually be solved amicably.

**Lesson Title:** Core Values and the Air Force Member

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

**Description:** This lesson, taught by the OTS Commandant, is the first of two lessons on the Air Force Core Values. It leads the trainee on the journey to gain insight into these specific values via basic definitions and the impact of Core Values on the Air Force member's personal and professional life.

**Lesson Title:** Corrective Supervision and Counseling

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

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

**Lesson Title:** Counseling and Practicum

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

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

**Lesson Title:** Cyberspace

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

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

**Lesson Title:** 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 the competencies and capabilities needed to complete the mission.

**Description:** The trainees will learn the functions of the Secretary of the Air Force and the Air Force Chief of Staff as well as the functions and organization of the Major Commands, Numbered Air Forces, Wing, Group, and Squadron. The lesson also familiarizes the trainees with Air Force components.

**Lesson Title:** Department of the Army

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

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

**Lesson Title:** Department of the Navy

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

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

**Lesson Title:** Developing Airmen

**Lesson Objective:** Comprehend the concept of Air Force mentoring.

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

**Lesson Title:** Effective Supervision

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

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

**Lesson Title:** Enlisted Evaluation System

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

**Description:** This class 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. The lesson will also cover the four different methods of enlisted promotion.

**Lesson Title:** The Enlisted Force

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

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

**Lesson Title:** Environmental Awareness

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

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

**Lesson Title:** Etiquette and Decorum

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

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

**Lesson Title:** Evaluation Concepts

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

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

**Lesson Title:** Examining Cultural Domains

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

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

**Lesson Title:** Financial Briefing

**Lesson Objective:** Know some key factors about financial planning.

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

**Lesson Title:** Followership

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

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

**Lesson Title:** Force Packaging

**Lesson Objective:** Respond to the discussion on 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.

**Lesson Title:** Grammar Refresher

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

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

**Lesson Title:** Group Dynamics

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

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

**Lesson Title:** Handling Culture Shock Effectively

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

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

**Lesson Title:** Holm Center Training Manual

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

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

**Lesson Title:** The Honor Code

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

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

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

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

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

**Lesson Title:** Informative Briefing Measurement

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

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

**Lesson Title:** Interpersonal Communication

**Lesson Objective:** Comprehend how Interpersonal Communication influences mission accomplishment.

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

**Lesson Title:** Introduction to Critical Thinking

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

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

**Lesson Title:** Introduction to Leadership Theory

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

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

**Lesson Title:** Introduction to War Gaming (AFEX)

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

**Description:** This lesson will lay 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:** Joint Ethics

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

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

**Lesson Title:** Joint Operations

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

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

**Lesson Title:** Law of Armed Conflict

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

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

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

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

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

**Lesson Title:** Leadership Authority and Responsibility

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

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

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

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

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

**Lesson Title:** Making Strategy

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

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

**Lesson Title:** Management Functions and Principles

**Lesson Objective:** Comprehend management functions and principles.

**Description:** This lesson is designed to lay the foundation for students' comprehension of what a manager is and does, and to build their confidence and practical abilities to function as future Air Force managers and leaders. Use classroom activities to cause students to apply their reading to their goals for success as students and to look ahead to their roles as leaders in their future military careers. Optional scenarios are instructional springboards from the text into the real world of military leadership and allow you to supplement or add to the core lesson.

**Lesson Title:** Managing in a Diverse World

**Lesson Objective:** Comprehend the importance of managing diversity.

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

**Lesson Title:** Marine Corps

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

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

**Lesson Title:** Military Customs & Courtesies

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

**Description:** The lesson includes the definitions of Customs and Courtesies, Air Force enlisted and all services officer rank insignias (pay grades), when to render courtesies, general courtesies and reporting procedures for the Air Force and OTS. The lesson is set up this way so that the trainees first understand what customs and courtesies are, how to recognize when to render courtesies, some general courtesies to abide by, and the proper procedures for Air Force and

OTS reporting. You will need to rely on your experience, knowledge and expertise as you teach this lesson. This class gives the trainees an introduction to customs and courtesies. The trainees are evaluated on the content of this lesson in their day-to-day activities by FCs and MTIs.

**Lesson Title:** Military Law

**Lesson Objectives:** Know the basic elements of the military justice system and the elements of the DOD policy on homosexual conduct.

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

**Lesson Title:** Military Law Case Studies

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

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

**Lesson Title:** Motivation

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

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

**Lesson Title:** NCO's Perspectives

**Lesson Objective:** Value Appropriate relations between officer and enlisted personnel

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

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

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

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

**Lesson Title:** Nuclear Operations

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

**Description:** This reading focuses on the doctrine governing nuclear operations with emphasis on security and personal responsibility. It highlights the new nuclear triad for post cold-war and defines usability paradox.

**Lesson Title:** Oath of Office and Commissioning (Reading)

**Lesson Objective:** Know the meaning of the Oath of Office and Commissioning.

**Description:** This lesson is designed to educate and motivate officers about the oath of office and their commissions. The lesson takes a line by line look at the oath of office and the responsibilities that go along with being a commissioned officer.

**Lesson Title:** Oath of Office and Commissioning (Lecture)

**Lesson Objective:** 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. The lesson takes a line by line look at the oath of office and the responsibilities that go along with being a commissioned officer.

**Lesson Title:** Officer Evaluation System

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

**Description:** This class is an overview of the Officer Evaluation System to include a review of the feedback process, various performance reports, and the officer promotion system.

**Lesson Title:** Officer Responsibility

**Lesson Objective:** Value the importance of the Oath of Office

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

**Lesson Title:** Operational Risk Management

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

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

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

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

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

**Lesson Title:** Peer Evaluation I

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

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

**Lesson Title:** Peer Evaluation II

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

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

**Lesson Title:** Performance Feedback

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

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

**Lesson Title:** Personal and Group Goals

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

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

**Lesson Title:** Power and Influence

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

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

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

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

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

**Lesson Title:** Problem Solving

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

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

**Lesson Title:** Profession of Arms

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

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

**Lesson Title:** Professional and Unprofessional Relationships (UPRs)

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

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

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

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

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

**Lesson Title:** Religious Respect

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

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

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

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

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

**Lesson Title:** Self-Assessment

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

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

**Lesson Title:** Setting the World Stage

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

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

**Lesson Title:** Sexual Assault Prevention and Response I

**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 Assault Prevention and Response II

**Lesson Objective:** Comprehend the problem of sexual assault and the impact it can have on the individual, the unit, and the Air Force.

**Description:** This course is a component of a larger educational initiative to prevent sexual assault from happening in the Air Force and to ensure appropriate response when it does happen. As an Airman moves on from initial training, he or she will begin to gain liberties, opening up the possibility for assault to occur. The primary goals of this course are to: reinforce the fundamentals associated with sexual assault that were taught in Accessions 1 (USAF definitions, policies, roles descriptions), provide specific behavioral content so that Airmen may avoid potentially harmful behaviors, offer communication strategies for positive gender relations, help

Airmen to understand why people may play certain negative roles, and encourage Airmen to exhibit leadership skills in order to prevent and effectively respond to sexual assault

**Lesson Title:** Sexual Harassment Awareness

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

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

**Lesson Title:** Situational Leadership

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

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

**Lesson Title:** Standards and Accountability

**Lesson Objectives:** Comprehend the relationship of standards and accountability.

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

**Lesson Title:** Stress Management and Resiliency

**Lesson Objective:** Comprehend principles of stress management and resiliency.

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

**Lesson Title:** Substance Abuse Control Program

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

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

**Lesson Title:** Suicide Awareness

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

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

**Lesson Title:** The Supervisor's "In Basket"

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

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

**Lesson Title:** T&Q: Electronic Communication

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

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

**Lesson Title:** T&Q: Writing Mechanics

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

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

**Lesson Title:** T&Q: Military Briefings

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

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

**Lesson Title:** T&Q: Introduction to Military Correspondence

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

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

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

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

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

**Lesson Title:** Team Building

**Lesson Objective:** Comprehend the concept of effective team building.

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

**Lesson Title:** Terrorism

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

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

**Lesson Title:** Total Force

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

**Description:** This lesson defines Total Force and gives a brief history of the policy. The 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 crews and aircraft they provide to the active component.

