



Lesson Plan

The Role of the Flight Commander

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How to Use this Lesson Plan

This lesson plan is divided into three key sections and an appendix containing supporting material.

The **About the Lesson** section outlines the lesson and identifies requirements for its effective use. Course Directors should use this section to (a) understand the purpose and context of the lesson, (b) learn about lesson pre-requisites, and (c) guide the selection of facilitators.

The **Before the Lesson** section provides details on the preparation required for this lesson, including participant prerequisites (if any), recommended facilitator pre-course readings, and guidance on how to prepare the classroom.

The **Presenting the Lesson** section contains the actual lesson plan. It provides the recommended outline, discussion, and slide prompts along with actual *questions* and *recommended language* for the facilitator to use in the classroom.

The **Appendix** includes any required in-class handouts or exercise material.

For more information on how lessons are structured, or how to use them in the course, see the **Course Director's Guide** or **Facilitator's Resources**.

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About the Lesson

The Role of the Flight Commander

Overview

This lesson serves to introduce the *Flight Commander Leadership Course* and the role of the flight commander. Participants are introduced to the role of the flight commander from the perspectives of the Chief of Staff and Chief Master Sergeant of the Air Force and discuss the roles and responsibilities of command as defined in Department of the Air Force Instruction 1-2, *Commander's Responsibilities*. Leveraging a pre-course interview with their squadron commanders (or equivalents), participants set goals for their flight command tenures. The lesson ends with an introduction to the lesson self-assessments which will follow at the end of each subsequent leadership lesson and the *Professional Development Plan* end-of-course assignment.

Objectives

By the end of this lesson, participants will be able to:

1. Interpret the role of the flight commander from various perspectives.
2. Understand the Department of the Air Force perspective on flight commander roles and responsibilities.
3. Develop goals for flight command based on commander's intent and mission requirements.

Recommended Prerequisites

- None

Recommended Time

- 50 minutes

Recommended Facilitator Qualifications

This lesson is designed for a facilitator with the following minimum qualifications:

1. Subject matter knowledge
2. Command-level experience

Subject matter knowledge can be developed using the information presented in **Preparing the Facilitator** section of this document.

Before the Lesson

Preparing the Participant

Before the course, the participant should receive and complete the following actions.

- Air University Global College, *Flight Commander Discussion Guide* (2022). Each participant must interview their squadron commander (or equivalent) before attending the course. This handout provides key questions, which the participant must answer before the course. The guide also includes assignment guidance for the final lesson of the course (*The Road Ahead*).

Preparing the Commander

Before the course, the participant's squadron commander (or equivalent) should receive and complete the following actions.

- Air University Global College, *Squadron Commander Discussion Guide* (2022). This guide supports the participant interview described above. It also provides expectations the commander should have of the participant when he/she returns from the course.

These discussion guides are available in the **Facilitator Resources** section of *The Flight Commander's Edge* website. They are also included in the lesson Appendix.

Preparing the Facilitator

All required materials and participant preparation, plus:

- None.

(Optional) Additional deep-dive preparation materials are available on *The Flight Commander's Edge* website.

Preparing the Classroom

Ensure the classroom provides/is provisioned with:

- Adequate classroom space for separate small group discussions.
- A white board or an easel with butcher block paper.
- Computer and projector (internet connectivity for YouTube required).

Preparing Required Materials

Prepare one copy of each handout below for each participant. Handouts are available in the Appendix.

- Air University Global College, *Flight Commander Discussion Guide* (2022)
- Air University Global College, *Squadron Commander Discussion Guide* (2022)
- Air University Global College, *Commander's Duties and Responsibilities Worksheet* (2022)
- Air University Global College, *Building a Professional Development Plan* (2022)

Presenting the Lesson

NOTE: This lesson is designed for up to five (5) groups of participants. Groups should be no larger than five (5) members to maximize participation during small group discussion.

Course Introduction (10 minutes)

The course introduction serves to start the *Flight Commander Leadership Course*. A slide template is provided for this block. Tailor it for your organization and course plan.

Slide 1: Flight Commander Leadership Course

Introduce the course.

Welcome to the *Flight Commander Leadership Course*. In this course you will learn about what it means to be, and how to succeed as a _____ (insert your unit name) flight commander.

Slide 2: Course Objectives

This slide provides recommended objectives for this course. Tailor these objectives based on your course design. (See the Course Director's Handbook for additional information.)

