

Airmen Leadership School (ALS) Syllabus

Effective: 30 June 2024

MISSION

Develop junior Non-Commissioned Officers (NCOs) by increasing their leadership and supervisory skills, interpreting how their roles support the Air Force mission, and the joint fight.

COURSE OBJECTIVES

- Identify how to lead subordinates within the Air Force.
- Explain the tools and resources necessary to supervise junior enlisted Airmen.
- Demonstrate how to use the Air Force Award and Decoration Programs.
- Demonstrate how to implement the Airman Feedback and Performance Evaluation
- Illustrate how to use problem-solving processes by solving unit-level issues.
- Define how your role supports the Air Force core missions.
- Identify the functions of the Department of the Air Force.
- Define the Joint Learning Outcomes (JLOs) that support the Joint Learning Areas (JLAs).
- Demonstrate written and oral communication skills used in a military setting

CURRICULUM OVERVIEW

The ALS is 192 hours (24 academic days) of guided discussion classroom methodology and experiential exercises. The course is designed to meet specific objectives associated to each of the three course learning outcomes. These learning outcomes are divided into the broad areas of: Leadership and Supervision, Communication, and Military Studies. These areas are discussed in depth in the following five lessons: The Enlisted Leader, The Enlisted Supervisor, The Enlisted Problem-Solver, The Enlisted Communicator, and The Enlisted Warfighter.

<u>Course Hour Breakdown</u>	<u>Hours</u>
Leadership Skills	31
Supervisory Skills	35
Problem Solving Skills	20
Communication Skills	27
Military Studies	26
Course Orientation:	53
Total	192

COURSE REQUIREMENTS/POLICIES

1. **READINGS.** Before each lesson, students are expected to complete all assigned readings for the day. Students are encouraged to read the explanation given in the syllabus before reading the assigned material.

2. **CLASSES.** Students will attend class for guided discussions, experientials, case studies, & interactive scenarios. These discussions will complement the readings and students will contribute positively to the classroom environment.
3. **PARTICIPATION.** Student participation in classroom discussions and activities is vital to the success of the course. Students must prepare for each lesson by completing all the assigned homework and readings. Each student is expected to contribute to the discussion.
4. **STRATIFICATION.** During the final week of the course, students will rank-order their peers based on their performance and observations from the entire course. Only the top 10 students will receive points. The points awarded will be determined by the average of their ranking among their peers. The stratification score will account for 20% of the overall graduation score.

Peer Stratification Points Chart

STRAT RANK	POINTS
1	100
2	90
3	80
4	70
5	60
6	50
7	40
8	30
9	20
10	10
All Remaining (11-X)	0

5. **METHODS OF EVALUATIONS.** Achievement of course outcomes are measured with performance evaluations. Students must achieve a minimum of a 70 percent (154 points) cumulative score at the end of the course after completion of all assignments. The standardized evaluation instruments (rubrics) describe each of the criteria students must complete for the performance tasks. The rubrics used in ALS are designed to outline the standards students must meet to successfully complete the assignments. However, the criteria for highly effective and marginally effective are left open to allow students to approach the assignments in creative and unique ways that enables their scholarly growth. Additionally, instructors should utilize the rubrics to provide individualized feedback to students on what was done exceptionally well or why students did not meet the standard criteria to provide recommendations for remediation as necessary.

There are eight (8) graded assignments (five written and three speaking) students must complete to graduate ALS.

ALS Scoring Model		
	EVALUATION TYPE	POINTS
Air and Space Achievement Medal	Written Product	32
Career Specialty	Presentation w/Visual Aid	25
Core Values	Written Product	20
Enlisted Performance Brief	Written Product	25
Mission Lab	Group Presentation w/Visual Aid	50
Problem Solving	Group Presentation w/Visual Aid	20
Quarterly Award	Written Product	25
The Official Memorandum	Written Product	23
Academic Total		220

6. Description of Graded Assignments

Air and Space Achievement Medal Assignment (32 points)

Students will create an Air and Space Medal decoration that documents their own accomplishments over the course of their current assignment. Students are to use lessons learned in class from the Decorations Lesson as well as guidance from DAFI 36-2803, *Military Decorations and Awards Program* to properly format their decoration.

Career Specialty Assignment (25 points)

This assignment is a prepared briefing with a visual aid that requires students to deliver a presentation explaining how their career specialty contributes to the execution of the squadron's, wing's, and MAJCOM's mission and the impacts if that career specialty did not exist.

