



UNITED STATES AIR FORCE
NEGOTIATION
CENTER

at The Air University



COURSE COLLECTION | EDITION I



THE AIR FORCE NEGOTIATION CENTER

DIRECTOR'S WELCOME

Dear Engaged Leader,

Thank you for your interest in the Air Force Negotiation Center (AFNC). Here, in one location, you will find all of our program's courses and elective options. I encourage you to take a moment to review our instructional offerings. You will find all program requirements located within each of the college/schools' descriptions.

The AFNC is your go-to organization for education and instruction in conflict management, negotiation, mediation, and facilitation. Following a training needs analysis, AFNC faculty can tailor education and training for your team; face-to-face, on-line, or a combination of both delivery systems. Simply put, if it is not in our instructional offerings, we can design it for you.

If you would like AFNC to provide unit education or training, I encourage you to visit the AFNC's website and complete the on-line request form. A member of the AFNC team will contact you to discuss specifics based on your unique organizational needs.

Director, Air Force Negotiation Center



AIR FORCE NEGOTIATION ACADEMIC DIVISION

Welcomes you to visit

THE CAMPUS RESOURCE CENTER

Located on Maxwell AFB, the AFNC Campus Resource Center houses over 300 books, videos, and learning materials related to Military Education and Training in Conflict Analysis and Transformation, all of which are available for check-out.

60 W. Shumacher Ave.
Building 803, Room 75
Maxwell AFB, AL 36112

<https://www.airuniversity.af.edu/AFNC/Academic-Division/Campus-Resource-Center>

Table of Contents

| | |
|--|----|
| Director’s Welcome..... | i |
| Program Overview..... | 1 |
| The Air University..... | 2 |
| Leadership Faculty Staff Officers..... | 3 |
| Course Collection Descriptions..... | 4 |
| Professional Military Education | |
| Air War College..... | 4 |
| Air War College - Distance Learning..... | 5 |
| Air Command and Staff College..... | 6 |
| Squadron Officer School..... | 7 |
| Squadron Officer School - Distance Learning..... | 8 |
| Airman Leadership School..... | 9 |
| Noncommissioned Officer Academy..... | 9 |
| Senior Noncommissioned Officer Academy..... | 10 |
| Chief Master Sergeant Leadership Course..... | 11 |
| Professional Continuing Education | |
| Ira C. Eaker Center for Leadership Development..... | 12 |
| Commanders’ Professional Development School..... | 12 |
| LDC for Squadron Command: Engaged Leadership Negotiation..... | 12 |
| LDC for Group Commanders’ Seminar..... | 13 |
| LDC for Wing Commanders’ Seminar..... | 13 |
| LDC for Senior Leader Spouse Program..... | 13 |
| Personnel Professional Development School..... | 13 |
| Defense Financial Management and Comptroller School..... | 15 |
| Chaplain Corps College..... | 16 |
| First Sergeant Academy..... | 17 |
| United States Air Force - Accessions | |
| Officer Training School..... | 18 |
| USAF Reserve Officer Training Corps..... | 18 |
| United States Air Force - Additional Training | |
| Air Force Cultural and Language Center..... | 19 |
| General Officer Pre-Deployment Acculturation Course (GOPAC)..... | 19 |
| USAF Special Operations School Hurlburt Field..... | 19 |
| Air Force JAG School (AFJAGS)..... | 20 |
| General Counsel of the Air Force..... | 20 |
| Joint Knowledge Online..... | 21 |
| United States Army | |
| Army War College..... | 22 |

PROGRAM OVERVIEW

The Air Force Negotiation Center (AFNC) is the leader in training and education focused on Negotiation in a military context. Founded in 2005, the center has since expanded from delivering basic models and principles of negotiation, to distributing high quality, contextualized, classes and seminars that challenge students to go beyond the foundational knowledge of negotiation tactics and fixed strategies. AFNC is focused on ensuring today's military understands Conflict Transformation as an Engaged-Leadership activity that occurs on multiple levels, from the tactical to the strategic, and in varying spaces, from the workplace to the battlefield.

Mission

Develop negotiation capability as a critical Engaged-Leadership competency across the DoD.

Vision

To be the premier DoD research and education activity regarding conflict management, negotiation, mediation, and facilitation.

Goal

To establish the organization as a recognizable name in education and training, theories and practice, outreach, and research as it pertains to Conflict Transformation as an Engaged-Leadership activity, while also continuing to provide high quality, contextualized, and relevant courses and seminars.

CORE FUNCTIONS OF AFNC

- Education and Training
- Curriculum Development
- Research
- Conflict Transformation Publishing

AFNC COMPETENCIES

- Leaders in Military Education and Training in Conflict Analysis and Transformation at tactical, operational, and strategic/political levels.
- Teaching and Research focus on military negotiation as a unique sub-set of conflict transformation.
- Employ Air Force Continuum of Learning Model at all education levels.

RESEARCH

The Air Force Negotiation Center's research is current, relevant, and responsive. Additionally, it focuses on topics of importance to the Air Force and Department of Defense.



PROFESSIONAL MILITARY EDUCATION (PME)

PME courses are offered in the Airman Leadership Schools, Noncommissioned Officer Academy, Senior Noncommissioned Officer Academy, Chief Master Sergeant Leadership Course, Squadron Officer School, Air Command and Staff College, and Air War College.

PROFESSIONAL CONTINUING EDUCATION (PCE)

Air University (AU) provides (PCE) to the Air Force, other Department of Defense (DoD) personnel, and international students. PCE is conducted for participants in various professional fields and consists of updated knowledge and other pertinent information that will help these individuals attain broader understanding of their chosen industry.

CONFLICT TRANSFORMATION (CT)

CT encompasses many different means to resolving conflict including conflict management, negotiation, mediation, and facilitation. The AFNC provides training and education regarding how these skills may be used in varying environments, from the workplace to the battlefield.

TRAINING

As the AFNC mission has evolved in the last decade, and as additional resources have been made available, the center has been able to respond to the many requests for application-level training beyond the walls of Air University. The training provides full spectrum, including subject matter expert support, to established programs, curriculum documentation, faculty development, and guest speaker guided discussions with practical exercises.

THE AIR UNIVERSITY

AFNC is operationally aligned with Air War College, which is a supported component of The Air University (AU); as such, the AFNC is bound to adhere to the policies and procedures of AU. The following is a summary of the policies and procedures that most closely relate to the day to day operations of AFNC. For an exhaustive list, please visit AU's site at:

www.airuniversity.af.edu/Portals/10/AcademicAffairs/documents/2019-2020_AU_Catalog.pdf

Mission

Develop leaders, enrich minds, advance airpower, build relationships, and inspire service.

Vision

Be the intellectual and leadership-development center of the Air Force.

Air University (AU), headquartered at Maxwell AFB, Alabama, is a major component of Air Education and Training Command (AETC) and is the lead agent for Air Force education. AU provides the full spectrum of Air Force education, encompassing pre-commissioning programs for new officers; graduate programs in specialized military disciplines; progressive, career-long professional military development for officer, enlisted, and civilian Airmen; and specialized programs for US cabinet appointees, senior executive service (SES) civilians, and general officers. AU's professional military education (PME) programs educate Airmen to leverage air, space, and cyberspace power to achieve national security objectives. Specialized professional continuing educational programs provide scientific, technological, managerial, and other professional expertise to meet the needs of the Air Force. AU also conducts research on the evolving security environment; emerging threats; future uses for air, space, and cyberspace power; working in joint and coalition teams and multicultural environments; education; military leadership; management; and other topics that inform senior Air Force leaders and contribute to curriculum development. The university is engaged in community and public service, offering two citizenship programs: Junior Reserve Officer Training Corps and Civil Air Patrol–USAF.

ACCREDITATION

Air University is a Level V degree-granting institution accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). For questions about Air University's accreditation, contact the Commission on Colleges at: SACSCOC 866 Southern Lane Decatur, Georgia 30033-4097 | (404) 679-4500 www.sacscoc.org

PRIVACY ACT

As a federal military education institution, AU must adhere to the guidelines of the Privacy Act of 1974 to protect the confidentiality and integrity of student records. The Department of Education, Family Policy Compliance Office, considers AU a DoD Section 6 school, solely funded by the DoD under 10 United States Code (USC) Section 2164, and it is therefore exempt from the Family Educational Rights and Privacy Act (FERPA). Though not required to by law, AU complies with its basic tenets whenever possible. The university is committed to protecting, to the maximum extent possible, the right to privacy of all individuals for whom it holds information and/or records.

ACADEMIC INTEGRITY

Air University is uncompromising in its adherence to a code of ethics, morality, and conduct related to scholarship and academic activity. Values such as honesty, trust, fairness, respect, and responsibility form the basis of academic integrity. These values are fundamental elements sustaining the reputation and credibility of this institution's students and faculty, and the value of the education it delivers and the degrees it awards.

AUDITING ELECTIVE COURSES

The primary focus of AWC and ACSC faculty is on teaching PME students formally enrolled in their programs. On a noninterference basis, however, AWC and ACSC faculty members may allow individuals who are not enrolled in their programs to audit elective courses IAW AUI 36-2602, *AU Operations*.

LEADERSHIP | FACULTY | STAFF OFFICERS

KEY STAFF The Air University

Lt Gen James B. Hecker
Commander/President

Maj Gen Brad M. Sullivan
Vice Commander and Commander, Curtis E. LeMay
Center for Doctrine Development and Education

Dr. Mark J. Conversino
Chief Academic Officer

Brig Gen Jeremy T. Sloane
Commandant, Air War College

Col Evan L. Pettus
Commandant, Air Command and Staff College

Col Ricky L. Mills
Commander, Squadron Officer College/Squadron
Officer School

Col Scott W. Rizer
Commandant, International Officer School/Director,
AU International Affairs

Brig Gen Christopher J. Niemi
Commander, Jeanne M. Holm Center for Officer
Accessions and Citizen Development

Dr. Todd I. Stewart
Director/Chancellor, Air Force Institute of Technology

Col Katheryn A. Brown
Commander, Thomas N. Barnes Center for Enlisted
Education

Col Terri A. Jones
Commander, Ira C. Eaker Center for Professional
Development

Col Shawn T. Cochran
Commandant, School of Advanced Air and Space
Studies

Col Ryan D. Blake
Commandant, USAF Test Pilot School

Col Patrick J. Carley
Commander, 42nd Air Base Wing

LEADERSHIP Air War College

Brig Gen Jeremy T. Sloane
Brig Gen Sloane is the Commandant, Air War
College, Maxwell Air Force Base, Alabama. As
Air War College Commandant, the General is
responsible for the Air Force senior professional
military education institution, providing, post-
graduate senior leader education focused on
joint, multinational, multi-agency war fighting,
international security operations, air power strategy
development and national security planning.