**Lesson Title:** Tuskegee Airmen

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

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

**Lesson Title:** Understanding Publications

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

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

**Lesson Title:** The Uniformed Code of Military Justice

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

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

**Lesson Title:** The US Coast Guard

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

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

**Lesson Title:** The US Constitution

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

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

**Lesson Title:** US Policy

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

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

**Lesson Title:** USAF Major Commands

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

**Description:** This lesson provides an in-depth look at how Air Education and Training Command, Air Forces Special Operations Command, Air Force Materiel Command, Pacific Air Forces, and United States Air Forces in Europe are organized, and how they execute their missions. The lesson covers numbered air forces, reasons for its structure, and major

responsibilities. This lesson provides an in-depth look at how Air Combat Command is organized and how it executes its mission. The lesson covers numbered air forces, reasons for its structure, and major responsibilities. Major responsibilities include support to theater commanders, nuclear deterrence, and develop theater air warfare tactics and doctrine.

**Lesson Title:** USAFRICOM Area of Responsibility

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

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

**Lesson Title:** USCENTCOM Area of Responsibility

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

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

**Lesson Title:** USEUCOM Area of Responsibility

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

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

discussion portion of the lesson will flow from the topics covered by students during their briefings and will be framed around questions the students develop while they are listening to the student briefings.

**Lesson Title:** USNORTHCOM Area of Responsibility

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

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

**Lesson Title:** USPACOM Area of Responsibility

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

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

**Lesson Title:** USSOUTHCOM Area of Responsibility

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

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

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

**Lesson Title:** Virtual Staff Ride

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

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

**Lesson Title:** Visioning

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

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

**Lesson Title:** War and the US Military

**Lesson Objective:** Know the basic characteristics of war.

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

**Lesson Title:** Wing Brief-Off

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

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

**Lesson Title:** Your First Officer Assignment

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

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

### **Assessments (AS)**

**Lesson Title:** Cultural Studies Pre-test

**Lesson Objective:** None

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

**Lesson Title:** Consolidated Written Test I

**Lesson Objective:** None

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

**Lesson Title:** Consolidated Written Test II Review

**Lesson Objective:** None

**Description:** In class review of CWT #2.

**Lesson Title:** Consolidated Written Test III

**Lesson Objective:** None

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

**Lesson Title:** Consolidated Written Test III Review

**Lesson Objective:** None

**Description:** In class review of CWT #3.

**Lesson Title:** Comprehensive Review Test

**Lesson Objective:** None

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

## **Orientation (OR)**

**Lesson Title:** Academic Orientation

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

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

**Lesson Title:** Education Briefing

**Lesson Objective:** Comprehend USAF educational programs.

**Description:** Describes the educational programs available to USAF officers.

**Lesson Title:** Library Brief

**Lesson Objective:** Know AU library resources.

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

## **Preparation (PR)**

**Lesson Title:** Academic Preparation

**Lesson Objective:** None

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

**Lesson Title:** Academic Preparation

**Lesson Objective:** None

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

**Lesson Title:** Academic Preparation

**Lesson Objective:** None

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

**Lesson Title:** Academic Preparation

**Lesson Objective:** None

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

# CHAPTER 4

## TRAINING

### Section A—Training Overview

1. **Content**—This chapter outlines the material to be covered in each training area of instruction. 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	3.00
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	DRILL BLOCK IV (KEY EVENT)	DRILL PAD	PE	0.00	2.00
DR	CEREMONIAL DRILL	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #1	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 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	KEY PERSONNEL TRAINING	DRILL PAD	PE	0.00	2.00
DR	DRILL COMPETITION PRACTICE	DRILL PAD	PE	0.00	2.00
DR	DRILL COMPETITION	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #5	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #6	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #7	DRILL PAD	PE	0.00	2.00
DR	PARADE PRACTICE #8	DRILL PAD	PE	0.00	2.00
DR	PARADE (KEY EVENT)	DRILL PAD	PE	0.00	1.00
		TOTAL HOURS		0.00	42.00

<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	CONFIDENCE COURSE (KEY EVENT)	FIELD	PE	0.00	2.00
FL	PROJECT X (KEY EVENT)	FIELD	PE	0.00	4.00
FL	OPTIMAL MAST	FLIGHT ROOM	PE	0.00	2.00
FL	BELPS (KEY EVENT)	FIELD	PE	0.00	24.00
FL	M-9 QUALIFICATION (KEY EVENT)	FIELD	PE	0.00	18.00
FL	FLICKERBALL OPS PLANNING I	FLIGHT ROOM	PE	0.00	1.00
FL	FLICKERBALL OPERATION I	FIELD	PE	0.00	3.00
FL	FLICKERBALL OPS PLANNING II * Scheduled to coincide w/ EOTPR Fbk	FLIGHT ROOM	PE	0.00	1.00
FL	ROPES COURSE (KEY EVENT)	FIELD	PE	0.00	4.00
FL	LRC (KEY EVENT)	FIELD	PE	0.00	21.50
FL	AEF EXERCISE (KEY EVENT)	FIELD	PE	0.00	32.00
		TOTAL HOURS		0.00	112.50

<b>ADMINISTRATION (AD)</b>					
<b>AREA</b>	<b>EVENT</b>	<b>LOCATION</b>	<b>TM</b>	<b>STUDY HOURS</b>	<b>CLASS HOURS</b>
AD	ARRIVAL DAY	VARIOUS	N/A	0.00	8.00
AD	MEDICAL IN-PROCESSING	AUDITORIUM	N/A	0.00	4.00
AD	PERSONNEL INPROCESSING I (KEY EVENT)	FLIGHT ROOM	N/A	0.00	4.00
AD	CLOTHING SALES UNIFORM PURCHASE	AAFES	N/A	0.00	5.00
AD	FINANCE INPROCESSING (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
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	2.00
AD	OPERATIONS CONTROL CENTER TRAINING	OCC	N/A	0.00	1.00
AD	IMMUNIZATIONS (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
AD	ASSIGNMENT PREFERENCE BRP (KEY EVENT)	AUDITORIUM	N/A	0.00	1.00
AD	LOWER CLASS ID CARD	VARIOUS	N/A	0.00	6.00
AD	SQUADRON BOARDS	FLIGHT ROOM	N/A	0.00	1.00
AD	WING BOARDS	FLIGHT ROOM	N/A	0.00	1.00

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	1.00
AD	LOWER CLASS IN PROCESSING	VARIOUS	N/A	0.00	18.00
AD	WINGS DATA INPUT	VARIOUS	N/A	0.00	3.00
AD	2LT ID CARDS	BLDG 1487	N/A	0.00	6.00
AD	SMOOTH MOVE	AUDITORIUM	N/A	0.00	1.00
AD	ASSIGNMENT BRIEFING (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
AD	TMO/SATO (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
AD	FLIGHT PHOTOS (KEY EVENT)	AUDITORIUM	N/A	0.00	2.00
AD	EURO-NATO JOINT JET PILOT BOARD	OTS CONF RM	N/A	0.00	3.00
AD	SQUADRON BOARDS SUPPORT	FLIGHT ROOM	N/A	0.00	1.00
AD	OTS/CMDT END OF COURSE FEEDBACK	AUDITORIUM	N/A	0.00	1.00
AD	WING BOARDS SUPPORT	FLIGHT ROOM	N/A	0.00	1.00
AD	SIGN DITY PAPERWORK	AUDITORIUM	N/A	0.00	1.00
AD	END OF COURSE SURVEY	FLIGHT ROOM	N/A	0.00	0.50
AD	SEXUAL ASSAULT SURVEY	FLIGHT ROOM	N/A	0.00	0.50
AD	PRE-DEPARTURE SAFETY BRIEFING	AUDITORIUM	N/A	0.00	1.00
AD	RECORDS DISTRIBUTION	VARIOUS	N/A	0.00	2.00
AD	SUPPLY SIGN-IN	VARIOUS	N/A	0.00	1.00
		TOTAL HOURS		0.00	87.00

<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	22TRS/CC WLECOME (KEY EVENT)	AUDITORIUM	N/A	0.00	0.50
CT	24TRS/CC WLECOME (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	PILOT/NAV ORIENTATION	VARIOUS	N/A	0.00	2.00