Core Values Assignment (20 points)

Students will complete the myself Values Exercise and list their top 5 personal values and write a paper explaining why these values are important to them. Students will also compare and contrast these personal values with the Air Force Core Values and explain their plan to align their personal values with the Core Values.

Enlisted Performance Brief Assignment (25 points)

Students will write an Enlisted Performance Brief based on their own performance and accomplishments over the course of their current assignment. Students will use lessons learned from The Enlisted Performance Brief Lesson as well as guidance from DAFI 36-

2406, *Officer and Enlisted Evaluation Systems* to properly format their performance brief.

Mission Lab Assignment (50 points)

This assignment is a small group presentation with a visual aid that allows students to research past and current events around the globe as it pertains to one of the following themes: Russia, China, NATO, and Integrated Space Deterrence. Students will collaborate and deliver a presentation that explains Air Force Capabilities, Cyber Space, the National Defense Strategy, the Joint Forces and how each of these connect to their selected theme.

Problem Solving Group Assignment (20 points)

This assignment is a small group presentation that allows the students to collaborate as a team to analyze a problem and determine solutions for possible implementation. Students will select a problem addressed in a flight discussion and then break into their small groups and follow the problem-solving process to develop possible solutions.

Quarterly Award Assignment (25 points)

Students will write a quarterly award based on their own performance and accomplishments over the last 3 months. Students are expected to use lessons learned from The Awards Lesson as using guidance from DAFI 36-2806, *Military Awards: Criteria and Procedures to properly format and fill out an Air Force Form 1206*.

The Official Memorandum Assignment (23 points)

Following guidelines from DAFH 33-337, *The Tongue and Quill* and using lessons learned from The Tongue and Quill Lesson in class, students will create an appointment letter using the format for the official memorandum.

7. GRADUATION SCORE

The graduation score is a combination of all academic assignments and the Peer Evaluation/Stratification Exercise.

ALS Scoring Model

	Possible Points	Score Percentage
Academic Graded Assignments	220	80%
Peer Evaluations/Stratifications	100	20%
Graduation Score:	320	100%

8. END OF COURSE SURVEY

The survey is administered to 100 percent of the student body after the entire curriculum is delivered to determine the overall effectiveness of EPME at ALS.

9. AWARDS PROGRAM

Below are the EPME Awards given at ALS. Commandants may disqualify any award candidate who fails to exhibit USAF leadership traits and characteristics, professional behavior, military bearing, respect for authority, the highest standards of dress and appearance, or exemplary standards of on- and off-duty performance, to include physical fitness standards.

Eligibility: Students who do not meet the minimum cumulative passing score are ineligible (redlined) for the John L. Levitow, Distinguished Graduate, and Academic Achievement awards. Students with one or more letters of counseling, admonition, or reprimand for disciplinary or administrative issues will be considered ineligible for awards at the commandant's discretion.

John L. Levitow Award: This is the highest honor awarded. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each ALS will have only one John L. Levitow Award recipient.

Distinguished Graduate Award: Selection criteria for this award are based on all summative evaluations (objective and/or performance as applicable), as well as instructor and peer leadership points/evaluations. The DG award will be presented to the top 10 percent of the class to include the John L. Levitow Award recipient.

Academic Achievement Award: This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient. The Academic Achievement Award is based on a student's total academic score from the nine performance tasks.

Commandant's Award: This award is presented to the student who, in the Commandant's judgment, made the most significant contribution to the overall success of the class. The John L. Levitow Award winner is NOT eligible for this award; however, students academically redlined may be eligible.

Lessons, Readings, and Objectives

LESSON NAME: Course Orientation

METHOD OF ENGAGEMENT: Guided Discussion

LESSON OVERVIEW

This is the introductory lesson for the ALS course. The lesson is designed to introduce students to the ALS learning environment and the various activities they will be participating in (listed below).