Col Steven C. Gregg
Vice Commandant

Dr. Chris Hemmer
Dean

Col Robert Rowell
Dean of Students

LEADERSHIP AND FACULTY Air Force Negotiation Center

Lt Col Christopher M. Lacey
Director of the Air Force Negotiation Center

Sandra L. Edwards, Ph.D.
Program Manager, AFNC Curricula Advisor

Paul J. Firman
Dispute Resolution

Bill McClurg
Training

Michelle A. Osborne, Ph.D.
Institutional Effectiveness

David C. O'Meara
Education Consultant

John G. Boyles
Instructional Systems Designer

Kimberley N. Spivey
Instructional Systems Designer

Sarah Dewey
Graphic and Web Designer

Megan B. Cenidoza
Executive Support

COURSE COLLECTION DESCRIPTIONS

PROFESSIONAL MILITARY EDUCATION

Air University's (AU) professional military education (PME) schools prepare junior, mid-career, and senior commissioned officers, noncommissioned officers, selected civilians, and select international officers for progressively more responsible positions through the US Air Force and the Department of Defense (DoD). All colleges, schools, and programs operate within the framework of the Air Force continuum of education, a coordinated and integrated educational system that links curricula across AU so that each college, school, and program builds on the education provided at the previous level. AU PME courses are available through: Air War College (AWC), Air Command and Staff College (ACSC), Squadron Officer College (SOC), International Officer School (IOS), Airman Leadership School (ALS), Noncommissioned Officer Academy (NCOA), Senior Noncommissioned Officer Academy (SNCOA), and Chief Master Sergeant Leadership Course.

AIR WAR COLLEGE

www.airuniversity.af.edu/AWC

PROGRAM DESCRIPTION

The Air War College (AWC) resident program class membership includes officers from each US military service, civilian employees of federal government agencies, and officers from the international community. All US students are dually enrolled in the AWC senior-level professional military education (PME) program and the AU master of strategic studies degree program; therefore, they must meet admission requirements for the master of strategic studies degree. The AWC PME program is accredited for joint professional military education (JPME) phase II as defined for senior level colleges in the Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01E, Officer Professional Military Education Policy. International Fellows who qualify for entry in the AWC program are enrolled in the AWC senior level PME program and may choose to apply for admission to the master of strategic studies degree program. As the senior Air Force PME school, AWC annually educates about 245 resident students from all US military services, federal agencies, and 45 nations.

LEARNING OUTCOMES

Graduates are able to lead successfully as senior leaders in joint, coalition, and interagency environments, exhibiting the traits essential to the profession of arms and understand the proper role and employment of airpower capabilities;

critically analyze complex political-military issues and clearly articulate through written and oral methods solutions to influence senior level decisions; develop and shape military strategies, which, in concert with other instruments of national power, achieve national security strategic objectives; and capitalize upon diverse personal and professional relationships forged from the broader AWC educational experience.

FACULTY

The AWC's unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college's offerings while simultaneously ensuring adherence to valid educational theory and practice. Military officers also contribute depth and breadth of expertise as well as relevant, unparalleled currency in military affairs critical to the college's success.

DURATION

The resident program consists of 10 months of graduate-level study.

ELIGIBILITY

Lieutenant colonels, colonels, equivalent sisterservice, and civil service personnel. The Central Senior Service School Selection Board, Headquarters USAF, selects Air Force active duty officers who have demonstrated an outstanding potential for senior command and staff positions to attend AWC. Additionally, US Air Force Reserve (AFRES) officers, Air National Guard (ANG) officers, officers from other US military services, officers from other nations, and US federal government civilians are selected to attend by their respective personnel systems. Reference Air Force instruction (AFI) 36-2656, *Developmental Education and the Education and Training Course Announcements* (ETCA).

CORE CURRICULUM

The AWC resident curriculum includes the core curriculum and an elective program. The core curriculum consists of four major areas: leadership and ethics, international security studies, national and military strategy, and joint war fighting.

ELECTIVES IN NEGOTIATIONS

EL 6216 Role of Religion in Conflict

This course explores the complex relationship between religion, violence, and reconciliation in complex operations. As a class, students will delve into the complex nature of violence involving religious actors who espouse religious motivations and justifications, as well as investigate the roles played by religion and religious actors in conflict transformation and reconciliation.

EL 6239 Value Negotiation and Conflict in the Context of Cultural Property

Students will explore practical applications of negotiation concepts and understanding of conflict transformation. We will move rapidly beyond theory to look at realistic military challenges and complex problems. The instruction team will use cultural property protection as a historic and current vehicle to focus the need for negotiations within military conflicts and problem solving. Students will practice negotiations through the use of improvisation and hands on exercises.

EL 6238 Adaptive Conflict Management

This interactive course develops a critical understanding of and ability to apply a set of essential conflict management tools. This course not only develops negotiation and mediation skills, but also improves one's ability to critically think about the processes that people, groups, and even nation-states go through to successfully resolve conflict. Consideration is given to cross-cultural factors, time constraints, negotiation styles and strategies, and assessment of involved parties. Topics include logical analysis, group problem solving, conflict management, and methods of persuasion. This course is built around faculty and guest presentations, mini lectures, research, application and assessment exercises, as well as seminar discussions.

EL 6239 Cross-Cultural Perspectives in Negotiations

This course develops the understanding and skills needed to better negotiate conflict resolution between parties with cultural and/or organizational differences in their approach to negotiations and conflict management. Emphasis is placed on cross-cultural factors and their impact on the negotiating styles and strategies of the involved parties. Topics in the course include how different cultures view and use the concepts, processes, and intended results of a negotiation. This course is built around faculty and guest presentations, mini-lectures, application and assessment exercises, and seminar discussions.

AIR WAR COLLEGE - DISTANCE LEARNING

www.airuniversity.af.edu/eschool/AWC

PROGRAM DESCRIPTION

The Air War College Distance Learning (AWC DL) program is a senior developmental education (SDE) program. The AWC DL curriculum is based on the five core areas central to all levels of professional military education—leadership, profession of arms, warfighting, national/international security, and communication studies. As an Air Force SDE program, AWC DL provides a strategic, “air-minded” curriculum that prepares graduates to provide strategic leadership, appropriate expertise, and critical thinking in support of national security objectives.

In August 2016 the AWC DL program transitioned to a new curriculum (AWC DL 18.0) that is delivered online through a mix of self-paced courses and asynchronous facilitated seminars. This transition began the transformation of the AWC DL experience to “...develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to life-long education...” (USAF Strategic Master Plan, May 2015). The new AWC DL 18.0 curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation of online seminars by DL certified faculty, and the ability to customize the program to suit personal and professional needs.

LEARNING OUTCOMES

Graduates are able to

1. illustrate the skills required to lead successfully at the strategic level in the complex national security environment;
2. analyze the contextual requirements for the effective strategic employment of airpower;
3. comprehend the elements of successful military strategies which, in concert with other instruments of national power, support national security objectives;
4. and critically analyze complex political-military issues and clearly articulate national security strategy options.

FACULTY

The faculty for AWC DL is comprised of expert military and civilian personnel who provide a valuable mix of professional and academic experience. All faculty members have at least a master's degree.

DURATION

Students can remain enrolled in the AWC DL program for up to 60 months. All course material must be successfully completed in this time period. The time an AWC DL student takes to complete the program depends on such factors as official duties, deployments, and other

commitments. Students are encouraged to set realistic goals to proceed through the AWC DL program at a reasonable pace.

ELIGIBILITY

The eligibility criteria for AWC DL are found in Air Force Instruction (AFI) 36-2656, *Developmental Education*.

Military: The program is offered to O-5 selects and above. Persons may be active duty, Air Force Reserve (AFRES), or Air National Guard (ANG), sister-service active duty, Guard, Reserve, or Civil Air Patrol (CAP).

Civilian: Civilians may be federal civil service employees in the grades of GS 13/14/15 or comparable grade, or lab/demo employees in grades DRIII/IV.

International: International applicants must be an O-5 select or higher. International officers must request enrollment via the Air Force Security Assistance Training (AFSAT) program office.

ELECTIVES IN NEGOTIATIONS

WAR 705S Negotiations in the Military Environment

This course provides an overview and understanding of the negotiation process. Its purpose is to better equip the student to apply negotiation skills to the military and US government operational and work-place environments. While the distance learning format does not provide “hands-on” negotiation exercises, it exposes the student to the day-to-day realities of negotiation. The student will discover that even in a hierarchical and well-defined military organization, negotiation is a normal and daily process. Furthermore, today our political and military leaders demand that military members operate successfully in more non-traditional and cross-cultural environments. This course will teach the student about these and other processes which will enhance senior leader skills and improve mission effectiveness across many environments.

AIR COMMAND AND STAFF COLLEGE

www.au.af.edu/ACSC

PROGRAM DESCRIPTION

The Air Command and Staff College curriculum is designed to develop higher-order thinking within the context of the war-fighting profession by challenging students to think critically and exercise a combination of analytical and practical tools required of field grade officers serving in operational-level command headquarters staff positions. ACSC courses emphasize applying airpower in joint campaign planning and the operational art of war.

The primary form of instruction in the resident program is through seminars held in specially designed rooms featuring closed-circuit television, an array of multimedia equipment, and student access to a collegewide computer network and the Internet. Students receive more than 80 books to expand their professional knowledge and a personal laptop computer to keep track of the academic schedules, online reading assignments, examinations, research, and other writing requirements throughout the academic year.

LEARNING OUTCOMES

Graduates are able to lead and command in complex, dynamic, and ambiguous operational environments; apply military theory in general and airpower theory in particular to the development of operational-level strategies; plan for the integration and employment of joint forces at the operational level in whole-of-government operations across the spectrum of war and conflict; articulate capabilities and limitations of service and joint organizations in the conduct of war at the operational level; apply research methodologies and critical-thinking skills to analyze issues of concern to the war fighter and/or broader defense community; and forge professional relationships which facilitate efficient, effective, and collaborative accomplishment of assigned tasks.