CT	STUDENT SQUADRON AWARDS CEREMONY DRY RUN SUPPORT	AUDITORIUM	SP	0.00	0.50
CT	STUDENT SQUADRON AWARDS CEREMONY SUPPORT	AUDITORIUM	SP	0.00	1.25
CT	COMMISSIONING PRACTICE SUPPORT	VARIOUS	SP	0.00	2.50
CT	WING AWARDS CEREMONY DRY RUN SUPPORT	AUDITORIUM	SP	0.00	1.00
CT	OTS OPEN HOUSE SUPPORT	VARIOUS	SP	0.00	4.00
CT	WING AWARDS CEREMONY SUPPORT	AUDITORIUM	SP	0.00	1.00
CT	SPOUSES ORIENTATION SUPPORT	VARIOUS	SP	0.00	2.00
CT	DINING-IN/OUT SUPPORT	O'CLUB	SP	0.00	5.00
CT	COMMISSIONING CEREMONY SUPPORT	VARIOUS	SP	0.00	2.00
CT	DV RECEPTION SUPPORT	OTS CONF RM	SP	0.00	1.00
CT	24TRS/CC TRAINING PHILOSOPHY	AUDITORIUM	N/A	0.00	1.00
CT	BLUE LINE SUPPORT	VARIOUS	N/A	0.00	1.00
CT	OTS/CMDT PERSPECTIVE	AUDITORIUM	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	1.50
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	O'CLUB ORIENTATION (AFTER HOURS)	O'CLUB	SP	0.00	4.00
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	CIVIL AIR PATROL INCENTIVE FLIGHT	FIELD	N/A	0.00	3.00
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	3.00
CT	OTS OPEN HOUSE	VARIOUS	SP	0.00	4.00
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	80.75

<b>FORMAL COUNSELING (FC)</b>					
NUMBER	EVENT	LOCATION	TM	STUDY HOURS	CLASS HOURS
FC	FLT/CC INITIAL INTERVIEW	FLIGHT ROOM	N/A	0.00	3.00
FC	STUDENT/STAFF PREP/FEEDBACK TIME	VARIOUS	NA	0.00	31.00
FC	MID-COURSE TPR FEEDBACK	FLIGHT ROOM	N/A	0.00	3.00
FC	FINAL TPR FEEDBACK	FLIGHT ROOM	N/A	0.00	3.00
		TOTAL HOURS		0.00	40.00

<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 I (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 (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	IED & UXO ID AND REPORTING	SM	CBT	2.00	0.00
FT	INDIVIDUAL BOUTS	FIELD	PE	0.00	1.50
FT	SELF DEFENSE - RIFLE FIGHTING	FIELD	PE	0.00	0.50
FT	BASE DEFENSE FIELD EXERCISE I (KEY EVENT)	FIELD	PE	0.00	2.00
FT	ASSAULT COURSE (KEY EVENT)	BLUE THUNDER	PE	0.00	3.00

FT	SMALL UNIT TACTICS Ic	FIELD	PE	0.00	1.00
FT	BASE DEFENSE FUNDAMENTALS II (KEY EVENT)	AUDITORIUM	IL	0.00	2.00
FT	SERE 100.1	SM	CBT	7.00	0.00
FT	MOBILITY LINE TRAINING	AUDITORIUM	IL	0.00	1.00
FT	MOBILITY LINE PROCESSING (KEY EVENT)	FIELD	PE	0.00	2.00
FT	C-130 OPS	FIELD	PE	0.00	2.00
FT	BASE DEFENSE FIELD EXERCISE II	VARIOUS	PE	0.00	16.00
FT	ASSAULT COURSE	VW	PE	0.00	3.00
FT	TACTICAL ROAD MARCH	FIELD	PE	0.00	5.00
		TOTAL HOURS		11.00	49.00

<b>AIR FORCE COMBATIVES PROGRAM (AFCP)</b>					
<b>NUMBER</b>	<b>EVENT</b>	<b>LOCATION</b>	<b>TM</b>	<b>STUDY HOURS</b>	<b>CLASS HOURS</b>
AFCP	COMBATIVES I	VARIOUS	TP	0.00	2.00
AFCP	COMBATIVES II	VARIOUS	TP	0.00	2.00
AFCP	COMBATIVES III	VARIOUS	TP	0.00	2.00
AFCP	COMBATIVES IV	VARIOUS	TP	0.00	2.00
AFCP	COMBATIVES V	VARIOUS	TP	0.00	2.00
		TOTAL HOURS		0.00	10.00

## **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:** 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:** 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 II

**Lesson Objective:** Properly perform column movements, flanking movements, formation of the flight to include count off 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 half step, change step, mark time, and to the rear. 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 IV

**Lesson Objective:** Properly perform 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:** Ceremonial Drill

**Lesson Objective:** Properly perform drill movements used in 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. It includes all portions of parade to include the commander of troops, wing and group adjutants, group and squadron commanders, guidon bearer and individual flights.

**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 and lower 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 and lower 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 and lower class trainees to practice parade. Military Training Instructors will lead the practice.

**DR- Lesson Title:** Parade Support

**Lesson Objective:** Support the upper class in their graduation parade.

**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.

**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:** 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:** Key Personnel Training

**Lesson Objective:** Prepare the trainee wing staff in key positions 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 Practice

**Lesson Objective:** Practice drill for drill competition.

**Description:** This lesson allows trainees to practice drill competition with a Military Training Instructor. The lesson also includes all instructions for drill competition.

**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 Practice #5

**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 #6

**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 #7

**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 #8

**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

**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:** 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:** 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:** Exercise Optimal Mast

**Lesson Objective:** Apply appropriate leadership and management principles and techniques to resolve a problem in a classroom environment.

**Description:** This classroom exercise is a bridging session between the theoretical part of the leadership curriculum and the practical elements of LRC and AEF. It enables the trainees to consolidate the leadership and management skills, which have been covered during Leadership Studies classes. This class also serves as an opportunity for the instructor to introduce the Leadership Competency Evaluation, which is the critique system used for the LRC, BELPS and AEF.

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

**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:** 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:** Flickerball Operation Planning I

**Lesson Objective:** Apply group dynamics in a group setting.

**Description:** This lesson serves as a planning session for flickerball operations. While discussing game rules, the class builds on the ideas of teamwork, group dynamics, and communication. The trainees are given a task in which they must function together as a group in

order to effectively accomplish their task. During each operation, each flight will have one operation leader that the instructor will evaluate. The evaluation will emphasize leadership, problem solving, and functions of management and may begin during this session. There will be an operation planning session before each day of flickerball.

**FL- Lesson Title:** Flickerball Operation I

**Lesson Objective:** Apply leadership, followership, group dynamics, and team building principles in a sports event.

**Description:** Trainees are given an opportunity to display leadership, followership, and teamwork traits. The main focus of the campaign is on how well the above traits are used to succeed on the playing field.

**FL- Lesson Title:** Flickerball Operation Planning II

**Lesson Objective:** Apply group dynamics in a group setting.

**Description:** This lesson serves as a planning session for flickerball operations. While discussing game rules, the class builds on the ideas of teamwork, group dynamics, and communication. The trainees are given a task in which they must function together as a group in order to effectively accomplish their task. During each operation, each flight will have one operation leader that the instructor will evaluate. The evaluation will emphasize leadership, problem solving, and functions of management particularly as they relate to the expectations of a Second Lieutenant in the United States Air Force. There will be an operation planning session before each day of flickerball.

**FL- Lesson Title:** Flickerball Operation II

**Lesson Objective:** Apply leadership, followership, group dynamics, and team building principles in a sports event.

**Description:** Trainees are given an opportunity to display leadership, followership, and teamwork traits. The main focus of the campaign is on how well the above traits are used to succeed on the playing field.

**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

**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 4.5 hours on 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 line procedures, mobility support and Airman’s Manual issues. Through different exercises, trainees get exposure to deployment items, such as: tent building, pallet building, survival and life saving basics, etc. The exercises stress the evaluation of leadership, not proficiency.

### **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 OTS 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:** Operations Control Center Training

**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 sit on shift 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:** Lower Class ID Cards

**Description:** This time period is used to issue new trainees proper military identification for their use while they are assigned to OTS.