This course provides a holistic look at the role of the flight commander in _____ (insert your unit name). By the end of the course, you should be able to perform your flight commander duties better than before.

The course objectives are shown here.

Slide 3: Schedule

Insert your course schedule details on this slide.

Slide 4: Course Prerequisites

Remind participants of course prerequisites.

Before the course started, you were provided a *Flight Commander Discussion Guide* and given instructions to discuss your role and responsibilities as a flight commander with your squadron commander (or equivalent). That guide, and the questions in it, will be referenced throughout the course.

If you haven't completed the guide, or if you don't have it with you, we can reschedule you for a future Flight Commander Leadership Course.

Slide 5: Administrative Information

Insert other pre-course information specific to your unit on this slide.

Lesson Introduction (10 minutes)

This part of the lesson introduces the lesson concepts and presents the role of the flight commander as the first line of leadership.

A set of slides is provided for the lesson blocks of instruction. These slides are designed to support the experiential narrative included in this lesson plan.

Slide 6: The Role of the Flight Commander

Introduce the lesson.

In many units, the flight commander is the first line of leadership. This first lesson looks at the role of the flight commander and how the flight commander serves a much larger purpose than most people realize.

Slide 7: Objectives

This slide lists the lesson objectives.

After participants have reviewed the lesson objectives, continue.

(Optional) Slide 8: From the Commander

This slide is a placeholder for a course introduction video from your MAJCOM (or other) commander. It is optional, but it sets the stage for future discussions in the course.

Introduce the video.

Before we start the lesson, let's take a few minutes and watch this brief video from _____ (insert presenter) on the role of the flight commander.

A sample MAJCOM Commander video is available on the Air University Global College *YouTube* channel:

[General Everhart, AMC Flight CC/OIC Course Opening Comments \(2018\)](#)

After video is complete, continue.

Slide 9: Small Group Discussion

Divide the participants into small groups (4 or 5 members) and prompt the participants with the following experience.

In your small group, take five (5) minutes to introduce yourself and answer the following question:

What is the role of the flight commander?

Consider your experience, and the perspective gained from your commander interview before the course. Jot down your thoughts and be prepared to present your answers at the end of the discussion.

Initial Discussion (5 minutes)

The initial discussion focuses on interpreting the participants understanding of the flight commander role in the context of personal experience and commander interview completed before the course. At the end of the discussion, participants should have a good understanding of the role of the flight commander in their own words.

Slide 10: What Did You Learn?

Reconvene the large group and ask one member from each group to share their group's answer. Record key points from answers on a whiteboard.

Anticipated Responses: Answers will vary but should center on examples of mission and people. The answers from the discussion is a segue to actual duties and responsibilities in the next section.

- Executing the mission
- Leading people
- Managing resources
- Improving the unit

After a brief discussion, continue.

Content Presentation (10 minutes)

The previous discussion asked participants to define the role of the flight commander in their own words. In Air Force Instruction 1-2, *Commander's Responsibilities*, the Air Force describes the role of the commander in terms of “duties” and “responsibilities.” This instruction is not only written for official “G-series orders” commanders, but for leaders at all levels. This section summarizes those duties and responsibilities and prepares the participants for the application activity.

Distribute the **Air University Global College *Commander's Duties and Responsibilities Worksheet (2022)*** document.

When complete, continue.

Slide 11: Commander's Duties and Responsibilities

Introduce the duties and responsibilities of a commander by stating the following:

In the last discussion, you listed the roles of the flight commander. Your results focused on several key points, but did you know that the Air Force actually defines what a flight commander should do in an Air Force Instruction?

Air Force Instruction 1-2, *Commander's Responsibilities*, describes the role of the commander in terms of “duties” and “responsibilities.” This instruction is not only written for official “G-series orders” commanders, but for leaders at all levels.

There are four official “duties” and “responsibilities.” They are shown here, and on your handout.

The handout is summarized from AFI 1-2 and provides some basic definitions for each area.

In your small groups, take a moment to review these duties and responsibilities. Discuss them in your group and see where your earlier answers would fit...or what you missed. In about five (5) minutes, we will use this information in a short exercise.

As the facilitator, you should be prepared to address any confusion on the duties and responsibilities not resolved in the small groups.

After five (5) minutes, continue.