FACULTY

ACSC employs a blend of expert faculty members exceptionally qualified to accomplish its mission and goals. The college’s unique mission requires a distinctive mix of faculty qualifications and credentials. Traditional civilian academics provide the depth and breadth of subject-matter expertise to guarantee the academic rigor of the college’s offerings while simultaneously ensuring adherence to validated pedagogical theory and practice. Military officers contribute critical military and operational perspectives, as well as unparalleled currency and expertise, to the subject matters addressed.

DURATION

The resident program consists of 10 months of graduate-level study. As the center for US Air Force intermediate developmental education (IDE), and as a joint-accredited institution for providing the first phase of joint PME, ACSC annually educates approximately 500 students from all US military services, selected federal agencies, and international officers from over 60 different nations.

ELIGIBILITY

Air Force candidates who attend ACSC's resident program are selected in conjunction with their O-4 promotion boards. A central PME selection board, with major command input, selects the actual college class from these candidates based on their demonstrated potential for assignment to key field grade command and staff positions. Sister-service O-4, O-4 select (or equivalent rank), and GS-12 and GS-13 government civilians are eligible to attend ACSC and are selected by their respective personnel systems.

ELECTIVES IN NEGOTIATIONS***RE 5307 Adaptive Conflict Management***

This highly interactive course develops a critical understanding of and ability to apply a set of essential conflict management tools. This course develops not only your negotiation and mediation skills, but also improves your ability to critically think about the processes that individuals, groups, and even nation-states go through to successfully resolve conflict.

RE 5309 Cross-Cultural Perspectives in Adaptive Negotiations

This course develops the understanding and skills needed to better negotiate conflict resolution between parties with cultural and/or organizational differences in their approach to negotiations and/or conflict management. Emphasis is placed on cross-cultural factors and their impact on the negotiating styles and strategies of the involved parties. Topics in the course include how different cultures view and use the concepts, processes, and intended results of a negotiation.

RE 5537 Role of Religion in Conflict

This course explores the complex relationship between religion, violence, and reconciliation in complex operations. As a class, students will delve into the complex nature of violence involving religious actors who espouse religious motivations and justifications, as well as investigate the roles played by religion and religious actors in conflict transformation and reconciliation.

RE 5347 Value Negotiation and Conflict in the Context of Cultural Property

Students will explore practical applications of negotiation concepts and conflict transformation. We will move rapidly beyond theory to look at realistic military challenges and complex problems. The instruction team will use cultural property protection as a historic and current vehicle to focus the need for negotiations within military conflicts and problem solving. Students will practice negotiations through the use of improvisation and hands on exercises.

SQUADRON OFFICER SCHOOL

www.airuniversity.af.edu/SOS

PROGRAM DESCRIPTION

The Squadron Officer School (SOS) resident program is a PME course targeting four to seven year Air Force captains, select Department of the Air Force civilians of equivalent grade, and international officers. The postgraduate level curriculum covers four core learning areas (joint warfare, critical thinking and ethical reasoning, team building, and leadership). Throughout the SOS program, students apply the four core learning areas through experiential exercises, written assignments, briefings, and personal and collaborative reflection culminating in a capstone event for each core learning area.

Through these experiences, students learn to adapt their leadership competencies in the context of the Full Range Leadership Model and reflect on how to build and sustain relationships of trust. Students demonstrate not only how they fit into the Air Force, but also how their service supports joint, national, and international operations through AF Core Missions. Instruction is illustrated and reinforced through examples from military history, current events, and doctrine. SOS students are challenged to use logical and ethical reasoning in a team environment to provide innovative solutions to critical issues affecting the Air Force and Department of Defense.

LEARNING OUTCOMES

Graduates are able to understand personal, service, and joint force structure in warfare; leverage logical and ethical reasoning to overcome challenges; understand how to build and sustain relationships of trust; and apply leadership competencies given a variety of situations.

FACULTY

The SOS resident program is developed, maintained, and supervised by faculty members in association with select Air Force officer instructors, academic program managers, and curriculum developers. The curriculum is delivered by selected Air Force officer instructors trained by the Squadron Officer School's faculty development program in theories and principles of adult education.

DURATION

The SOS program is delivered in 32 academic days.

ELIGIBILITY

The SOS program targets all active-duty captains with at least four but less than seven years total active federal commission service (TAFCS), AFRES and ANG captains or captain selects, select GS 9–12 (and equivalent) civilians with two years of Air Force civil service experience, and a limited number of international officers. Reference AFI 36-2656, *Developmental Education*.

ELECTIVES IN NEGOTIATIONS***The Art of Negotiation***

The primary purpose of this lesson is to expose students to the basic concepts of Interest-Based interaction to achieve mutually beneficial gains, and to achieve more productive influence by fostering an atmosphere of collaborative relationships. In today's complex environments, the need to work within more peer-based relationships, and the need to communicate across service, joint, interagency, and coalition environments point to the value of acquiring negotiating skills.

**SQUADRON OFFICER SCHOOL
DISTANCE LEARNING**
www.airuniversity.af.edu/eschool/SOS

The Squadron Officer School Distance Learning (SOS DL) program is the Air Force's primary developmental education (PDE) program and is designed to advance the professional development foundation provided by the accessions programs. The SOS DL curriculum is based on Air Force and joint professional military education publications for subject matter content in leadership, communication, profession of arms, warfare, and international security areas of study. As an Air Force program, SOS DL seeks to provide an "air-minded" curriculum that prepares graduates for greater responsibilities at the squadron level while also building critical thinking skills in the application of airpower for national security goals and objectives. The SOS DL 2.0 program includes a robust mix of self-paced and asynchronous facilitated courses. This program continues the transformation of officer PME and the SOS DL experience to "...develop Airmen who are critical and creative thinkers by implementing an agile, individually tailored approach to lifelong education..." (USAF Strategic Master Plan, May 2015). The SOS DL 2.0 curriculum provides students with peer-to-peer interaction and collaboration opportunities, facilitation by DL certified faculty, and the ability to customize the program to suit personal and professional needs.

LEARNING OUTCOMES

Graduates are able to

1. apply critical-thinking and communication skills to address contemporary military issues;
2. understand the moral foundation of military service and how this informs ethical leadership in the profession of arms;
3. apply leadership theories and models to the practice of leading teams/units in complex, dynamic, and ambiguous tactical environments;
4. understand the historical context of military and airpower theory, and how these inform the employment of joint forces in the international security environment;
5. analyze how airpower contributes to military operations in the joint, interagency, intergovernmental, and multinational (JIIM) environment, in support of national security aims; and
6. comprehend concepts (theories, models, analytical frameworks, etc.) and issues relevant to the military profession.

FACULTY

The SOS DL 2.0 faculty is comprised of expert military and civilian personnel who provide an invaluable mix of professional and academic experience. All faculty members have at least a master's degree and many hold a doctoral degree.

DURATION

The SOS DL 2.0 program must be completed within 5 years of initial enrollment. SOS DL 2.0 targets the development of personnel at the captain (O3) level (or civilian equivalent). Also, the window of opportunity for most personnel to complete primary developmental education (PDE) is fairly short with promotions and associated eligibility for intermediate developmental education (IDE) coming quickly.

ELIGIBILITY

The eligibility criteria for SOS DL are found in Air Force Instruction (AFI) 36-2656, *Developmental Education*. Eligibility remains the same for SOS DL 2.0 as was for the legacy program (MSOS00022).

1. Active-duty line-of-the-Air Force (LAF) captains are prohibited from enrolling in the SOS DL course until seven years TAFCS.
2. Active-duty LAF-J, HC, and NC officers are prohibited from enrolling in SOS DL until three years' time-in-grade as a captain.
3. Active-duty MSC and BSC officers are prohibited from enrolling in SOS DL until two years' time-in-grade as a captain.
4. Active-duty MC and DC officers may enroll in SOS DL on or after their date of rank to captain.

5. Air National Guard and Air Force Reserve officers may enroll in SOS DL upon their selection to captain.
6. Federal civilian employees in the grades of GS-9 to GS-12, DCIPS PB2, and NAF 3/4 who possess regionally-accredited baccalaureate degrees.
7. Sister-service officers in the grade of O-3 may enroll.
8. Officers who complete the resident SOS program are prohibited from enrolling or reenrolling in the SOS DL course.

ELECTIVES IN NEGOTIATIONS

LDR 802S Negotiations in the Military Environment

This course introduces basic negotiation theory and its utility in the military context. It provides an overview of proven negotiations concepts and fundamental models. Students will employ interactive DL tools to reinforce those concepts.

AIRMAN LEADERSHIP SCHOOL

www.au.af.edu/Barnes/Airman-Leadership-School

PROGRAM DESCRIPTION

The Airman Leadership School (ALS) CCAF-affiliated course consists of 192 hours of resident classes. Each student earns nine hours of undergraduate credit upon successful completion of the course.

ALS is the critical foundation of enlisted professional military education (EPME) and focuses on developing leadership skills required of first-line supervisors and reporting officials. The ALS program's mission is to prepare Senior Airmen to be professional, war fighting Airmen who can supervise and lead Air Force work teams to support the employment of air, space, and cyberspace power. To maximize and enhance the program's effectiveness, the course is comprised of four outcomes: The Mission, Leadership, Problem Solving, and Air Force Culture. There are 23 individual lessons incorporated into these outcomes. To determine whether students achieve the rigorous educational requirements and objectives outlined in the program, students participate in various discussions, group activities, in-class exercises, and complete assigned performance tasks. The students' mastery of these outcomes are assessed via a Capstone exercise.

ALS is conducted at 68 active-duty Air Force bases worldwide and one ANG base located in the United States. More than 350 ALS instructors facilitate a dynamic and rigorous standardized curriculum. The program is student-centered, and the curriculum is designed around the various types of adult learners. The curriculum also develops students' professionalism and critical-thinking

skills.

LEARNING OUTCOMES

ALS produces graduates who are able to communicate their contribution to the wing and Air Force missions; collaborate and connect with members of the Air Force team; apply cognitive strategies to solve Air Force problems; and exhibit the Air Force core values and instill them in others.