**AD- Title:** Squadron Boards

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

**AD- Title:** Wing Boards

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

**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 AD-0 & AD-1.

**AD- Title:** WINGS Data Input

**Description:** Trainees will rotate through the BOT Computer Lab and enter final information input the WINGS database in preparation for graduation.

**AD- Title:** Second Lieutenant ID Cards

**Description:** This time period is to ensure new trainees have proper military identification before they depart to their gaining base.

**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 determine if interested and qualified applicants will attend specialized pilot training.

**AD- Title:** Squadron Boards Support

**Description:** Upper class assisting staff runs interview boards held by Student Squadron Commanders to determine Student Squadron Leadership.

**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 seven key OTW leadership positions.

**AD- Title:** Sign Do It Yourself (DITY) Paperwork

**Description:** Trainees moving their own household goods sign the paperwork provided by TMO.

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

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

**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.

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

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

**AD- Title:** Records Distribution

**Description:** This time period is used to package all pertinent documentation necessary for graduating trainees to proceed to their gaining base.

**AD- Title:** Supply Turn-In

**Description:** This time period is used to retrieve issued items/equipment

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

**CT- Title:** Blue Line

**Description:** Training day 2 begins with the Blue Line ceremony where trainees make their commitment to the Air Force and OTS.

**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. Chaplain familiarizes trainees with religious accommodations available at Maxwell AFB and the local area.

**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:** Pilot/Navigator Orientation

**Description:** Experienced Air Force officers explain the training pipeline and career progression for future pilot and navigator trainees.

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

**Description:** Lower class rehearsal for SS/Sq awards ceremony supporting upper class.

**CT- Title:** Squadron Awards Ceremony Support

**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:** Commissioning Practice Support

**Description:** Each flight conducts a practice for their commissioning ceremony at the location where they will be commissioned. Lower class trainees rehearse their key roles within each Flights ceremony.

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

**Description:** Lower class rehearsal for wing awards ceremony. Required for awards ceremony key personnel.

**CT- Title:** OTS Open House Support

**Description:** Lower class trainees provide logistical support while OTS/CMDT gives 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 Support

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

**CT- Title:** Spouses Orientation Support

**Description:** Lower class logistical support for program that provides an overview of military life and a typical Air Force base to spouses of upper class trainees.

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

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

**CT- Title:** Commissioning Ceremony Support

**Description:** Lower class trainees execute the upper class ceremony and allow upper class trainees to take the oath of office and pin on Second Lieutenant rank.

**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 potential 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:** OTS/CMDT Perspective

**Description:** The OTS Commandant will provide a senior officer perspective to the trainees and collect any concerns the class may have with the training provided.

**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:** Officer Club Orientation

**Description:** Familiarize trainees with customs and traditions associated with the Officer's Open Mess.

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

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

**CT- Title:** General Officer Perspective

**Description:** General officer's from the base will provide a general 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:** Civil Air Patrol Incentive Flight

**Description:** Selected trainees are rewarded for their outstanding performance with an incentive flight provided by the Civil Air Patrol.

**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 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.

**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:** 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 I flight room course and 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 I

**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 IA

**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 IB

**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 Exercise

**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 unarmed 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:** 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 I.

**FT- Lesson Title:** Individual Bouts

**Lesson Objective:** Participate in a pugil bout

**Description:** This course is the final culminating event for the Self Defense – Rifle Fighting course. Specifically, this exercise provides instruction in pugil training, which provides opportunities to reinforce trainee skill in rifle-bayonet fighting, personal courage, confidence, and warrior ethos - while following prescribed safety precautions in accordance with published procedures.

**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 Exercise I

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

**Description:** This course is a practical exercise which will reinforce skills learned in the Base Defense Fundamentals I 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:** Assault Course (Blue Thunder)

**Lesson Objective:** Negotiate an assault course

**Description:** This course is the first to expose the trainee to the physical demands of ‘Warrior Ethos’ and is designed to compliment combat skills training. Specifically, this exercise provides instruction and motivation in how to move rapidly toward the enemy, which provides opportunities to reinforce trainee skill in tactical movement, personal courage, confidence, and warrior ethos - while following prescribed safety precautions in accordance with published procedures.

**FT- Lesson Title:** Small Unit Tactics IC

**Lesson Objective:** Apply the tactics used to conduct a patrol in a tactical environment.

**Description:** This course familiarizes the trainee to patrol concepts and principles of patrol duties. Specifically, this course builds upon skills acquired in Small Unit Tactics I & II and teaches the trainee the procedures for how to organize, control, move, and react upon enemy contact when conducting a patrol. This skill will be reinforced throughout the capstone AEF field training exercise.

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

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

**Description:** This course is the second of a two-part auditorium lecture series that introduces the concept and application of base defense. This second course covers topics such as assigning mobile reserve forces, patrol and perimeter security duties, enemy prisoner of war (EPW) processing, and passive air & missile defense measures. A practical exercise will reinforce these skills during the Base Defense Field Exercise II course.

**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:** Mobility Line Training

**Lesson Objective:** Apply mobility line processing procedures.

**Description:** Trainees will understand the AEF cycle and where deployments come from. They will be able to describe the role of the AEF Center, responsibilities of a chalk commander, and what they must do to be eligible for deployment. Trainees will learn ways to prepare in advance for a deployment and the importance of preparing before reaching the mobility line.

**FT- Lesson Title:** Mobility Line Processing

**Lesson Objective:** Familiarize the trainees with how a mobility line works and initial notification “N-Hour” sequence

**Description:** Trainees will receive familiarization training on basic mobility line and the N-Hour Mission Brief by going through a mock mobility line prior to departing for AEF. The mobility line will include basics like equipment checks, legal requirements, medical records review, and receive the mission brief for their training.

**FT- Lesson Title:** C-130 Ops

**Lesson Objective:** Familiarize trainees with C-130 operations

**Description:** Through a partnership with the 908<sup>th</sup> Airlift Wing and based upon availability, trainees will participate in a C-130 training exercise.

**FT- Lesson Title:** Base Defense Field Exercise II

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

**Description:** This course is a practical exercise which will reinforce skills learned in the Base Defense Fundamentals II course with the trainee wing setting up and operating a forward operating location in a bare environment.

**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.

**FT- Lesson Title:** Tactical Road March

**Lesson Objective:** Familiarization of conducting a tactical road march

**Description:** This course is designed to orient the trainee regarding how to conduct a tactical foot march and how to react to threats during the march. Trainees progressively build stamina and endurance and tactical proficiency throughout each phase of training.

### **Air Force Combatives Program Module 1**

**AFCP- Lesson Title:** Combatives I

**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 unarmed combat skills

**Description:** Introduction to combatives safety, combat demonstration performed by instructors or trainers to gain attention and to motivate trainees. The following techniques will be covered in this lesson: stand up in base, shrimp drill, Drill I (escape the mount by elbow escape, scissors sweep, achieve the mount), Americana (bent arm bar), grappling for position and grappling for submission.

**AFCP- Lesson Title:** Combatives II

**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 unarmed combat skills

**Description:** The following techniques will be covered: Drill II (arm trap and roll to the guard, pass the guard, achieve mount from side mount), arm bar from the mount, introduction to choking, rear naked choke, grappling for submission.

**AFCP- Lesson Title:** Combatives III

**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 unarmed combat skills

**Description:** The following techniques will be covered: Drill III (arm push and roll to rear mount, baseball bat escape, pass the guard to mount), straight arm bar from the guard, grappling for submission.

**AFCP- Lesson Title:** Combatives IV

**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 unarmed combat skills

**Description:** The following techniques will be covered: Review Drills I-III, submissions, chokes, grappling for submission.

**AFCP- Lesson Title:** Combatives V

**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 unarmed combat skills

**Description:** Review Drills I-III, submissions, chokes, triangle choke, guillotine choke, grappling for submission.

**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).

# 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.

1.1 **Fitness Assessment:** Trainees will be given a baseline (PFB), two diagnostics (PFD) and an assessment (FA) during the BOT program. The FA will occur on TD-47. 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 full PFD, 24 TRS/CC may waive the FA. Trainees that have not passed by the end of the remedial period will enter the CR process. Normally, a trainee must demonstrate that they can pass the PFB or PFD before attempting the Warrior Courses. However, 24<sup>th</sup> TRS/CC may examine each failure on a case-by-case basis and make a determination on whether the trainee can safely participate in the warrior courses.