CONTACT HOURS: 53.0 hours

- 1. In/Out-Processing:** This time is for processing students into and out of the school. The first hour is to be used for in-processing and the second hour for out-processing. *CONTACT HOURS: 2.0-hours*
- 2. Mission, Goals, Learning Objectives and Procedural Guidance:** This time is meant to introduce students to the learning objectives, purpose and goals of attending Airman Leadership School. This time will also introduce any mandatory student briefings as prescribed by Barnes Center for Enlisted Education Policy. *CONTACT HOURS: 1.5-hours*
- 3. Local Topics Briefing and Learning Management System:** This time is meant for schoolhouses to brief local topics as well as time to accomplish any local requirements the students need to accomplish for the schoolhouse. This time will also be used to in-process students into and familiarize students with the LMS. *CONTACT HOURS: 3.0-hours*
- 4. Successful Learning and Reflective Reinforcement:** This time is used to introduce students to successful learning techniques and adult learner theory. This time also provides students an opportunity to pause between learning episodes and process new material. *CONTACT HOURS: 9.0-hours*
- 5. Human Performance:** Throughout the course students will participate in 20 hours of a physical fitness program that is enjoyable, rewarding, and safe. Students with annotated medical restrictions documented on a completed AF Form 422, *Medical Profile* or AF Form 469, *Duty Limiting Condition Report* must adhere to their profile and participate to the level of their abilities. *CONTACT HOURS: 20.5-hours*
- 6. Commandants Time:** These hours are used at the commandant's discretion to bring in speakers of opportunity to enhance the ALS experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc. *CONTACT HOURS: 10.0-hours*
- 7. Peer Assessments, Stratifications & Instructor Feedback:** This time will be used for students to conduct peer to peer feedback and stratifications based on their performance through the course. This time will also be used for instructors to provide individualized feedback to each student based on their performance during the course. *CONTACT HOURS: 5.0 hours*
- 8. Graduation:** This time is allotted for graduation. Students will participate as much as possible in planning this event to reinforce the importance of military traditions, communication skills, and effective leadership. Students will wear the service dress uniform (or service Class A equivalent) for graduation. *CONTACT HOURS: 2.0-hours*

LESSON NAME: Airmanship

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

During this lesson, students will define professionalism, take a deeper look at the Profession of Arms and discuss progressive professionalism and how it ties to leadership and management. Students will also accomplish the Air Force Portraits of Courage Activity, where students will learn about the various contributions made by previous airmen. *CONTACT HOURS: 4.0*

REQUIRED READINGS

- Read chapters 1-4 of [The Brown Book](#)
- Read chapter 24, sections A-D of [The Airman Handbook](#)
- Research information on the relationship between leadership and management
- Read “Summary of the US Constitution”

LESSON NAME: Core Values

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

This lesson enables students to focus on accepting, internalizing, and embracing the core values as a guiding force in ethical decision-making. The lesson concludes by addressing values conflicts and how individuals can align their personal values with the core values. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- The Airman Handbook (sections 24D)
- Review recent court martial cases within the Judge Advocate Air Force Docket

LESSON NAME: Behavior Analysis

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

The Behavior Analysis lesson is intended to help the students recognize the relationship between behavior analysis and connecting and collaborating with others. Students will learn about the key elements that make up behavior analysis and will also learn about behavioral influences. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- Behavioral Influences
- Key elements of Behavior Analysis

LESSON NAME: Diversity

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

The intent of this lesson is to increase the students existing knowledge of diversity and consider other less-obvious elements that contribute to overall organizational performance. Students will also learn about the FAIR Way and how to lead across lines of diversity. *CONTACT HOURS: 4.0*

REQUIRED READINGS

- Diversity Student Reading

LESSON NAME: Emotional Intelligence

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

This lesson is designed to introduce the concept of emotional intelligence to the students and the elements that make up emotional intelligence. Additionally, students will take an emotional intelligence self-assessment which will allow them to reflect on their current EQ, and how they can improve their emotional intelligence. Finally, students will learn how emotional intelligence can help them become a better leader. *CONTACT HOURS: 2.0*

REQUIRED READINGS

- Emotional Intelligence Student Reading

LESSON NAME: Leadership

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

Students will learn about various leadership qualities and motivators. Students will also learn how effective and ineffective leadership impacts mission success for military teams. *CONTACT HOURS: 4.0*

REQUIRED READING

- Self- Assessment and Your Right to Leader
- Leadership Qualities
- Leading Change

LESSON NAME: Teams

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

Students will learn about the differences that exist between a team and a group. Students will also learn about various team roles, responsibilities, and team dynamics. Additionally, students will learn about the various stages of team development. Finally, students will discover their preferred team member roles. The students should focus on how these factors directly contribute to their effectiveness as team members, team leaders, first-line supervisors, and NCOs. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- Teams Dimensions Profile 2.0 Example
- Teams Student Reading
- eTMPRE Student Reading

LESSON NAME: Trust Based Relationships

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify how to lead subordinates within the Air Force.