Application Activity (10 minutes)

Now that participants have an Air Force Service-level understanding of flight commander duties and responsibilities, this exercise helps them interpret the goals set for them by their squadron commanders and establish personal goals for their tenure in flight command.

Below are the discussion areas that should have been discussed during the pre-course discussion:

- Unit Mission/Vision
- Organizational expectations and how the flight contributes to achieving the overall mission
- Personal Strengths/Weaknesses/Opportunities for Improvement
- Additional topics pertinent to the squadron commander or flight commander

Slide 12: My Duties and Responsibilities

Begin the exercise with the following directions.

During your pre-course commander interview, you asked your commander for his/her “goals” for you as a flight commander. Now that we’ve defined the key roles and responsibilities of your position from an Air Force perspective, you must reconcile your commander’s “goals” with your larger responsibilities.

On the back of the *Commander’s Duties and Responsibilities Worksheet* you will find a chart for goal setting. Use this chart to map your assigned “goals” with where they fit. Also take a few minutes to add other goals – ones that you have established for yourself as a flight commander – to the chart.

You will use this chart when you complete your *Personal Development Plan* in the final lesson of the course.

Take five (5) minutes on this, and if you have any questions, see if you can resolve them in your small groups. If not, ask me.

Begin the exercise and monitor for time.

When complete, continue.

Lesson Wrap-Up (5 minutes)

The final lesson activity is an introduction to the self-assessment exercises that occur in all future leadership lessons. This section also introduces the *Personal Development Plan*, which all course participants will complete following the final lesson – *The Road Ahead* – and discuss with their squadron commander (or equivalent).

Distribute the **Air University Global College, *Building a Professional Development Plan (2022)*** document to all participants.

When complete, continue.

Slide 13: Planning for Self-Development

Describe how the remainder of the course is organized.

Now that you have had the opportunity to consider your specific goals and how they relate to your duties and responsibilities as a flight commander, it's time to think about long-term development.

As you go through the remainder of the Flight Commander Leadership Course, you will experience two different types of lessons: leadership lessons and local (or “how to”) lessons

The leadership lessons focus on key leadership topics that you should understand as a flight-level leader. The local, or “how to,” lessons focus on how things work here at _____ (insert your unit name).

Each of the leadership lessons will end with a self-assessment, where you will have an opportunity to grade your performance in the area presented. These self-assessments will be an input into your *Professional Development Plan (PDP)*.

At the end of each local lesson, you will have an opportunity to provide feedback to the presenter and help improve course content for future participants.

Slide 14: The Professional Development Plan Assignment

Introduce the *Professional Development Plan* assignment and set expectations for graduation.

The PDP is your ticket to graduation. It is an assignment which you must complete to earn credit for this course.

The *Building a Professional Development Plan* handout walks you through the entire assignment step-by-step. This assignment:

- **builds on the content of each leadership lesson,**
- **helps you plan to improve your leadership strengths, and**
- **provides an opportunity for feedback and mentoring.**

After your PDP is complete, you must schedule a meeting with your squadron commander (or equivalent) and brief him/her on the results of your training. After

this presentation, your commander will present you with your completion certificate.

If you complete the activities in each of the leadership lessons, you will have no problem finishing this assignment at the end of the course.

Please review the PDP handout for instructions and ask me if you have any questions.

End. Break (10 minutes).

Appendix: Required Materials and Handouts

The materials required for this lesson include:

- Air University Global College, *Flight Commander Discussion Guide* (2022)
- Air University Global College, *Squadron Commander Discussion Guide* (2022)
- Air University Global College, *Commander's Duties and Responsibilities Worksheet* (2022)
- Air University Global College, *Building a Professional Development Plan* (2022)

These handouts, on the following pages, are designed for printing directly from the lesson plan. Ensure you print enough copies for all class participants.

Note: Both the *Flight Commander Discussion Guide*, and the *Squadron Commander Discussion Guide* should be made available for participants use prior to the lesson.

Flight Commander Discussion Guide

Developed by the Air University Global College

*A good leader sets goals, measures progress, and rewards performance.
He or she tries to give everyone a stake in the mission
of the organization and its outcomes.
That's the role of leadership.*

- General John M. Loh, USAF (Retired)

Commanders/leaders at all levels have a responsibility to clearly outline their expectations, and how those expectations contribute to mission success. Your task is to set up an appointment to meet with your commander (or equivalent) to discuss his or her expectations for you and your team. Your conversation should focus on understanding how you and your team fit into the organization's vision and mission. The information you glean from your dialogue will prove helpful as you perform your roles and responsibilities and set goals for your flight command tenure.