1.2 **Consolidated Written Test:** Trainees must achieve an 80% on all academic tests. Additionally, if a trainee does not maintain an 80% on the CWTs, they will be placed on SMS for additional monitoring. Trainees who fail to achieve at least an 80% average after all 3 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 all three tests. It is not the average of three 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 or three academic tests overall will be eliminated through 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 5.2.

1.5 **AEF:** The focus of AEF is leadership training and evaluation. The trainees are trained on a variety of expeditionary skills, and most 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 5.2) in this capstone leadership evaluation.

1.6 **Mid-Course TPR:** This measurement summarizes the trainee's overall performance and gives feedback for approximately the first 20 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. If a trainee fails this measurement and it was not an elimination check (EC), they will be given a remake within 12 TDs of failing the TPR (Figure 5.4). The remake, if not preceded by another EC will serve as 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 **Project X:** Trainees will participate in at least one event at the Project X Course. The trainees may be evaluated on how well they perform as a team using the evaluation sheet in Figure 5.1.

1.2 **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 5.2.

1.3 **Flickerball:** The main focus of the operation is on how well planning, leadership, followership, and teamwork are used to succeed on the playing field. Trainees will be evaluated using the LCE in Figure 5.2.

1.4 **Optimal Mast:** This classroom exercise enables the trainees to apply the leadership and management skills covered during academic classes and put them to use. Trainees will be evaluated using the LCE in Figure 5.2.

Figure 5.1 (Project X Worksheet)

PROJECT X WORKSHEET		Exercise:	
Needs Major Improvement		Needs Improvement	
		Needs Little Improvement	
<b>Clear Team Goals</b>	Did everyone in the team know what the team was trying to accomplish or achieve? (mission or goal)		
Frequent switches in direction, Frustration at lack of progress, Most did not understand the plan/task		Moderate progress, Some indecision, Some did not understand	Agrees on task, has a clear vision, Progresses well, Everyone understood the task
<b>Clear Plan</b>	Did the team have a clear and understood plan in place before starting on the task?		
Incomplete plan, Few members understood overall plan, Confusion		Partial plan, Most members understood overall plan	Clear and concise plan, Everyone understood the plan
<b>Defined Roles</b>	Did everyone understand their role and responsibility in accomplishing the task?		
Poor use of resources, Members not utilized properly, Lack of attention to detail		Some discussion of how to proceed and use individuals, Hesitance	Fully utilized resources and skills of team members
<b>Communication</b>	Did the flight communicate with each other?		
Silence, Not listening, Ignoring, Interrupting		Simultaneous talking and listening, Certain people ignored	Actively listening, Not interrupting, Exploring other's ideas
<b>Team Behavior</b>	Were beneficial team behaviors shown by the flight members?		
Fighting among members, One member dominates group discussion, Certain members ignored		Compromise Moderate participation	Group discussion, Seeking information and opinions, Everyone is involved
<b>Group Atmosphere</b>	Did the team work well together?		
Conflict, Defensive, Members withdraw, Anger, Irritation, Frustration		Complacent, Bored, Apathetic	Excited, Enthusiastic, Acceptance, Cooperation
<b>Decision-Making</b>	Did the team make decisions together?		
One person decides, Carry out decision without talking to others		Majority of group agrees, Vote and majority wins, Compromise	Unanimous agreement, Discussion if one disagrees, Consensus, Collaboration

Figure 5.2 (LCE-Front Form 2)

HOLM CENTER LEADERSHIP COMPETENCY EVALUATION													
STUDENT NAME	SQ/FLT	EVALUATOR NAME			LEADERSHIP EXERCISE	DATE							
<b>A. LEADERSHIP COMPETENCIES</b>					<b>INSTRUCTOR COMMENTS:</b>								
<b>MANDATORY REQUIREMENTS</b>													
I. CLEARLY RECOGNIZED THE MISSION/OBJECTIVE		YES	<input type="checkbox"/>	NO						<input type="checkbox"/>			
II. MAINTAINED COMMAND OF TEAM MEMBERS		YES	<input type="checkbox"/>	NO						<input type="checkbox"/>			
		<b>U</b>								<b>S</b>		<b>O</b>	
1. Developed trust and commitment through words and actions		1	2	3						4	5		
2. Delegated authority when appropriate (DID NOT ABDICATE COMMAND, see II. above)		1	2	3						4	5		
3. Displayed accountability for areas of responsibility, operation of team, and personal actions		1	2	3						4	5		
4. Demonstrated flexibility by adapting to changes		1	2	3						4	5		
5. Displayed military bearing, self-discipline, self-control, and confidence under pressure		1	2	3						4	5		
6. Articulated ideas and intent in a clear, concise, and convincing manner		1	2	3	4	5							
7. Promoted free flow of communication and solicited feedback		1	2	3	4	5							
8. Motivated and inspired team to make sacrifices and take calculated risks to achieve objective		1	2	3	4	5							
9. Maintained focus and intensity		1	2	3	4	5							
10. Developed team by fostering cohesiveness, confidence, and cooperation		1	2	3	4	5							
Score													
<b>B. DECISION ANALYSIS</b>		<b>U</b>			<b>S</b>		<b>O</b>						
1. OBSERVE		1	2	3	4	5							
2. ORIENT		1	2	3	4	5							
3. DECIDE		1	2	3	4	5							
4. ACT		1	2	3	4	5							
Score													
<b>OBSERVE</b> Recognized the correct problem Clearly stated the problem Gathered data		<b>ORIENT</b> Defined required performance levels Used brainstorming guidelines											
<b>ACT</b> Set plan into action Monitored implementation of the plan Corrected deviations from the plan Develop contingency plan(s) when needed Standardize best practices as appropriate		<b>DECIDE</b> Tested solutions against established criteria Considered the feasibility or effectiveness of the solutions Determined necessary tasks, standards, responsibilities, and milestones.											

HOLMCENTER FORM 2, 20110601

Figure 5.2 (LCE Back Form 2)

<b>C. MISSION COMPLETION</b>		YES <input type="checkbox"/>	NO <input type="checkbox"/>	<b>OVERALL GRADE</b> U <input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> H <input type="checkbox"/> O <input type="checkbox"/>	
Score	3	0			
Completion Time				Outstanding	> 64
<b>LEADERSHIP COMPETENCY SCORE</b>				High-Satisfactory	54 - 64
A. Leadership Competencies				Satisfactory	38 - 53
B. Decision Analysis				Marginal	26 - 37
C. Mission Completion				Unsatisfactory	< 26
<b>OVERALL SCORE</b>					
I have read and understand the comments regarding my performance. I do/do not wish to make a written statement.				<b>INSTRUCTOR SIGNATURE</b>	
<b>STUDENT INITIALS</b>		<b>DATE</b>			
<b>INSTRUCTOR/STUDENT COMMENTS:</b>					