FACULTY

The ALS faculty are required to have an associate's degree (or fall within one year of completion) and must complete the Enlisted Professional Military Education Instructor Course (EPMEIC) before assignment to an EPME school or academy. Faculty must complete a 180-hour internship during their first year of assignment at their respective schools.

DURATION

The ALS program is delivered in 24 academic days.

ELIGIBILITY

Refer to AFI 36-2656, *Developmental Education*, for ALS eligibility criteria.

INSTRUCTIONAL AREA

Problem Solving

This course enables students to understand how to approach problem solving situations, how to apply a solution framework, and how to apply cognitive strategies to solve Air Force problems. Broad categories in this area include critical thinking, decision making, change management, continuous improvement, and negotiating.

NONCOMMISSIONED OFFICER ACADEMY

www.airuniversity.af.edu/Barnes/NCOA

PROGRAM DESCRIPTION

The Air Force Noncommissioned Officer Academy (NCOA) Intermediate Leadership Experience (ILE) is a resident CCAF-affiliated course that consists of 198 classroom hours. The ILE prepares NCOs for increased leadership responsibilities in the joint, combined, and interagency operating/strategic environment. Specifically, the NCOA ILE educates NCOs to help them become adaptable, critically thinking, and strategically relevant leaders in their operating environment. During the ILE, students apply their understanding of NCO DLC concepts as well as additional concepts they learn in the resident course.

LEARNING OUTCOMES

NCOA ILE prepares NCOs to demonstrate effective leadership behaviors for midlevel supervisors/managers; exhibit the embodiment of Airman culture (for example, ethical leadership, followership, and self-development); demonstrate appropriate verbal, written and listening skills to communicate effectively as a mid-level supervisor/manager; and prove their ability to adapt leadership behaviors and to think critically in complex and ambiguous environments as a mid-level supervisor/manager.

FACULTY

The NCOA faculty are required to have an associate's degree (or fall within one year of completion) and to complete the Enlisted Professional Military Instructor Course (EPMEIC). Within the first year of teaching, faculty must complete a 120-hour internship at the school.

DURATION

The NCOA program is delivered in 25 academic days. The 10 academies around the globe hold up to seven classes each year educating 6,500 NCOs.

ELIGIBILITY

NCOs from the total force, active-duty Air Force, selected AFRES, and ANG may attend the resident NCOA. The Air Force Military Personnel Center identifies and notifies active-duty students for ILE attendance. Air Force students must meet Air Force standards. All students must complete NCO DLC in order to attend the resident program. Reference AFI 36- 2301, *Developmental Education* for additional information.

INSTRUCTIONAL AREA***Module 8: Effective Negotiations***

The core chapters are Diversity, Cross-Cultural Awareness, and Negotiation. The purpose of this module is for students to analyze effective negotiation concepts and skillsets that enhance NCO effectiveness in garrison, deployed, and cross-cultural environments, and to develop these skillsets in a safe learning environment. All terms and concepts included within this module support one's ability to effectively negotiate.

**SENIOR NONCOMMISSIONED
OFFICER ACADEMY ADVANCED
LEADERSHIP EXPERIENCE**
www.au.af.edu/Barnes/SNCOA

PROGRAM DESCRIPTION

The Air Force Senior Noncommissioned Officer Academy (AFSNCOA) Advanced Leadership Experience (ALE) is a resident CCAF-affiliated program that consists of 200 classroom hours. The ALE prepares SNCOs for increased leadership responsibilities in the joint, combined, and interagency operating/strategic environment. Specifically, the AFSNCOA ALE educates SNCOs to help them become adaptable, critically-thinking, and strategically relevant leaders in their operating environment. During the ALE, students build upon their understanding of concepts they learn in the resident program.

LEARNING OUTCOMES

SNCOA ALE program prepares SNCOs to apply leadership and management principles to supervise and lead the organizational enlisted force as a senior-level supervisor, organizational leader and/or program manager; apply communication principles to effectively communicate as a senior level supervisor, organizational leader and/or program manager; apply profession of arms and military studies principles necessary to, interpret, implement, model and correct professional military attributes as a senior-level supervisor, organizational leader and/or program manager; and apply military capabilities and Air Force enterprise perspectives as senior level supervisor, organizational leader, and manager.

FACULTY

Faculty members are required to have an associate's degree (or fall within one year of completion) and to complete the EPMEIC before instructing at the academy. Within the first year of teaching, faculty must complete a 120-hour internship at the school.

DURATION

The AFSNCOA program is delivered in 25 academic days. There are six classes each year with 300 to 350 students in each class.

ELIGIBILITY

SNCOs from the total force, active-duty Air Force, selected AFRES, and ANG may attend the resident AFSNCOA. Selected Navy, Coast Guard, and international military personnel also attend on a limited basis. Active-duty Air Force personnel must have at least one year of retainability following graduation. The Air Force Military Personnel Center identifies and notifies active-duty students for ALE program attendance. Air Force students must meet Air Force standards. Students from other services must meet their service's standards. Reference AFI 36-2656, *Developmental Education*, for additional information.

INSTRUCTIONAL AREA***Module 6: The Influential Mediator***

The core lessons are negotiations and cross-cultural competence. This module ensures senior enlisted leaders (SELs) are prepared to formulate alternatives that can win others' acceptance, resulting in the selection of the most appropriate outcomes while simultaneously maintaining positive, longterm relationships and sustaining mission focus.

**CHIEF MASTER SERGEANT
LEADERSHIP COURSE**
www.au.af.edu/Barnes/CMSA

PROGRAM DESCRIPTION

The Chief Master Sergeant Leadership Course (CLC) is a resident non-CCAF affiliated program that consists of 160 classroom hours. The CLC is the capstone and pinnacle level of enlisted professional military education (EPME). The CLC provides Chief Master Sergeants the education to bridge strategic vision into tactical execution. Throughout the program, the CLC emphasizes critical thinking and an enterprise-level view in order to educate, inspire, and develop Chief Master Sergeants into strategic-level leaders who effectively lead, manage, and mentor lethal and ready organizations. Chiefs will attend the CLC within approximately two years of receiving their promotion line number. The new Chiefs will continue to build on foundational, strategic-level leadership competencies invaluable to fly, fight, and win across the full-spectrum of conflict and all domains of military power.

LEARNING OUTCOMES

CLC prepares Chief Master Sergeants to critically analyze competencies and develop strategies to lead the enlisted force through uncertain environments; develop awareness of self and others that fosters continuous learning and strengthens the profession of arms; cultivate strategic and professional relationships and inspire collaboration

to effectively accomplish the mission; and create and deliver strategic communication to inform and encourage superiors, subordinates, and the public.

FACULTY

The teaching staff of the CMSgt Leadership Course is composed of highly experienced active duty Chief Master Sergeants, along with former senior enlisted members (primarily retired Chief Master Sergeants) who hold a minimum Masters level academic and/or instructional credentials. Instructor selection is determined by professional experience, academic background, and faculty qualification as an instructor. To enhance facilitation and teaching skills, instructors are required to complete periodic professional development training.

DURATION

Completion of the course is delivered in 20 academic days. The CLC conducts seven classes per year with 96 to 108 students in each class.

ELIGIBILITY

Chief Master Sergeants from the total force – active duty Air Force, selected AFRES, and ANG may attend the CLC. The course is mandatory for active duty Chiefs. Active duty Air Force personnel must have at least one year of retainability following graduation. The Air Force Military Personnel Center identifies and notifies active duty students for CLC attendance. Chiefs must meet Air Force standards. Selected AFRES and ANG Chiefs are scheduled through their unit training manager. Reference AFI 36-2301, *Developmental Education*, for additional information.

INSTRUCTIONAL AREA***Module 4: Synchronized Engagement***

The Synchronized Engagement module consists of three lessons: Strategic Mindset, Strategic Communication, and the Art of Negotiation, which focuses on the Negotiation Style Preferences.

PROFESSIONAL CONTINUING EDUCATION

PCE is conducted for participants in various professional fields and consists of updated knowledge and other pertinent information that will help these individuals attain broader understanding of their chosen industry.

**IRA C. EAKER CENTER FOR
LEADERSHIP DEVELOPMENT**
www.airuniversity.af.edu/Eaker-Center

The Eaker Center supports the Air Force mission by providing functionally-aligned technical training and professional continuing education to Air Force and other Department of Defense (DoD) personnel, as well as offers civilian undergraduate education. The center is composed of four primary schools: Commanders' Professional Development School, USAF Chaplain Corps College, Defense Financial Management and Comptroller School, and the AF Personnel Professional Development School.

Professional continuing education and technical training are critical components for preparing tomorrow's Airmen and DoD personnel to meet the challenges of a volatile and dynamic world environment. Eaker Center courses are designed to establish, improve, and institutionalize enduring functional competencies, as well as develop individual leadership and management skills.

**COMMANDERS' PROFESSIONAL
DEVELOPMENT SCHOOL**
www.airuniversity.af.edu/Eaker-Center/CPDS

PROGRAM DESCRIPTION

Prepare attendees for duty as wing commanders, vice wing commanders, group commanders, senior materiel leaders, incident commanders, and emergency operations center directors. Also prepares selected individuals for future leadership opportunities at the squadron level. The school helps attendees deal with critical leadership and management challenges. The Wing Commanders' Seminar, Group Commanders' courses, Senior Materiel Leader Course, Senior Leader Mission Generation Course, and Wing Executive-Level Response Course convene six times each year, and the Emergency Operations Center Director Course convenes seven times a year at Maxwell AFB and once each year at Wright Patterson AFB.

LEARNING OUTCOMES

Prepare updates on critical issues affecting Air Force members, their people, their mission, and their individual roles and responsibilities. Summarize pertinent information

on leadership and ethical considerations in the decision-making process. Give examples of practical skills that may be used to enhance the immediate effectiveness of new commanders.

FACULTY

Commanders' Professional Development School (CPDS) faculty members must possess a bachelor's degree (in any discipline) and two or more years' experience in a relevant functional command assignment.

DURATION

The Wing Commanders' Seminar is one week long, and the Group Commanders' courses last two weeks.