Guidelines

As part of the course requirements, you will conduct a pre-course and post-course discussion with your commander (or equivalent). The following provides guidelines for conducting each discussion.

Pre-Course Discussion

Conduct a two-way interactive (in person, telephonic, Teams, etc.,) discussion with your squadron commander (or equivalent). Focus on the discussion areas below that will arise during the Flight Commander Leadership Course. These will enhance your ability to conduct your roles and responsibilities during your flight commander tenure.

Note: Do your homework prior to the discussion. Talk with other flight leaders and members about the topics below before meeting with your commander.

Mission/Vision: Integral to your team and your success is the alignment of your perceptions of the organization's vision and mission with that of your commander (or equivalent). Ask your commander to provide his/her description of the unit's vision and mission. Pay close attention to areas where your perceptions of the unit's vision and mission align and/or misalign with those of the commander. Make sure to ask for clarification on any misalignments.

Also, obtain a copy of your unit's mission and vision statements (if any) for use during the course.

Organizational Expectations: Your discussion should provide you with the commander's expectations for you and your team. Make a concerted effort not to depart without having agreed on expectations (reach concurrence).

The following questions will prove helpful during the discussion:

1. How would you describe the unit's mission/vision?
2. What are your expectations of and goals for me as a flight commander?
3. How do I contribute to accomplishing the mission and goals of the unit?
4. How does my team contribute to accomplishing the mission and goals of the unit?

Strengths. Transition from a focus on the organization and team, to more of a personal focus by asking what your commander sees as your top strengths and whether he or she notices any opportunities for improvement.

Note: If you do not directly report to your squadron commander, obtain this information on strengths and opportunities from your immediate supervisor or rating official.

Reflection/Introspection. After the discussion and before you attend the Flight Commander Leadership Course, take time to stop, think, and reflect. Consider how the information you learned from the discussion will shape how you execute your roles and responsibilities, solidify your team's mission and vision, and help your team master skills for effective mission accomplishment. If you find that you need clarification, schedule follow-on discussions with your commander and/or other individuals with experience in the particular topic.

Post-Course Discussion

Conduct a two-way interactive (in person, telephonic, Teams, etc.) discussion with your commander (or equivalent) following the completion of the FCLC. Below are focus areas for the discussion:

Professional Development Plan (PDP): After you have had the time to finalize and reflect on your PDP (part of the final lesson of the Flight Commander Leadership Course), schedule a post-course discussion with your commander. *You cannot officially complete the course until you have conducted this post-course discussion.*

- Prior to your meeting, provide your commander (or equivalent) a copy of your completed Professional Development Plan.

Be prepared to explain your action plan, timeline for goal achievement, and help you might need from the commander and/or others to achieve each goal for your top 3 to 4 goals.

Additionally, recommend you revisit the following areas from your pre-course discussion:

Mission/Vision: Recap your commander's vision and mission for the unit. Make sure to seek to understand the "why" of the mission and vision. Focus on areas where your perceptions of the unit's mission and vision align and/or misalign. Make sure to ask for clarification on any misalignments.

Organizational Expectations: Recap the commander's expectations for you and your team. Discuss how you and your team might need his/her help meeting certain expectations. Make a concerted effort not to depart without having agreed on expectations (reach concurrence).

Reflection/Introspection. After the discussion devote time to stop, think and reflect. Consider how the information you learned from the discussion could prove useful as you execute your roles and responsibilities, solidify your team's mission and vision, and help your team master

needed skills for effective mission accomplishments. If you find that you need more clarification on a topic, schedule follow-on discussions with your commander or other organizational team members who have experience with and knowledge of the particular topic.