LESSON OVERVIEW

Overview: Students will learn the importance that trust has on being an effective leader. Additionally, students will learn of the consequences of broken trust as well as how to repair broken trust. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- “Emotional Constructs of Trust” student reading

LESSON NAME: Airman Support and Response Actions

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Explain the tools and resources necessary to supervise junior enlisted Airmen

LESSON OVERVIEW

During this lesson, students will research various airman support resources that are available to airman and why this information is important to them as a supervisor. Students will also learn the supervisory skills necessary to support airmen through sensitive situations. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- Page 15 & 16 of the Enlisted Force Structure (Noncommissioned Officers)
- Pages 40-42 of DoDI 6495.02 *Sexual Assault Prevention and Response: Program Procedures*

LESSON NAME: Awards

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Demonstrate how to use the Air Force Awards and Decorations Program and write a quarterly award.

LESSON OVERVIEW

Students will be introduced to the awards recognition program and the elements that make up a narrative performance statement. Students will also be introduced to the Air Force Form 1206 and the elements and how to properly fill out an award package using this form. Students will have the opportunity to practice writing a 1206 for a paper airman while working in groups in class and then will be evaluated on their ability to create a quarterly award for their own accomplishments. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- N/A

LESSON NAME: Decorations

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Demonstrate how to use the Air Force Awards and Decorations Program and write a quarterly award.

LESSON OVERVIEW

Students will be introduced to Air Force decorations and will learn about the elements that make up a decoration. Students will learn proper formatting of the Air and Space Force Medal and will be evaluated on their ability to create an Air Force decoration using the guidance provided. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- N/A

LESSON NAME: Enlisted Performance Brief

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Demonstrate how to implement the Airman Feedback and Performance Evaluation System.

LESSON OVERVIEW

Students will be introduced to the enlisted evaluation system and the purpose of accomplishing annual evaluations. Students will also learn how to craft a performance statement for an EPB while tying these accomplishments to the Airmen Leadership Qualities. Students will have the opportunity to practice this during class in groups using paper airmen scenarios and will then be evaluated on their ability to write an EPB on their own accomplishments. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- Read chapter 1, paragraph 1.1 – 1.3 and 1.6.3 of DAFI 36-2406

LESSON NAME: Personal and Professional Development

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Explain the tools and resources necessary to supervise junior enlisted Airmen

LESSON OVERVIEW

This lesson will show students the differences that exist between personal and professional development. Additionally, students will have the opportunity to develop personal and professional goals as well as learn whose responsibility it is to develop airmen. Finally, students will do a group research activity on various development opportunities that students should be aware of as new supervisors. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- Read paragraphs 7.1 – 7.3 of the Air Force Handbook (AFH) – 1 *The Airman Handbook*
- Read pages 19-21 in *The Enlisted Force Structure*

LESSON NAME: Publications and Forms

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Explain the tools and resources necessary to supervise junior enlisted Airmen

LESSON OVERVIEW

During this lesson, students will be introduced to the Air Force e-Publications website. Students will have the opportunity to navigate the website and briefly research various

commonly used publications and forms. Students will also learn how these publications and forms are relevant and important to them as supervisors. *CONTACT HOURS: 2.0*

REQUIRED READINGS

- N/A

LESSON NAME: Standards and Discipline

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Explain the tools and resources necessary to supervise junior enlisted Airmen

LESSON OVERVIEW

During this lesson, students will learn about standards and expectations as well as the differences that exist between the two and where they are derived from. Students will also be introduced to the progressive discipline process and will then be presented with scenarios that will require them to create a letter of counseling. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- Pages 15 & 16 of The Enlisted Force Structure (Noncommissioned Officer)
- Performance Feedback student reading

LESSON NAME: Supervisor Financial Readiness

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Explain the tools and resources necessary to supervise junior enlisted Airmen

LESSON OVERVIEW

Students will learn the impact of financial readiness on both their lives and those within their sphere of influence. This lesson's intent is to expose military professionals to importance of financial responsibility and develop a deeper understanding of how it affects our military culture. *CONTACT HOURS: 2.0*

REQUIRED READINGS

- N/A

LESSON NAME: Introduction to Critical Thinking

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Illustrate how to use problem-solving processes by solving unit-level issues.

LESSON OVERVIEW

This lesson introduces students to the types of thinking, characteristics of a proficient thinker, and hindrances of a thinker to act as a foundation to problem solving. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- Practical Guide to Critical Thinking

LESSON NAME: Introduction to Negotiations

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Illustrate how to use problem-solving processes by solving unit-level issues.