ELIGIBILITY

The Air Force Colonels Group determines attendance at the Wing Commanders' Seminar and the Group Commanders' courses. Attendance at the Emergency Operations Center Director Course is mandatory for USAF personnel designated as emergency operations center directors and emergency operations center managers. The course is optional for security forces commanders, operations officers, flight chiefs, command inspector general team chiefs, installation exercise evaluation team chiefs, and senior fire officers.

COURSE DESCRIPTIONS

Leadership Development Course for Squadron Command: Engaged Leadership Negotiation

In this CSAF directed course the AFNC provides a one hour block titled "Negotiation – Engaged Leadership". This period of instruction consists of informal lecture, facilitated discussion, and group exercises to illustrate key teaching points. The proposed placement within the seven-day course allows a smooth and educationally sound transition from the general *know yourself and know your organization* phases to the *now how* would I employ this information and execute at squadron level. The topics addressed reflect the most current thought materials that place trust as the key foundational individual and organizational element of successful units – both in the military and in the industrial arenas, but especially unique to the military subculture. The facilitator will guide student understanding that squadron commanders function as primary developers of Airmen as innovators who continuously search for creative methods of improving themselves and their Air Force.

As teachers and developers, squadron commanders will understand more fully the psychology and the social science of motivational behaviors that are open and visible as well as those hidden. Practical exercises are injected that engage students by testing their influence and

persuasion skills in a non-threatening environment. Finally, the presenter provides motivational language to encourage commanders to never be satisfied with their personal level of development and skill to engage with others to build stronger/smarter Airmen as our Air Forces most lethal weapon.

Leadership Development for Group Commanders' Seminar

This two-week course provided by the Eaker Center for continuing professional education engages with those chosen for assignment as Group Commander or Vice Wing Commander. The negotiation session consists of an informal lecture followed by a question and answer session. The session actively involves the students in the lesson by clarifying, illustrating, and discussing effective negotiation techniques as they relate to senior leaders, peers, subordinates, functional interactions, and the local community. The focus is on the importance of this topic as it relates to the group commander and attempt to actively involve the students in the lesson through clarifying, illustrating, and discussing specific aspects of the subject. Students will be encouraged to actively participate and ask relevant questions throughout the presentation to reinforce comprehension of the material presented.

Leadership Development for Wing Commanders' Seminar

This two-week course provided by the Eaker Center for continuing professional education engages with those chosen for assignment as Wing Commander. The negotiation session consists of an informal lecture followed by a question and answer session. The session actively involves the students in the lesson by clarifying, illustrating, and discussing effective negotiation techniques as they relate to senior leaders, peers, subordinates, functional interactions, and the local community. The focus is on the importance of this topic as it relates to the group commander and attempts to actively involve the students in the lesson through clarifying, illustrating, and discussing specific aspects of the subject. Students will be encouraged to actively participate and ask relevant questions throughout the presentation to reinforce comprehension of the material presented. Throughout the class the basic, universal, language of negotiation is reinforced as a critically needed skill at the senior leader level.

Leadership Development for Senior Leader Spouse Program

The spouses of the Group and Wing Commander Seminars are provided separate curriculum that directly relates to their roles as part of the senior leadership team. During the Negotiation Center's presentation, these spouses are primarily introduced to the basic concepts and principles their husbands and wives are being exposed to in their training blocks. The key concepts include dealing with difficult people, influence and persuasion techniques, and reinforce negotiation practices in ethical decision making. Participative exercises are included through the class.

**PERSONNEL PROFESSIONAL
DEVELOPMENT SCHOOL**
www.airuniversity.af.edu/Eaker-Center/AFPPDS

PROGRAM DESCRIPTION

The Air Force Personnel Professional Development School (AFPPDS) has a dual mission to provide functional development for personnel officers and the enlisted and civilian force support communities along with enterprise-wide force development for all Air Force civilian employees based on an integrated continuum of learning consisting of in resident and distance learning courses. Our vision is to be the premier Air Force school in the education and continuing development of Air Force leaders.

SCHOOL OVERVIEW

AFPPDS is located at Maxwell Air Force Base, Alabama and is responsible for development of the entire 38P personnel officer and force support civilian employee career fields, as well as supervisory and leadership development for civilian employees across the entire Air Force, regardless of career series. Our educators accomplish this diverse mission-set through a myriad of professional continuing education courses that reach over 21,000 students annually, both in-resident and distance learning courses. AFPPDS develops leaders, managers, and supervisors one student at a time. The school has been in existence since 1965. The Force Support Development Division is responsible for providing current and relevant functional professional continuing education for the 38P personnel officer, force support civilian employees and manpower, personnel and services enlisted personnel. This division concentrates on foundational education that supports officers and civilians across the range of their career, from the time they enter the career field, until they separate or retire. Many courses focus on developing competencies that allow leaders to succeed in a contingency environment, as well as the challenges of operating in Force Support Squadron leadership positions, or at various staff levels to include Headquarters Air Staff,

Secretariat, A1 HAF Field Operating Agencies, MAJCOM, or Joint and OSD-levels. Courses are also offered in various specialties to include mortuary, protocol, Airmen and Family Readiness, manpower staff officer, equal opportunity, sexual assault response and victim advocates, and civilian personnel courses. The Air Force Workforce Development Division focuses on the delivery of in-resident, self-paced, and instructor-led distance learning courses. This division provides in resident and distance learning education to USAF civilian employees across the entire Air Force, irrespective of career field. The major focus areas are acculturation, leadership, and supervisory/managerial development.

This division is also responsible for the Air Force's only degree program specifically targeted toward civilian employees. The Associate of Applied Science Degree in Air Force Leadership and Management Studies accepts 90 students annually for enrollment as part of the annual Civilian Development Education call. The Resources, Support and Technology Integration Office reports directly to the Director, AFPPDS, and is responsible for the entire range of support services necessary for the functioning of the school and execution of the school's course load. This division is responsible for managing the school's budget and provides contract oversight for several contracted support functions. Additionally, the division provides direct course support necessary to ensure students are scheduled and enrolled in each course, have appropriate lodging, if attending in-residence, and receive credit for successful completion. Finally, this division is responsible for researching, testing, integrating, and implementing new instructional technology. The goal of the AFPPDS is to provide professional continuing education that meets the needs of both functional and Air Force leaders, as well as our diverse student population. Additionally, we ensure that our program of education is in alignment with the vision and strategic plan of Air University and other relevant organizations.

COURSES

Courses offered within AFPPDS fall within each of the major academic program areas and support achievement of the Program Learning Outcomes (PLOs) established within each program area.

ELIGIBILITY

Requirements for participants vary for each course. Students can locate the course requirements on the Air Force Portal.

COURSE DESCRIPTIONS

MAFHRMS 428 Developing Team Leader Course and Webinar

This blended course combines distance learning with an in-resident portion (44 hours DL/4 days in-residence) and is designed to enable civilian personnel to acquire the institutional competencies needed to transition into team leaders. Students graduating will comprehend the core team leader skills and competencies required for future responsibilities, including strategic direction, problem solving, leadership communication, conflict management, and team leader principles. Students will be assessed as to their understanding of the stated learning objectives using practical exercises, reflection papers, discussion board posts, self-assessments, traditional assessments, and completion of a capstone project. This elective course targets Air Force civilian employees and enrollment is selective and managed through the annual Civilian Developmental Education process.

MAFHRMS 126 Basic Mediation Course

This resident course provides basic training to individuals who will serve as mediators for the Air Force. The curriculum includes the presentation of current Air Force policy, the mediation process, interest-based negotiations, Air Force ethical guidelines for mediators, confidentiality in mediations, standards of conduct for mediators, and settlement drafting guidelines. This course is intended for civilian or military individuals who will mediate civilian disputes.



See page 23 for more information!

**DEFENSE FINANCIAL MANAGEMENT
AND COMPTROLLER SCHOOL**
www.airuniversity.af.edu/Eaker-Center/DFMCS

PROGRAM DESCRIPTION

The Defense Financial Management and Comptroller School (DFM&CS) has developed a continuum of DoD financial management education focused on developing broad comptroller skills, including critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and effective communications. The educational experience is achieved through auditorium presentations, interactive seminars, networking, small group discussions, and facilitated exercises. The continuum is comprised of three courses: the Defense Financial Management Course (DFMC), the Defense Decision Support Course (DDSC) and the Air Force Professional Financial Management Course (AF PFMC). These courses bridge the gap between technical functions and broad financial management (FM) leadership responsibilities. The students must actively participate, formulate individual and group goals, and successfully complete homework and test requirements. The courses are challenging, and graduates of the DFMC receive graduate-level credit for their work. All three courses are accredited by the National Association of State Boards of Accountancy (NASBA) and are aligned with, and formally mapped to, the DoD Financial Management Certification Program.

LEARNING OUTCOMES

Common to all DFM&CS Courses, students must demonstrate the ability to advise senior leaders by using enhanced strategic decision-support techniques; apply new techniques and concepts to improve personal leadership and interpersonal skills; explain the impact of organizational relationships on the DoD mission; and appreciate the diverse FM disciplines within DoD.

FACULTY

Instructors at the DFM&CS possess a graduate level degree in finance, accounting, or a related academic field, and at least three years of experience in financial/resource management or similar area. Currently the faculty includes members representing the Army, Navy, and the Air Force.

DURATION

The DFMC consists of approximately 20 hours of distance learning work (a combination of online work and written requirements as specified) followed by 14 academic days in-residence at Maxwell AFB. The DDSC is four academic days and may be scheduled as a resident course at Maxwell AFB or as a mobile course conducted upon request at installations throughout the world. The AF PFMC consists

of approximately 15 hours of pre-course work followed by 17 academic days in-residence at Maxwell AFB.

ELIGIBILITY

The target grades for DFMC students are O-4 and above, GS-12 and above, and E-8 and above (Air Force E-9s are not eligible for DFMC). O3s, GS-11s, and E-7s are authorized to attend by exception only. The target audience for the DDSC varies depending on the location. To assist in managing throughput and funding, the target audience for resident DDSC classes is the same as the target audience for DFMC. To help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. Students selected for this course should already possess a broad knowledge of the DoD FM environment, a strategic perspective, and above-average critical/creative thinking and communication skills (oral and written). The target audience for the AF PFMC is Air Force personnel, O-3s (but will consider others based on leadership input), GS-09 to GS-13, and E-7s who have completed SNCOA.