HOLMCENTER FORM 2, 20110801

Figure 5.3 (Holm Center Fm 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 rebriefed; 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; consistently gripped 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 15-25	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	□	□	□	□	□		
2. Performance of duties/position	□	□	□	□	□		
3. OTS/OI knowledge	□	□	□	□	□	□	□
4. Customs and Courtesies/Drill	□	□	□	□	□	SCORE	
<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	□	□	□	□	□		
2. Assertiveness	□	□	□	□	□		
3. Self-confidence/decisive/stable/poised	□	□	□	□	□	□	□
4. Followership/team player	□	□	□	□	□	SCORE	
<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	□	□	□	□	□		
2. Responsibility/integrity	□	□	□	□	□		
3. Dress/Appearance/Image/Bearing	□	□	□	□	□	□	□
4. Motivates others/Tact/Sensitivity	□	□	□	□	□	SCORE	
<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	□	□	□	□	□		
2. Planning/organizational ability/time management	□	□	□	□	□		
3. Delegating/directing	□	□	□	□	□	□	□
4. Coordination/control	□	□	□	□	□	SCORE	
<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	□	□	□	□	□		
2. Reaction to counseling/learns from mistakes	□	□	□	□	□		
3. Adaptability to change/military training	□	□	□	□	□	□	□
4. Problem solving/Decision making	□	□	□	□	□	SCORE	
<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	□	□	□	□	□		
2. Organized/logical/complete	□	□	□	□	□		
3. Confident/articulate	□	□	□	□	□	□	□
4. Oral/written grammar	□	□	□	□	□	SCORE	
<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
<p><b>SCORING</b></p> <p><b>OUTSTANDING</b> &gt; = 90 pts -and- no performance area less than "S"</p> <p><b>EXCELLENT</b> &gt; = 75 pts -and- no performance area less than "S"</p> <p><b>SATISFACTORY</b> &gt; = 50 pts -and- "MEETS STANDARDS" in all performance categories</p> <p><b>UNSATISFACTORY</b> &lt; 50 pts -or- "DOES NOT MEETS STANDARDS" in one or more performance categories</p> <p><small>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.</small></p> <p><small>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)(5) apply.</small></p>	
<p><b>HOLMCENTER FORM 4, 20110906</b> <span style="float: right;"><small>(REVERSE)</small></span></p>	

## 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 INFORMATIVE                      PERSUASIVE			TOPIC		
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 on the OT Brain 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 PFD/A score in the class. The trainees must have participated in at least 3 fitness measurements.

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**—OTSMAN 36-2202 29 Jul 2008

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 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: PFDs and FA

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

# 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**

#### 1.1 Training Objectives

Build flight teamwork and cohesion

Inspire self confidence and enable opportunity to overcome limitations

Instill warrior ethos

#### 1.2 Specific Tasks

Attempt to complete all obstacles on the course

### **2. Assault Course-1 (Blue Thunder)**

#### 2.1 Training Objectives

Learn and apply various physical and AEF skills in a simulated ground combat environment

#### 2.2 Specific Tasks

Complete course

#### 2.3 Special Instructions

Trainees will be briefed by an instructor on the proper techniques for navigating each obstacle prior to running the course.

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

#### 3.1 Training Objectives

Build flight teamwork and cohesion

Inspire self confidence and enable opportunity to overcome limitations.

Instill warrior ethos

#### 3.2 Specific Tasks

Attempt to complete all obstacles on the course

### **4. Assault Course-2 (Vigilant Warrior)**

#### 4.1 Training Objectives

Apply and demonstrate expertise on various physical and AEF skills in a simulated ground combat environment

Instill warrior ethos

#### 4.2 Specific Tasks

Complete course

### **5. M-9 Qualification**

#### 5.1 Training Objectives

Gain familiarity with the M-9 pistol, weapon characteristics and handling, basic weapon and range safety and firing positions

Qualify on the weapon

## 5.2 Specific Tasks

Complete course

## 5.3 Special Instructions

Security Forces personnel at CATM conduct this lesson

# 6. Air Force Combatives

## 6.1 Training Objectives

Instill confidence in the trainees' ability to defend themselves, attack and subdue an enemy, develop mental toughness and provide them with a basic set of unarmed combat skills

Instill warrior ethos

## 6.2 Specific Tasks

Complete all lessons

## 6.3 Special Instructions

22 TRSS manages AF Combatives training sessions

## Section C—Mission Training/Evaluations

### 1. Project X

#### 1.1 Mission Objectives

1.1.1 Introduce “missions”

1.1.2 Build teamwork and flight cohesion

1.1.3 Reinforce problem solving process

#### 1.2. Specific Tasks

1.2.1 Introduce mission procedures

1.2.1.1 Learn standard field mission formations and procedures

1.2.1.2 Participate in flight commander briefs

1.2.1.3 Introduce safety procedures

1.2.2 Interpret and use information given in “problem”

1.2.2.1 Assign roles to team members

1.2.3 Observe strengths and weaknesses of individual team members

1.2.4 Accomplish mission

1.2.4.1 Adhere to rules of engagement

1.2.5 Introduce 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 the trainee is introduced to the LRC and Expeditionary Leadership Problem (ELP) concepts and standards. Emphasize teamwork, adherence to ROEs, safety procedures, and application of the problem solving process.

## **2. BELPS**

- 2.1 Mission Objectives
  - 2.1.1 Establish baseline leadership competencies for trainee
  - 2.1.2 Build teamwork and flight cohesion
  - 2.1.3 Apply leadership theory in a simulated combat 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 Apply leadership competencies
    - 2.2.4.1 Practice problem solving
    - 2.2.4.2 Practice management functions
    - 2.2.4.3 Practice other leadership competencies listed on the LCE
  - 2.2.5 Correctly apply / utilize Phase I AEF skills
  - 2.2.5 Practice debriefing process and standards
    - 2.2.5.1 Participate in mission debriefing
    - 2.2.5.2 Identify valid lessons learned
- 2.3 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 LDP.

## **3. Flickerball**

- 3.1 Mission Objectives
  - 3.1.1 Demonstrate leadership competencies IAW LCE
  - 3.1.2 Build teamwork and flight cohesion
  - 3.1.3 Apply leadership theory in a dynamic 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 React to moving / thinking “enemy”
  - 3.2.5 Demonstrate leadership competencies
    - 3.2.5.1 Demonstrate problem solving
    - 3.2.5.2 Demonstrate management functions
    - 3.2.5.3 Demonstrate other leadership competencies listed on the LCE
  - 3.2.6 Demonstrate debriefing process and standards
    - 3.2.6.1 Participate in mission debriefing
    - 3.2.6.2 Identify valid lessons learned

### 3.3 Special Instructions

The trainee will utilize problem solving skills to develop an operation plan to defeat an enemy in a flickerball contest. Additionally, the trainee will demonstrate proficiency in leadership competencies IAW the LCE. The evaluation in conjunction with group and individual mission debriefs will enhance the trainee's leadership skills.

## 4. LRC

### 4.1 Mission Objectives

- 4.1.1 Demonstrate leadership competencies IAW LCE
- 4.1.2 Build teamwork and flight cohesion
- 4.2.3 Apply leadership theory in a dynamic environment

### 4.2 Specific Tasks

- 4.2.1 Apply safety procedures
- 4.2.2 Interpret and use information given in "problem"
- 4.2.3 Accomplish mission
- 4.2.4 Demonstrate leadership competencies
  - 4.2.4.1 Demonstrate problem solving
  - 4.2.4.2 Demonstrate management functions
  - 4.2.4.3 Demonstrate other leadership competencies listed on the LCE
- 4.2.5 Demonstrate debriefing process and standards
  - 4.2.5.1 Participate in mission debriefing
  - 4.2.5.2 Identify valid lessons learned

### 4.3 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 individual LDP.

## 5. AEF

### 5.1 Mission Objectives

- 5.1.1 Demonstrate leadership competencies IAW the LCE
- 5.1.2 Build teamwork and flight cohesion
- 5.1.3 Apply leadership theory in a simulated combat environment

### 5.2 Specific Tasks

- 5.2.1 Apply safety procedures
- 5.2.2 Interpret and use information given in "problem"
- 5.2.3 Accomplish mission
- 5.2.4 Apply problem solving process
- 5.2.5 React to moving / thinking "enemy"
- 5.2.6 Demonstrate leadership competencies
  - 5.2.6.1 Demonstrate problem solving
  - 5.2.6.2 Demonstrate management functions
  - 5.2.6.3 Demonstrate other leadership competencies listed on the LCE
- 5.2.7 Correctly apply / utilize Phase I AEF skills

## 5.2.8 Demonstrate debriefing process and standards

### 5.2.8.1 Participate in mission debriefing

### 5.2.8.2 Identify valid lessons learned

## 5.3 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 use paintball markers and 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 - Air Force Chief of Staff  
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  
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

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## BOT LESSON PREREQUISITE LISTING

- As a general rule, the lesson index as found in chapter 3 or the training index found in chapter 4 of the appropriate course syllabus and laid out on the master course flow is the ideal flow and should be followed to the maximum extent possible. Deviations to this suggested flow should be addressed during the normal scheduling process.
- This prerequisite listing establishes a **mandatory order** for the lesson listed. These prerequisites may only be waived by the responsible curriculum area manager.
- The APTs/CWTs establish a hard break point for all schedules. Nothing may move past an APT or before the previous CWT.