Suggested publications to review: available on the Department of the Air Force E-Publishing site: (copy and paste into your browser: <https://www.e-publishing.af.mil/Product-Index/>)

- Air Force Policy Directive 1, *Air Force Culture*
- Air Force Instruction 1-1, *Air Force Standards*
- Air Force Instruction 1-2, *Commander's Responsibilities*

Squadron Commander Discussion Guide

Developed by the Air University Global College

As the unit commander (or equivalent), you must actively identify, select, and deliberately develop promising professionals capable of leading as flight commanders/leaders. The selection and development process is an essential part of building an inspiring leadership team focused on caring for people and accomplishing the mission. Integral to the development of this crucial leadership role is for you to articulate your expectations for flight commanders/leaders and for their teams. Additionally, you must clarify how meeting the prescribed expectations will contribute to successful mission accomplishment. This document provides guidance on how to conduct the *Flight Commander Leadership Course's* requirement for the attendee to meet with his/her unit commander (or equivalent) to complete pre-course and post-course discussions.

Guidelines

Flight commanders/leaders selected to attend the *Flight Commander Leadership Course* (FCLC) must conduct a pre-course and post-course discussion with their commander (or equivalent). These discussions are mandatory requirements for course completion. The following guidelines will help the commander prepare for and conduct each discussion session.

Pre-Course Discussion

Before the first day of FCLC, the flight commander must request a two-way interactive (in person, telephonic, Teams, etc.) discussion with their squadron commander (or equivalent). The discussion provides an opportunity to strengthen the relationship between two key leadership team members. *The flight commander has been provided questions and should initiate most topics within the discussion.* The flight commander's questions should provide an opportunity for the squadron commander to share the organization's mission/vision, expectations, and goals for how the flight commander/leader and his/her team will contribute to mission accomplishment.

During the FCLC lessons, flight commanders/leaders will share their organizational mission/vision and the commander's expectations with their classmates. The pre-course discussion will prepare the participants to engage in various course discussions.

Below are areas on which the flight commander/leader should focus during the discussion:

Mission/Vision: Describing the who, what, and how of the mission is crucial. The commander must also devote his/her attention to explaining the "why" for the mission/vision. Explain the organizational story in such a way that the flight commander can convey the who, what, how, and *why* for the mission/vision succinctly to his/her team.

Note: Participants will also require a hardcopy of the organization's mission and vision (if any) for use during in-course exercises.

Organizational Expectations: The flight commander/leader should solicit your expectations and goals for the flight commander and the flight. Make a concerted effort not to end the discussion without having agreed on expectations (reach concurrence).

Strengths. The flight commander/leader should solicit what you see as his/her top strengths and whether you have any recommendations or noticed any opportunities for improvement.

Note: If the leader does not report directly to you, direct the member to obtain this information on strengths and opportunities from his/her immediate supervisor or rating official.

(Optional) The commander should share his/her leadership philosophy. Encourage the flight commander/leader to develop their personal leadership philosophy and share it with their team.

Post-Course Discussion

The flight commander must request a two-way interactive (in person, telephonic, Teams, etc.) discussion with their squadron commander (or equivalent) following the completion of the Flight Commander Leadership Course. This post-course discussion is required for course completion. *Commanders are responsible for presenting each of their unit's course attendees with their certificate of completion.*

Below are recommended focus areas for the discussion:

Professional Development Plan (PDP): Reviewing and discussing the PDP with the flight commander is the primary focus of the meeting. The PDP provides the flight commander an opportunity to identify specific goals, develop action plans, and chart timelines for achieving those goals.

The flight commander is responsible for providing the commander a copy of his/her completed PDP prior to the scheduled meeting. Recommend squadron commanders establish a process that specifies a format (i.e., electronic or hardcopy) and a deadline for turn-in. The squadron commander should review the document prior to the discussion.

Note: See attachment for the instructions provided to the flight commander for completing the PDP.

Revisit Pre-course Discussion Topics: Review the following areas from your pre-course discussion:

Mission/Vision: Have the flight commander/leader express the organization's mission/vision and how his/her team fits into it.

Organizational Expectations: Have the flight commander/leader recap some of the expectations you conveyed in the pre-course meeting and explain how they plan on meeting them. Make a concerted effort not to depart without having agreed on expectations (reach concurrence).

Flight Commander Leadership Course Feedback: Ask the member for highlights from the course.

Proposed questions:

1. What aspects of the class do you feel better prepared you for your role as a flight commander/leader?
2. How can we better prepare future attendees before attending the course?
3. What are some other possible education and training tools that might aid you in your role as a flight commander/leader?