COURSE DESCRIPTIONS***MLMDC 503 Defense Financial Management Course***

This blended learning curriculum focuses on developing skill sets for students who will eventually be placed in senior leader FM roles. Those enrolled in the course will become graduate students while in attendance. As such, they will complete various homework readings and assignments. They must actively participate in seminar discussions and complete various writing and speaking requirements to enhance their communication skills, including a decision brief to a senior leader on an issue with recommended course of action. The course combines seminar discussions, faculty lectures, distinguished guest speakers, and experiential learning to allow students to sharpen their skills for leading teams, leading change, managing conflict, critical thinking, strategic orientation, networking, communication, and advising senior leaders. Successful completion of this course and all pre-requisites fulfills all educational requirements for DoD FM Level 3 certification.

MLMDC 505 Professional Financial Management Course: Conflict Resolution

This blended learning curriculum focuses on developing skill sets for students who will make our workforce more valuable to commanders and senior leaders. As such, they will complete various homework readings and assignments. They must actively participate in seminar discussions, complete a group Business Case Analysis (BCA) project, accomplish two individual oral presentations, and a group presentation on their BCA project. The course combines

small group discussions, faculty lectures, workforce guest speakers, and experiential learning to allow students to sharpen their skills on FM operations and processes, leadership, acquisitions, force development, contingency operations, and decision support to their senior leader. Successful completion of this course and all pre-requisites fulfills all educational requirements for DoD FM Level 2 certification.

CHAPLAIN CORPS COLLEGE

www.airuniversity.af.edu/Eaker-Center/AFCCC

PROGRAM DESCRIPTION

The curriculum provides the highest-quality professional continuing education, technical training, and resources to provide spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts three basic chaplain courses, two chaplain corps spiritual leadership courses, two deputy wing chaplain courses, two wing chaplain courses, two superintendent/noncommissioned officers in charge (NCOIC) chapel operations courses, one senior chaplain course, one religious affairs airman senior leadership course, and one religious affairs airman, crisis intervention course each year. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps.

LEARNING OUTCOMES

- Perform professional duties and responsibilities commensurate with the roles of chaplains and chaplain assistants in providing spiritual care.
- Understand and apply key principles to advising leadership and commanders in the discharge of their responsibilities to provide for the free exercise of religion in the context of military service as guaranteed by the Constitution with regard to ethical, moral, and morale issues and needs for all Airmen.
- Understand and demonstrate how chaplains and chaplain assistants provide religious accommodation for the free exercise of religion for all Airmen and their families and respect a pluralistic religious environment and support all faith groups. Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps.
- Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps.
- Comprehend expeditionary Air Force requirements and demonstrate how to provide ministry in the readiness and deployed environment.

- Leverage religious support team operations and team building to accomplish the Chaplain Corps mission.
- Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness to include unit engagement, worship, liturgies, rites, and other religious requirements for all faith groups.
- Understand and demonstrate resource management of funds, facilities, supplies, and equipment to include chapel administration.
- Demonstrate crisis intervention and counseling techniques and comprehend privileged communication.

FACULTY

AFCCC chaplain teaching faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Religious affairs airmen teaching faculty may possess higher degrees of education but must be certified in education training programs.

DURATION

Courses vary in length from 3 to 40 days.

ELIGIBILITY

The prerequisites for the Basic Chaplain Course is selection for duty as a chaplain. Chaplains must complete commissioned officer training before attending the Basic Chaplain Course. Other courses are pulse-point and just-in-time training to meet the needs of the Chaplain Corps.

COURSE DESCRIPTIONS

MAFCSI 114 Deputy Wing Chaplain Course (DWCC)

This resident course prepares selected chaplains for supervisory responsibilities in the vital disciplines of leadership and followership. Specific instructional emphasis is placed on managing effective short and long term supervision competencies. Additionally, the deputy wing chaplain must demonstrate the ability to embrace the wing chaplain's leadership vision, and should the wing chaplain deploy, follow the wing commander's leadership vector and MAJCOM chaplain guidance.

MAFCSI 115 Wing Chaplain Course (WCC)

This resident course trains selected chaplains to function in senior wing leadership positions with their superintendent/NCOIC senior RST partner in leading a dynamic chapel team. Topics include structure, mission, and vision of the Air Force chaplaincy; dynamics of leadership in the multifaceted role of the senior chaplain; personnel and resource management; and other issues identified by the functional manager.

MAFCSI 137 Superintendent/NCOIC, Chapel Operations Course (SCOC)

This resident Superintendent/NCOIC/Chapel Operations Course addresses concepts, techniques, and processes involved in leading and managing chapel operations. This course draws on the subject matter expertise of AFCCC faculty, diverse field experiences of students, Air Force Chaplain Corps strategic-level leaders, as well as the knowledge of guest presenters in order to maximize learning.

FIRST SERGEANT ACADEMY

www.au.af.mil/au/barnes/fsa

PROGRAM DESCRIPTION

The USAF First Sergeant Academy (FSA), a CCAF-affiliated course, consists of 190 hours of blended and resident learning. The USAF FSAs mission is to train, develop, and deploy mission ready first sergeants to the field. The FSA is a total force academy and has one course curriculum. The resident course is comprised of RegAF, AFRC, ANG, Sister Services and Coalition Partners. The courses are validated by the CCAF and have been accredited for nine semester hours in Human Resource Management, Maintenance of Discipline, and Readiness. Upon graduation, students are awarded the special duty identifier (SDI) 8F000. In addition, each component has a non-CCAF-accredited First Sergeant Additional Duty Seminar, overseen by the FSA through the FSA Share Point. The FSA is responsible for updating the curriculum ensuring each installation imparts the exact same curriculum. The areas of study are human resource management, maintenance of discipline, readiness, and administration.

LEARNING OUTCOMES

The FSA graduate will be able to provide commanders with a mission-ready force by advising on all matters affecting unit readiness, health, morale, discipline, welfare, quality of life, legal, and quality force indicators; lead the unit effort in developing, nurturing and cultivating a professional culture of character, grounded in the Air Force Core Values; facilitate and execute commander's intent by ensuring unit policies, goals, and objectives are understood and adhered to; prepare the unit's enlisted force

to best execute all assigned tasks through effective written and oral communication; and maintain balance/harmony throughout first sergeant tour (personal and professional).

FACULTY

All personnel selected as FSA faculty must carry the first sergeant SDI. FSA faculty members are required to have an associate's degree and must complete the Academic Instructor Course (or equivalent) after arrival. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.

DURATION

The course length is 20 academic days of inresidence learning. The academy can support up to 106 students per resident class.

ELIGIBILITY

The USAF FSA course enrolls master sergeants from RegAF, ANG, and AFRC. Refer to AFI 36-2113, *The First Sergeant*, and the special duty catalog guide for the application, training, and selection process for first sergeant duty in each of the three components.

COURSE DESCRIPTIONS***Alternative Dispute Resolution***

The course is designed to emphasize negotiation, facilitation, and dispute resolution techniques. Instruction includes foundational concepts such as interest-based negotiation, Air Force Alternative Dispute Resolution (ADR) policy/ procedures, to include standards of self determination, impartiality, and competence. A focus on ADR statutory requirements includes how these requirements can be in conflict with a military leader, such as neutrality, conflicts of interest, and commander's intent. Although the Air Force mediation/facilitation model is emphasized, the course defines the student's role, not as a mediator, but as more of a facilitator who can also promote public confidence in the Air Force dispute resolution processes.

UNITED STATES AIR FORCE ACCESSIONS

OFFICER TRAINING SCHOOL

www.au.af.edu/Hom-Center/OTS

PROGRAM DESCRIPTION

The curriculum for all OTS programs includes, but is not limited to, instruction in four major areas: profession of arms, warfare and international security studies, leadership studies, and communication skills. The profession of arms lessons include, but are not limited to, Dress and Appearance Standards, Military Customs and Courtesies, Pay, Allowances and Leave, Military Justice, and Airmanship. Warfare and international security studies lessons include, but are not limited to, War and the US Military, The Need for Cross Cultural Competence, Air Force Operations, and Joint Operations. Leadership studies lessons include, but are not limited to, Team Building, Problems Solving, Air Force Leadership, Self-Assessment, Conflict Management, Effective Supervision, and Corrective Supervision and Counseling. Communication skills lessons include basic military speaking principles and writing formats. OTS teaching methods include self-paced prerequisite coursework, auditorium lectures, readings, flightroom classes, to include informal lectures, guided discussions, case studies, and experiential learning opportunities.

LEARNING OUTCOMES

Graduates are able to understand the roles and responsibilities of an Air Force officer; understand the Air Force human relations programs such as equal opportunity and treatment; effectively apply leadership skills; effectively apply followership skills; understand the importance of adherence to Air Force Core Values; effectively express ideas verbally in a military setting; effectively express ideas in writing using military writing formats; remember the role of air and space power in maintaining national security; remember the role of joint operations in US national security; and understand the principles of cross-cultural communications.

INSTRUCTIONAL AREA

Curriculum Overview

This program provides training for selected line officer and directly commissioned Regular Air Force (RegAF), Air National Guard (ANG) and Air Force Reserve (AFRC) to meet Air Force officer training requirements. Course curriculum includes communication skills, leadership studies, professional knowledge, warfare studies, and military application, and training (practical field leadership, physical fitness, and drill and ceremonies).

These basic military subjects are essential in developing Officer Trainees (OTs) as officers in the United States Air Force, Air Force Reserves, and Air National Guard. OTS combines a 20-hour web-based pre-course assignment, with a challenging 40-training-day (59 calendar day) in-residence program. OTS imparts to its graduates the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to adhere to the Air Force Core Values. The OTS environment provides numerous opportunities to develop leadership skills through classroom and field training exercises and operation of the cadet wing. The course concludes with expeditionary and leadership capstone events.