### Leadership Studies Prerequisites

Lesson	Prerequisites
Problem Solving	AF Smart Operations for the 21st Century
Personal and Group Goals	Core Values and the Air Force Member
Enlisted Evaluation System	Performance Feedback, Bullet Statements with Impact
Officer Evaluation System	Performance Feedback, Bullet Statements with Impact
Evaluation Concepts	Enlisted Evaluation System
Sexual Assault Prevention and Response II	Sexual Assault Prevention and Response I ( <b>w/10 academic day gap</b> )
<i>The Caine Mutiny</i> —A Study in Dynamic Subordinancy	Air Force Leadership, Followership
<i>12 Angry Men</i>	Stress Management and Resiliency, Management Functions and Principles, Conflict Management, Power and Influence, Team Building, and Problem Solving
Leadership and Management Case Studies	All LS curriculum scheduled before CWT3 except Standards and Accountability
Standards and Accountability	All LS curriculum scheduled before CWT3
The Supervisor's In-Basket	Leadership and Management Case Studies, CWT3

### Communication Studies Prerequisites

Lesson	Prerequisites
Listening: The Neglected Skill	Listening Survey in Listening SSG (Student Reading)
Briefing Requirements	Basics of Briefing
Bullet Statement Practicum	Bullet Statements with Impact
Advocacy Brief Prep Standards	Advocacy Brief Prep

## BOT LESSON PREREQUISITE LISTING

### Warfare Studies/International Security Studies Prerequisites

Lesson	Prerequisites
Terrorism	Setting the World Stage
Joint Operations	Dept of the Air Force, Dept of the Army, Dept of the Navy, Marine Corps, The US Coast Guard
Handling Culture Shock Effectively	The Need for Cross Cultural Competence
Examining Cultural Domains	The Need for Cross Cultural Competence and Handling Culture Shock Effectively
USAFRICOM Presentations & Discussion	USAFRICOM Area of Responsibility
USECENTCOM Presentations & Discussion	USCENTCOM Area of Responsibility
USEUCOM Presentations & Discussion	USEUCOM Area of Responsibility
USNORTHCOM Presentations & Discussion	USNORTHCOM Area of Responsibility
USPACOM Presentations & Discussion	USPACOM Area of Responsibility
USSOUTHCOM Presentations & Discussion	USSOUTHCOM
Army/Navy/Marine Corps Panel Discussion	Dept of the Army, Dept of the Navy, and Marine Corps Readings
All Airpower History lessons must stay in chronological order, e.g., WWII must come after WWI, Cold War after WWII, etc.	

### Profession of Arms Lesson Prerequisites

Lesson	Prerequisites
Air Force Dress and Appearance II	Air Force Dress and Appearance I
Military Law Case Studies	Military Law
UPR Case Studies	UPR

### Field Leadership Prerequisites

Lesson	Prerequisites
Base Defense Two	Base Defense One, Base Defense One Field Exercises
Mobility Line	Base Defense One and Two, Base Defense One Field Exercises



SUGGESTED COURSE FLOW -- FOR INFORMATIONAL PURPOSES ONLY

	A	B	C	D	E	F	G	H	I	J
54										
55										
56	PT	1.00	PTD 1	1.50	PT	1.00	ACFP I	2.00	ACFP II	2.00
57	ISS-Setting the World Stage	1.00	DR-Ceremonial Drill	2.00	AS-CWT 2	2.00	ACFP I	3.00	PA-Pay Allowance & Leave	2.00
58	WS-Air Power Through The Cold War Pt I	1.00	ISS-Terrorism	2.00	AS-CWT Review	1.00	WS-Airpower in the Post Cold War	1.00	ISS-USAFACOM Area of Responsibility	1.00
59	WS-Air Power Through The Cold War Pt II	1.00	WS-Total Force	1.00	FC-Student/Staff Prep/Fdbk Time	1.00	FC-Midcourse TPR Feedback	3.00	ISS-USAFACOM Area of Responsibility	2.00
60	ISS-USCENTCOM Area of Responsibility	1.00	FT-Intro to AFCP	1.00	DR-Parade Practice 1	2.00	PA-The Enlisted Force	1.00	WS-Air and Space Power Today: GWOT	1.00
61	US-AF Equal Opportunity Program	2.00	PR-APT CWT 2	1.00	ISS-USCENTCOM Presentations & Discussion	1.00	ISS-USOUTHCOM Area of Responsibility	1.00	AD Squadron Boards	1.00
62	US Sexual Harassment Awareness	1.00			ISS-USCENTCOM Presentations & Discussion	1.00	PA-Role of Pres/Exec Branch/Congress		PA-Civilian Personnel	1.00
63	FC-Student/Staff Prep/Fdbk Time	1.00			CS-Grammar/Writing Mechanics		WS-US Coast Guard			
64	WS-AF Doctrine Video Series		WS-US Marine Corps							
65										
66	Total Hours	9.00	Total Hours	8.50	Total Hours	9.00	Total Hours	9.00	Total Hours	9.00
67										
68										
69	AFCP III	2.00	AFCP IV	2.00	AFCP V	2.00	AFCP Backup/PT	1.00	PT	1.00
70	DR-Parade Practice 2	2.00	DR-Parade Practice 3	2.00	DR-Parade Practice 4	2.00	ISS-Performance Feedback	1.00	CT-Student Sq Awards Support	1.50
71	WS-Cyberspace	2.00	US-Effective Supervision	1.00	CT-Student Sq Awards Dry Run Support	0.50	ISS-USPACOM Presentations & Discussion	1.00	CT-Commissioning Practice Support	2.00
72	WS-Joint Operations	1.00	CT-Pilot/New Orientation	2.00	CS-Bullet Statements	1.00	ISS-USPACOM Presentations & Discussion	1.00	CT-Wing Awards Dry Run Support	1.00
73	AD-Wing Boards	1.00	US-Corrective Supervision and Counseling	1.00	CS-Bullet Statements Practicum	2.00	PA-The Enlisted Force	1.00	CS-Advocacy Brief Prep	1.00
74	ISS-USFUCOM Area of Responsibility	1.00	FC-Student/Staff Prep/Fdbk Time	1.00	FC-Student/Staff Prep/Fdbk Time	1.50	ISS-USOUTHCOM Area of Responsibility	1.00	ISS-USAFACOM Area of Responsibility	1.00
75	CS-7 Steps to Effective Comm				PA-Substance Abuse Control Prgm		US-Enlisted Eval System	1.00	ISS-USFUCOM Presentations & Discussion	1.00
76							FC-Student/Staff Prep/Fdbk Time	1.00	CT-Dining Out Dry Run II	1.00
77										
78										
79	Total Hours	9.00	Total Hours	9.00	Total Hours	9.00	Total Hours	9.00	Total Hours	10.50
80										
81										
82	PT	1.00	CT-Commissioning Ceremony/Support	2.00	PT	1.00	FT-Tactical Road March	1.00	PT	1.00
83	CT-OTS Open House Support	4.00	CT-DV Reception Support	1.00	FL-Flickerball Operation I	3.00	FT-Base Defense Field Exercise I	2.00	US-Holm Center Training Manual	1.00
84	CT-Wing Awards Support	1.00	DR-Parade Support	4.00	AD-24TRS/Midcourse Feedback	1.00	FT-BT Assault Course	3.00	US-Sexual Assault Prev/Resp II	2.00
85	CT-Spouse Orientation Support	*2.00	US-Counseling and Practicum	4.00	US-Eval Concepts	1.00	FT-Small Unit Tactics Ic	1.00	AD-DD Form 21.4 Briefing	1.00
86	FL-Flickerball Ops Planning I	1.00	FC-Student/Staff Prep/Fdbk Time	1.00	ISS-USOUTHCOM Presentations & Discussion	1.00	FC-Student/Staff Prep/Fdbk Time	1.00	CT-24 TRS/CC Training Philosophy	1.00
87	CT-Dining Out Support	5.00			ISS-USOUTHCOM Presentations & Discussion	1.00			DR-MTI Expectations	1.00
88					FT-IED/UOXO ID & Reporting				ISS-USAFACOM Area of Responsibility	1.00
89									FC-Student/Staff Prep/Fdbk Time	1.00
90										
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92	Total Hours	12.00	Total Hours	9.00	Total Hours	8.00	Total Hours	8.00	Total Hours	9.00
93										
94										
95	PTD 2	1.50	PT	1.00	CT-Blue Line Support	1.00	PT	1.00	DR-Saber Training	1.00
96	US-Cyberdeveloping Airmen	1.00	AD-WINGS Data Input	3.00	AD-2d Lt ID Cards	*6.00	CS-Advocacy Brief Practice Feedback	3.00	PT	2.00
97	AD-Lower Class in processing Planning	1.00	AD-Lower Class in processing	8.00	AD-Lower Class in processing	10.00	ISS-USAFACOM Presentations & Discussion	1.00	DR-Key Personnel Training	2.00
98	CS-1 Advocacy Brief Practice	4.00					ISS-USAFACOM Presentations & Discussion	1.00	ISS-USNORTHCOM Area of Responsibility	1.00
99	PA-Prof/Unprof Relations	1.00					FC-Student/Staff Prep/Fdbk Time	1.00	FC-Student/Staff Prep/Fdbk Time	1.00
100	PA-Prof/Unprof Relations Case Study	2.00							WS-Army/Nav/Marine Corp Panel	2.00
101										
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105	Total Hours	10.50	Total Hours	12.00	Total Hours	11.00	Total Hours	7.00	Total Hours	9.00