LESSON OVERVIEW

Students will be introduced to the concept of negotiations, key terms that are relevant to negotiations and the negotiations environment. Students will also demonstrate what they have learned by negotiating during an award board activity. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- Foundational Negotiation Concepts

LESSON NAME: Problem Solving

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Illustrate how to use problem-solving processes by solving unit-level issues.

LESSON OVERVIEW

Students will be introduced to the problem-solving steps and the characteristics of a good problem solver. Students will also learn various problem-solving techniques and styles and learn how to utilize these concepts to solve problems at the unit level. Students will also work as a group where they can demonstrate what they have learned in a performance task. *CONTACT HOURS: 8.0*

REQUIRED READINGS

- 10 Characteristics of a Good Problem Solver
- Adaptive-Innovative Theory
- AFOSI Adopts 8-Step Problem Solving Model
- Risk Management Student Reading; Excerpt DAFPAM 90-803

LESSON NAME: Interpersonal Communication

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Demonstrate the ability to use written and oral communication effectively in a military setting.

- Demonstrate how to implement the Airman Feedback and Performance Evaluation

LESSON OVERVIEW

This discussion will familiarize students with the basic elements of Interpersonal Communication. This lesson's intent is to help students understand how to conduct a one-on-one interpersonal communication session from the perspective of both a leader and a follower. *CONTACT HOURS: 8.0*

REQUIRED READINGS

- Interpersonal Communications Student Reading.
- Read Chapter 2 of DAFI 36-2406
- Review the AF 931

LESSON NAME: Presentation Communication

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Demonstrate the ability to use written and oral communication effectively in a military setting.

LESSON OVERVIEW

This lesson enables students to understand the need to effectively communicate to various audiences. It also drives home the point that verbal and non-verbal communication techniques, along with effective listening and a strong audience analysis can make students better Military communicators. Students will have the opportunity to demonstrate what they have learned through this lesson by delivering an individual presentation on their career specialty. *CONTACT HOURS: 14.0*

REQUIRED READINGS

- Read Chapters 1-3 and Chapter 10 of DAFH 33-337, *The Tongue and Quill*

LESSON NAME: Tongue and Quill

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Explain the tools and resources necessary to supervise junior enlisted Airmen
- Demonstrate the ability to use written and oral communication effectively in a military setting.

LESSON OVERVIEW

Students will be introduced to The Tongue and Quill and the chapters that will assist them with improving their written communication skills. Students will learn about appropriate communication through social media and will also learn how to use the Official Memorandum to communicate formally. Students will be assessed on their ability to use the provided guidance to format an Official Memorandum as well. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- N/A

LESSON NAME: Mission

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Define how your role supports the Air Force core missions.
- Identify the functions of the Department of the Air Force

LESSON OVERVIEW

The Mission lesson allows students to take an active and creative role to their learning through the development and delivery of a graded presentations (Mission Lab). Instructors actively coach students through a Mission Lab that introduces Strategic Competition, Air Force Capabilities, The Joint Forces, The National Defense Strategy, Nuclear and Cyberspace. Students examine the services, organization structures, core functions of the services and link the efforts they deliver in executing their wing, and military missions. *CONTACT HOURS: 18.0*

REQUIRED READINGS

- N/A

LESSON NAME: Mission Primer

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Define the Joint Learning Outcomes (JLOs) that support the Joint Learning Areas (JLAs).

LESSON OVERVIEW

The Mission Primer provides students an overview of the Air Force Capabilities, The Joint Forces, The National Defense Strategy, Nuclear and Cyberspace. It prepares them for the performance task that will be accomplished in the Mission Lesson. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- Read: Summary-NPR
- Read: Factsheet-NDS
- Read: Factsheet-Cybersecurity
- Read: Purple Book (at a minimum): pages 8, 32, & 35
- Read: Joint Publication 1, Volume 1 Preface: pages i-ii
- Skim: Joint Publication 5: pages 88-152

LESSON NAME: Operational Doctrine

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Performance Task

LESSON OBJECTIVES

- Define the Joint Learning Outcomes (JLOs) that support the Joint Learning Areas (JLAs).

LESSON OVERVIEW

This lesson will introduce students to the concept of mission command and allow them the opportunity to further their connection to this concept through an activity. Additionally, students will be introduced to and familiarized with the concepts of agile combat employment and multi-capable airmen. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- Read pages 2-5 (starting at “Definition of Terms” and ending before “ACE Framework”) in [AFDN 1-21](#).
- Read all of Air Force Doctrine Publication 1-1 Mission Command [AFDP 1-1](#)