USAF RESERVE OFFICER TRAINING CORPS

www.airuniversity.af.edu/Holm-Center/AFROTC

PROGRAM DESCRIPTION

The Air Force is seeking talented and motivated high school and college students with solid character and demonstrated leadership potential. In the Air Force ROTC program, cadets are students first and spend an average of four to six contact hours weekly as freshmen/sophomores. As juniors and seniors, cadets spend six to 10 hours of contact time weekly as they work to build and refine their leadership skills. Successful completion of a four-year accredited degree program and Air Force ROTC leads to a commission as a second lieutenant in the best Air Force in the world. The first two years of the Air Force ROTC four-year program, the General Military Course (GMC), consist of one hour of classroom work, two hours of leadership laboratory, and three hours of physical conditioning each week. Upon completion of GMC requirements, cadets who wish to compete for entry into the last two years of the program, the Professional Officer Course (POC), must do so under the requirements of the POC selection system. This system uses qualitative factors, such as grade-point average, detachment commander's evaluation, aptitude test scores and physical fitness test scores to determine a student's officer potential. After selection, students must successfully complete a four-week summer field training program at Maxwell Air Force Base, Montgomery, Alabama, before entering the POC.

UNITED STATES AIR FORCE ADDITIONAL TRAINING

AIR FORCE CULTURAL AND LANGUAGE CENTER

www.airuniversity.af.edu/AFCLC/expeditionary-readiness-training/GOPAC

PROGRAM DESCRIPTION

The Air Force Culture and Language Center (AFCLC) was founded at Air University in April 2006, embracing the Air Force Chief of Staff's intention to improve Airmen's cross-cultural competence. In April 2007, the Air Force further demonstrated its commitment to culture learning by selecting cross-cultural competence as the centerpiece of Air University's reaccreditation efforts.

In December 2007, the Center was made responsible for culture and language training, as well as education, across the entire Air Force. In October 2009, the Air Force Senior Language Authority directed AFCLC to initiate the Language Enabled Airman Program (LEAP), a career-spanning program to develop a cadre of Airmen across all specialties with working-level foreign language proficiency.

COURSE DESCRIPTIONS

General Officer Pre-Deployment Acculturation Course (GOPAC)

GOPAC is designed to prepare Air Force general officers (GOs) for key overseas operational and staff assignments, particularly in the Central Command area of operations. GOPAC provides formal, tailored instruction on culture/region with some focus on language/communication skills.

USAF SPECIAL OPERATIONS SCHOOL HURLBURT FIELD

www.492sow.af.mil/units/492-SOTRG/USAFSOS

PROGRAM DESCRIPTION

USAFSOS provides indoctrination to turn skilled Airmen into special operators. The School provides specialized education to meet the unique requirements of AFSOC Airmen, SOF aviators, and joint/interagency partners. USAFSOS builds on the functional training conducted by other agencies like Air Education and Training Command and the USSOCOM training component schools: US Navy Special Operations Command's Special Warfare Center and US Army Special Operations Command's John F. Kennedy Special Warfare Center and School.

LEARNING OUTCOMES

Courses are focused in one of four areas: asymmetric warfare education, regional and cultural awareness, SOF professional development, and joint operations.

The purpose of asymmetric warfare is to educate SOF personnel on adversarial threats and operational and technological counter measures available for consideration. Asymmetric warfare courses include crisis response, information operations, psychological warfare, force protection, unconventional warfare, international terrorism, and space operations.

The regional and cultural awareness courses are geared to SOF areas of responsibility and trace their roots to the very first course taught at USAFSOS. The purpose of these courses is to orient the SOF warrior to the cultural, historical, political, economic, and security issues of a particular region.

Career development and maturation of SOF officer and enlisted personnel is the primary focus of SOF professional development. Courses in professional development include introduction to special operations, staff orientation, professional military education, and command preparation.

Joint operations is comprised of six joint special operations courses that educate SOF personnel in the areas of SOF doctrine, SOF air command and control, contemporary insurgency warfare, and civil-military operations. The school also conducts a joint search and rescue course.

FACULTY

USAFSOS is a "defacto" joint school, due to heavy joint/civilian attendance and joint nature of subjects taught. The joint staff and faculty are comprised of 40 Air Force officer and enlisted personnel, 10 Air Force Reserve Individual Mobilization Augmentees, and Army and Navy special operators, civilians, and contractor personnel.

ATTENDANCE

Information on attending USAFOS courses can be found on the USAFSOS website at https://jsoupublic.socom.mil/welcome_commandant.php. Most courses are open on a first-come, first-serve basis. However, due to high demand and the unique nature of some courses, students must justify their attendance and be approved to attend specific courses. Course security classifications range from unclassified to top secret. Students are responsible for ensuring security clearance requirements are met prior to attending courses.

COURSE DESCRIPTIONS

Intercultural Skills for Engagement – Negotiating in a Cross-Cultural Environment

This skills for engagement course enables Special Operations Forces (SOF) excellence in complex and ambiguous operational environments world-wide. The primary audience includes SOF personnel who interact with internationals as part of SOF Core Activities, to include: Counterinsurgency (COIN), Foreign Internal Defense (FID), Security Force Assistance (SFA), Counterterrorism (CT), Unconventional Warfare (UW), Direct Action (DA), Special Reconnaissance (SR), Countering Weapons of Mass Destruction (CWMD), Military Information Support Operations (MISO), Foreign Humanitarian Assistance (FHA), Civil Affairs Operations (CAO) as well as Hostage Rescue and Recovery. ICBC is useful, especially for SOF personnel anticipating a deployment outside CONUS; in addition, non-SOF government personnel who work or train with partner nations will benefit from this course. This course is especially useful for personnel who anticipate going, but may not have yet gone, on a deployment that requires interaction with U.S. partner nations and other foreign nationals.

The negotiations portion of the one-week course is scheduled at the end of the week as a capstone presentation and exercise.

AIR FORCE JAG SCHOOL (AFJAGS)

www.afjag.af.mil/AFJAGS-Library

COURSE DESCRIPTIONS

Negotiation and Dispute Resolution Course (NADRC)

This course is designed to emphasize negotiation, facilitation, and dispute resolution techniques. Instruction includes foundational concepts such as interest-based negotiation and Air Force Alternative Dispute Resolution (ADR) policy/procedures, to include ethics, standards of self-determination, impartiality, and competence. Although the Air Force mediation/facilitation model is emphasized, the course defines the student's role; not as a mediator, but fosters in each attorney and paralegal a willingness to voluntarily use alternative dispute resolution methods to maximize extent practicable and at the earliest stage feasible.

Federal Employee Labor Law Course

This lecture explores conflict and the need for conflict resolution as an Engaged Military Leader. Students will participate in guided discussions and practical exercises that will require them to challenge existing perspectives and consider application of skills and learned practices. Students will also be educated on the Air Force Mediation process, its application within the military setting, and the connection between leadership and alternative dispute resolution as a problem solving tool. Upon completion, students will better understand alternative dispute resolution strategies and techniques.

GENERAL COUNSEL OF THE AIR FORCE

www.safgc.hq.mil/Organizations/GCR

Alternative Dispute Resolution: Refresher Course

The refresher course provides 6 – 8 hours of continuing education to Airmen who mediate and/or facilitate workplace disputes, including EEO complaints, employee grievances, labor-management negotiations, and unfair labor practice. The course focuses on the facilitation model and complies with Air Force Alternative Dispute Resolution (ADR) policy and procedures including the standards of self-determination, impartiality, confidentiality, and competence. The instruction also includes interest-based negotiation concepts and reminds attendees to promote public confidence in Air Force dispute resolution processes.

Alternative Dispute Resolution: Webinar

The course is designed to emphasize negotiation, facilitation and dispute resolution techniques. Instruction includes foundational concepts such as interest-based negotiation and Air Force Alternative Dispute Resolution policy and procedures. The monthly ADR webinar program provides non-resident students access to our curriculum.

Basic Mediation Course

The Basic Mediation Course is the first step in preparing Airmen to mediate and/or facilitate workplace disputes, including EEO complaints, employee grievances, labor-management negotiations, and unfair labor practice. The course focuses on the facilitation model and complies with Air Force Alternative Dispute Resolution (ADR) policy and procedures including the standards of self-determination, impartiality, confidentiality, and competence. The instruction also includes interest-based negotiation concepts and prepares attendees to promote public confidence in Air Force dispute resolution processes.

JOINT KNOWLEDGE ONLINE

www.jko.jfcom.mil

We are the Department of Defense's (DoD) unique and authoritative source for online joint training. JKO provides continuous, career-long development of joint knowledge and joint readiness for individuals, staffs, combatant commands, combat support agencies, and the services.

COURSE DESCRIPTIONS

Cross-Cultural Negotiations (CCN) – Force Protection Planning

As the Department of Defense (DoD) faces the increasingly complex security challenges of the 21st century, interaction with local populations of other cultures is a critical element that contributes to the success or failure of various missions. Cross-Cultural Negotiations is an important and practicable means for enhancing the ability of individuals to perform successfully over the full spectrum of operations. The overall objective of the Cross-Cultural Negotiations (CCN) course is to provide a framework to determine and employ essential negotiation strategies across cultures. This course teaches that framework and focuses on its application to Force Protection Planning missions.

Cross-Cultural Negotiations (CCN) – Humanitarian Assistance

As the Department of Defense (DoD) faces the increasingly complex security challenges of the 21st century, interaction with local populations of other cultures is a critical element that contributes to the success or failure of various missions. Cross-Cultural Negotiations is an important and practicable means for enhancing the ability of individuals to perform successfully over the full spectrum of operations. The overall objective of the Cross-Cultural Negotiations (CCN) course is to provide a framework to determine and employ essential negotiation strategies across cultures. This course teaches that framework and focuses on its application to Humanitarian Assistance missions.

Cross-Cultural Negotiations (CCN) – Civil Affairs

As the Department of Defense (DoD) faces the increasingly complex security challenges of the 21st century, interaction with local populations of other cultures is a critical element that contributes to the success or failure of various missions. Cross-Cultural Negotiations is an important and practicable means for enhancing the ability of individuals to perform successfully over the full spectrum of operations. The overall objective of the Cross-Cultural Negotiations (CCN) course is to provide a framework to determine and employ essential negotiation strategies across cultures. This course teaches that framework and focuses on its

application to Civil Affairs missions.

Cross-Cultural Negotiations (CCN) Pre-Deployment – Force Protection Planning

As the Department of Defense (DoD) faces the increasingly complex security challenges of the 21st century, interaction with local populations of other cultures is a critical element that contributes to the success or failure of various missions. Cross-Cultural Negotiations is an important and practicable means for enhancing the ability of individuals to perform successfully over the full spectrum of operations. The overall objective of the Cross-Cultural Negotiations (CCN) course is to provide a framework to determine and employ essential negotiation strategies across cultures. This course teaches that framework and focuses on its application to Force Protection Planning missions.