SUGGESTED COURSE FLOW -- FOR INFORMATIONAL PURPOSES ONLY

	A	B	C	D	E	F	G	H	I	J
106										
107										
108	PT	1.00	PT	1.00	PT	1.00				
109	PA-First Officer Assignment	1.00	CS-Advocacy Brief Measurement	4.00	PA-Air & Space Exp Force	1.00	FL-Ropes Course	4.00	PT	1.00
110	US-12 Angry Men	3.00	AD-Assignment Briefing	2.00	US-Joint Ethics	1.00	Advocacy Brief Feedback	1.00	AS-CWT 3	2.00
111	AD-Smooth Move	1.00	US-Leadership & Mgmt Case Studies	2.00	US-Standards and Accountability	3.00	FT-Base Defense Fundamentals II	2.00	PA-NCO Perspective	1.00
112	FC-Student/Staff Prep/Fdbk Time	1.00	PA-Force Packaging	1.00	PR-APT CWT 3	1.00	FC-Student/Staff Prep/Fdbk Time	2.00	FC-Student/Staff Prep/Fdbk Time	1.00
113	PA-Air & Space Systems Capabilities	1.00	WS-Nuclear Operations		AD-TMO/SATO	2.00	CT-OTS/CC Perspective		CT-OTS/CC Perspective	1.00
114	US-ORM		PA-Oath of Office Reading		FC-Student/Staff Prep/Fdbk Time	1.00			PA-Intro to Wargaming	1.00
115										
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118	Total Hours	8.00	Total Hours	10.00	Total Hours	10.00	Total Hours	9.00	Total Hours	8.00
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121	PT	1.00	PT	1.00	PT	1.00	PT	1.00	PT	1.00
122	FL-LRC	4.00	FL-LRC	4.00	FL-LRC	4.00	FL-LRC Weather Backup	4.00	PT	2.00
123	US-USNORTHCOM Presentations & Discussion	1.00	PR-Comprehensive Remedial	1.00	FL-LRC Feedback	2.00	WS-Tuskegee Airmen Movie		WS-Tuskegee Airmen Movie	2.00
124	US-USNORTHCOM Presentations & Discussion	1.00	FL-LRC Feedback	1.50	CS-Advocacy Brief Remake	1.00	FC-Advocacy Brief Feedback		FC-Advocacy Brief Feedback	3.00
125	FL-LRC Feedback	2.00	US-Peer Evaluation II	1.00	FC-Student/Staff Prep/Fdbk Time	1.00	FC-Student/Staff Prep/Fdbk Time		FC-Student/Staff Prep/Fdbk Time	1.00
126	FC-Student/Staff Prep/Fdbk Time	1.00	FC-Student/Staff Prep/Fdbk Time							
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131	Total Hours	10.00	Total Hours	9.50	Total Hours	9.00	Total Hours	5.00	Total Hours	7.00
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134	PFA	1.50	PT - Individual	1.00	PT - Individual	1.00	CT-Commander's Challenge Support	2.00	FL-AEF Exercise	8.00
135	FR-Mobility Line Training	1.00	US-The Supervisor's In-basket	3.00	DR-Drill Competition Practice	2.00	FT-Mobility Line Processing	2.00	FT-Base Defense Field Exercise II	4.00
136	AD-Flight Photos	2.00	CS-Wing Brief Off	1.00	CT-Dining Out Overview	1.00	FT-C-130 Orientation Flight	2.00	FT-Base Defense Field Exercise II	4.00
137	US-The Crime Murdry	3.00	FC-Student/Staff Prep/Fdbk Time	2.00	FC-Student/Staff Prep/Fdbk Time	2.00	FT-Individual Bouts	1.50	* CT-Community Service	2.00
138	AD-EMJ/PT Board	*3.00					FT-Self Defense - Rifle Fighting	0.50	Saturday SWT	
139	AS-Comprehensive Retest	*2.50								
140	FC-Student/Staff Prep/Fdbk Time	1.00								
141										
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144	Total Hours	8.50	Total Hours	7.00	Total Hours	6.00	PA-Etiquette and Decorum (Reading)		Total Hours	12.00
145										
146										
147	FL-AEF Exercise	8.00	FL-AEF Exercise	8.00	FT-VW Assault Course	3.00	FL-AEF Exercise Weather Backup	*8.00	PT - Individual	1.00
148	FT-Base Defense Field Exercise II	4.00	FT-Base Defense Field Exercise II	4.00	CT-Dining Out Dry Run I	1.00			DR-Parade Practice 5	2.00
149									DR-Drill Competition	2.00
150									FC-Final TPK Feedback/Flickerball Ops II	2.00
151									Planning	3.00
152									PA-Virtual Staff Ride	2.00
153									US-Environmental Awareness	
154									* CT-Enlisted Heritage Hall	
155									Saturday SWT	
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157	Total Hours	12.00	Total Hours	12.00	Total Hours	10.50	Total Hours	0.00	Total Hours	10.00
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SUGGESTED COURSE FLOW -- FOR INFORMATIONAL PURPOSES ONLY

	A	B	C	D	E	F	G	H	I	J
158	57		58		59		60		61	
159										
160	PT - Individual DR-Parade Practice 6	1.00	PT - Individual DR-Parade Practice 7	1.00	PT - Individual DR-Parade Practice 8	1.00	PT - Individual AD-Pre-departure Safety Brief	1.00	CT-Commissioning Ceremony	1.00
161	AD-OTS/CC End of Course Feedback	2.00	PA-Oath of Office	2.00	CT-Student Sq Awards	2.00	AD-Records Distro	1.00	DR-Graduation Parade	1.00
162	CT-General Officer Perspective	1.00	CT-Staff/OT Mini-Mac & Flickerball Ops II	1.00	CT-Wing Awards Dry Run	1.25	CT-OTS Open House	2.00	CT-DV Reception	1.00
163	AD-Wing Boards Support	1.00	CT-Civil Air Patrol Incentive Flights	3.00	CT-Commissioning Practice	1.00	CT-Wing Awards Ceremony	4.00		
164	AD-Sign DTY Paperwork	1.00	AD-End of Course Survey	*3.00	PA-Financial Briefing	2.25	CT-Spouses Orientation	1.00		
165	AD-Sign DTY Paperwork	1.00	AD-Sexual Assault Survey	0.50	CT-Dining Out Dry Run II	1.00	AD-Supply Turn-in	*2.00		
166	CT-Grad Week Overview	1.00	CT-Student Sq Awards Dry Run	0.50		2.00	CT-Dining Out	1.00		
167	FC- Student /Staff Prep/fdbk Time	1.00						5.00		
168										
169										
170	Total Hours	9.00	Total Hours	8.50	Total Hours	10.50	Total Hours	15.00	Total Hours	3.00