Cross-Cultural Negotiations (CCN) Pre-Deployment – Humanitarian Assistance

As the Department of Defense (DoD) faces the increasingly complex security challenges of the 21st century, interaction with local populations of other cultures is a critical element that contributes to the success or failure of various missions. Cross-Cultural Negotiations is an important and practicable means for enhancing the ability of individuals to perform successfully over the full spectrum of operations. The overall objective of the Cross-Cultural Negotiations (CCN) course is to provide a framework to determine and employ essential negotiation strategies across cultures. This course teaches that framework and focuses on its application to Humanitarian Assistance missions.

Cross-Cultural Negotiations (CCN) Pre-Deployment – Civil Affairs

As the Department of Defense (DoD) faces the increasingly complex security challenges of the 21st century, interaction with local populations of other cultures is a critical element that contributes to the success or failure of various missions. Cross-Cultural Negotiations is an important and practicable means for enhancing the ability of individuals to perform successfully over the full spectrum of operations. The overall objective of the Cross-Cultural Negotiations (CCN) course is to provide a framework to determine and employ essential negotiation strategies across cultures. This course teaches that framework and focuses on its application to Civil Affairs missions.

UNITED STATES ARMY

ARMY WAR COLLEGE
 PEACE KEEPING AND STABILITY
 OPERATIONS INSTITUTE
www.pksoi.armywarcollege.edu

The Peacekeeping and Stability Operations Institute collaboratively develops and integrates stability and peace capabilities across the US government, international organizations, and the community of interest in order to enable achievement of national objectives.

Lines of Effort (Joint/Army):

- Inform/support policy development
- Develop and review concepts and doctrine
- Develop, review, and support education, training, and exercise

COURSE DESCRIPTIONS

PS 2216: Religion Violence Reconciliation

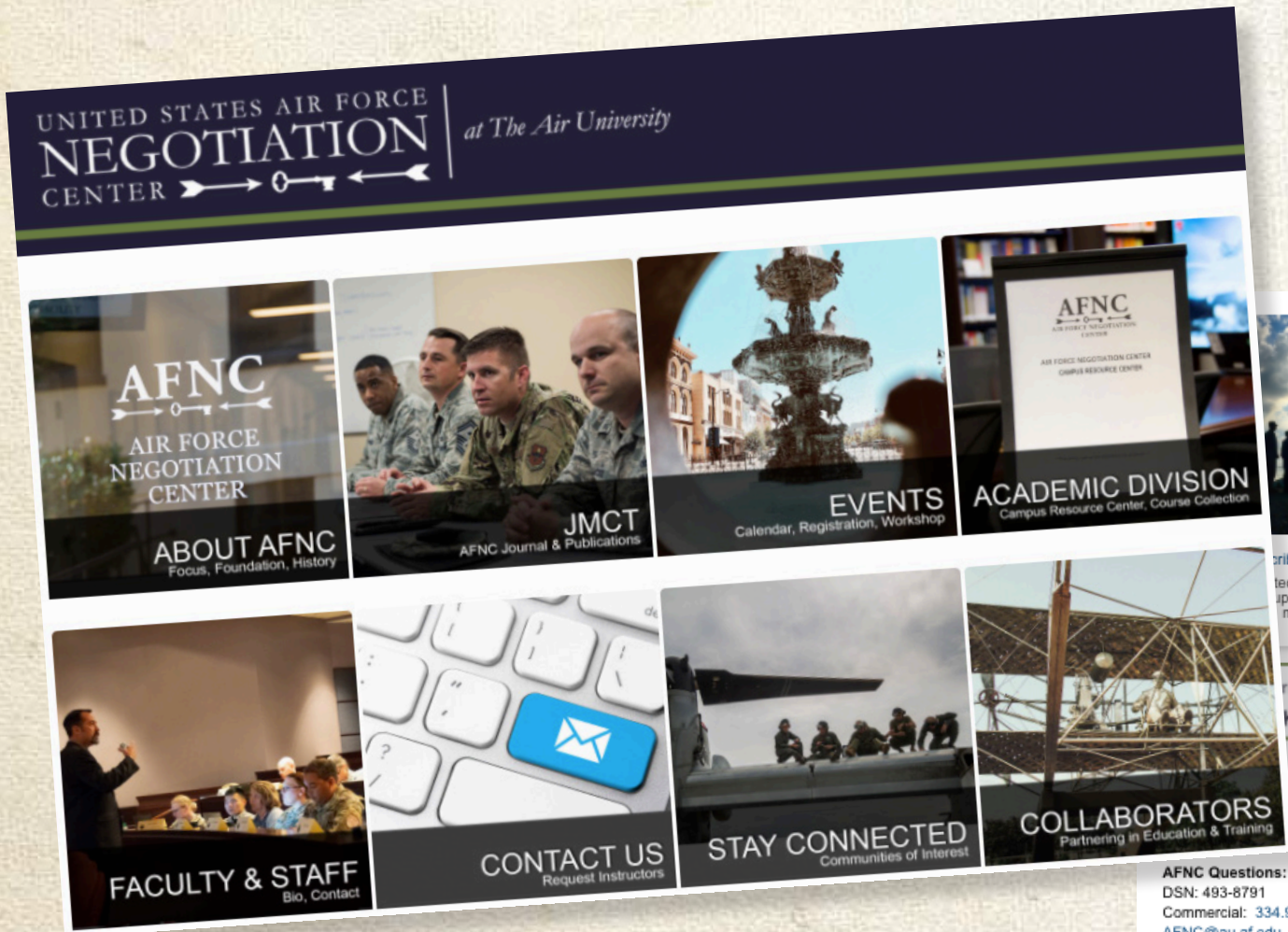
This course explores subversive public violence involving religious actors who espouse religious motivations and justifications, and/or identify themselves religiously, as well as investigate opportunities for engaging religious actors in conflict prevention, rehabilitation, and reconciliation.

PS 2210: Conflict Studies: Analyzing and Assessing Violent Conflict

Future commanders and senior civilian leaders will require an understanding of the causes and consequences of how states more conflict, and insights on how the various interagency and international organizations view conflict differently. Senior leaders will be able to build consensus and develop lasting solutions among partners to transform conflict and build a sustainable peace using a comprehensive approach. This course takes a practical approach to analyzing the sources of violent conflict from multiple perspectives in order to understand how unity-of-effort is difficult as major actors often view conflict, and how it can best be prevented/resolve in very different ways. Leaders will develop perspectives on how the major actors in the operational environment, the joint force interagency

(DoD, DoS and USAID), international agencies (U.N., World Bank, etc.), and non-governmental organizations each apply their own frameworks for analysis. Based upon these multiple viewpoints, on why conflict is occurring, course members will analyze how to develop a shared understanding among US governmental agencies sources and dynamics of violent conflict using an Interagency Conflict Assessment Framework. Finally, class members will explore the challenges of developing and employing measures of success from the national/major organizational levels down to the local/tactical levels, and the challenges of gathering, organizing, and sharing information.

Visit our new website at www.airuniversity.af.edu/AFNC



Subscribe to AFNC!
Stay updated with our journals,
upcoming events and
more.

Request for Instruction/Consultation
CLICK HERE

AFNC Resource Center
DSN: 493-8791
56-60
1112

AFNC Questions:
DSN: 493-8791
Commercial: 334.953.8791
AFNC@au.af.edu
Website Maintenance:
sarah.dewey.1.ctr@au.af.edu

EDUCATION & TRAINING

AFNC Course Catalog

Request for Instruction/
Consultation

Faculty

ACADEMIC DIVISION

Journal of Military Conflict
Transformation

METCAT Paper Series

Current Research

AFNC Resource Center

OUTREACH

Academic Partnership

Annual Conference

JMCT

The Journal of Military Conflict Transformation

AFNC Home

Academic Division Home

Faculty

Contact Us

The Air Force Journal of Military Conflict Transformation (JMCT)

60 W. Shumacher Ave.
Building 803, Room 56-60
Maxwell AFB, AL 36112

AFNC Questions:
DSN: 493-8791
Commercial: 334.953.8791
AFNC@au.af.edu

Website Maintenance:
sarah.dewey.1.ctr@au.af.edu

About JMCT

Submit Articles

Submit Book Reviews

Essential Forms

Contributors

About METCAT

About

JMCT is the leading peer-reviewed journal in the field of conflict management, negotiation, mediation, and facilitation within the military environment. The mission of JMCT is to foster an intellectual platform in which scholars, students, researchers, and subject matter experts can contribute original content that enhances the discipline.

Disclaimer

The views and opinions expressed or implied in JMCT are those of the authors and should not be construed as carrying the official sanction of the United States Air Force, the Department of Defense, Air Education and Training Command, Air University, or other agencies or departments of the US government.



LEAVE YOUR COMMENTS HERE!

"Explained all pieces of negotiations very well."

"Very knowledgeable."

"Must return!"

"Great speakers and very engaging!"



Subscribe to AFNC!
Stay connected with our journals, newsletters, upcoming events and more.



MISSION

Develop negotiation capability as a critical, engaged-leadership competency across the DoD.

VISION

Be the premier DoD research and education activity regarding conflict transformation, negotiation, mediation, and dispute resolution.

GOAL

Establish the organization as a recognizable name in education and training, theories and practice, outreach, and research as it pertains to Conflict Transformation as an Engaged-Leadership, Force Development activity, while also continuing to provide high quality, contextualized, and relevant course and seminars.

UNITED STATES AIR FORCE
NEGOTIATION
CENTER 

The Air University

Call for Papers!

PUBLISH WITH THE AIR FORCE NEGOTIATION CENTER

JOURNAL OF MILITARY CONFLICT TRANSFORMATION

The Air Force Negotiation Center (AFNC) is currently accepting submissions for
The Journal of Military Conflict Transformation (JMCT).

Articles, book reviews, or op-eds with a focus on conflict management, negotiation,
mediation, or facilitation. For more information, please visit us at
www.airuniversity.af.edu/AFNC/About-JMCT

Send submissions to
jmct@au.af.edu