Suggested publications to review: available on the Department of the Air Force E-Publishing site: (copy and paste into your browser: <https://www.e-publishing.af.mil/Product-Index/>)

- Air Force Policy Directive 1, *Air Force Culture*
- Air Force Instruction 1-1, *Air Force Standards*
- Air Force Instruction 1-2, *Commander's Responsibilities*

Commander's Duties and Responsibilities Worksheet

Developed by the Air University Global College

Duties and Responsibilities	Definition
Execute the Mission	<ul style="list-style-type: none"> • Commanders hold the authority and responsibility to act and to lead their units to accomplish the mission. • Air Force commanders have threefold mission execution responsibilities: primary mission, Air Expeditionary Force (AEF) readiness, and mission assurance command and control.
Lead People	<ul style="list-style-type: none"> • Commanders must apply good risk management, accept risk and manage resources to adjust the timing, quality, and quantity of their support to meet the requirements of the supported commander. • Effectively leading people is the art of command. • Commanders must maintain effective communication processes and ensure unit members are well disciplined, trained and developed. • At all times, commanders must lead by personal example and pay judicious attention to the welfare and morale of their subordinates. • Commanders will enforce the Air Force cultural standards on conduct, performance, and discipline outlined in AFI 1-1, <i>Air Force Standards</i>. • Further, commanders will establish and maintain a healthy command climate which fosters good order and discipline, teamwork, cohesion and trust. • A healthy climate ensures members are treated with dignity, respect, and inclusion, and does not tolerate harassment, assault, or unlawful discrimination of any kind.
Manage Resources	<ul style="list-style-type: none"> • Commanders are entrusted with resources to accomplish a stated mission. • Those resources include: manpower, funds, equipment, facilities and environment, guidance, and Airmen/Guardian's time. • Commanders must consider risk in their stewardship of scarce resources to ensure effective and efficient mission accomplishment. • As part of managing their resources, higher echelon commanders must ensure adequate resources are provided to subordinate commanders. • Likewise, subordinate commanders must inform higher echelon commanders of resource shortfalls.
Improve the Unit	<ul style="list-style-type: none"> • Continuous process improvement is a hallmark of highly successful organizations. • Wasteful, ineffective, or unsafe ways of doing business cannot be tolerated. • Commanders must foster a culture of innovation and challenge inefficiencies. • A process for identifying and fixing deficiencies should be established and followed. Commanders must make data-driven decisions and manage risk while ensuring their unit's authorities, missions, plans and goals stay strategically aligned. • A robust self-assessment program will identify the root cause of deficiencies and enable sharing of best practices with other organizations. • Commanders are also expected to inspect their units and subordinates to ensure maximum effectiveness, efficiency, economy, and discipline of the force are maintained. • Commanders should strive to leave their unit better than they found it.

Commander's Duties and Responsibilities (from AFI 1-2, 7 May 2014)

Commander's Duties and Responsibilities Worksheet (cont.)

Use this worksheet to reconcile your commander's goals (for you) with your duties and responsibilities. Map your assigned goals where they fit and add any goals you established for yourself.

Duties and Responsibilities	My Goals – and what they mean to me
Execute the Mission	
Lead People	
Manage Resources	
Improve the Unit	

Building a Professional Development Plan

Developed by the Air University Global College

*"Knowing yourself is the beginning of all wisdom."
- Aristotle*

Professional military leaders are lifelong learners who strive for continuous improvement. Although the Department of the Air Force has an extensive career development plan that includes professional education, career broadening opportunities, assignment vectoring by professional development teams, etc., you need to be deliberate about planning your leadership growth and personal development. You should reflect on your values, perspectives, life and career goals, motivations, skills, etc. to see if and how they have changed over the years, and whether they need to change in the future to determine if you need to pursue new areas for personal or professional development. An honest examination of these factors is an essential aspect of your development.

The **Professional Development Plan (PDP)** is an end-of-course assignment that provides you the opportunity to identify specific goals and develop action plans and timelines for achieving those goals. The Flight Commander Leadership Course (FCLC) leadership lessons include self-assessments for various leadership skills/behaviors. This is good source material to use as you set goals for your personal and professional growth. Your goals may include the skills/behaviors you identified during the leadership lessons' self-assessments as areas in need of improvement (weaknesses). You should also include goals and action plans designed to help you continue to improve in areas designated as strengths. Moreover, your goals should include feedback on particular skills/behaviors your unit commander (or equivalent) and/or mentor(s) have encouraged you to address as part of your deliberate development.

Instructions

STEP 1: Development of Your Personal Action Plan. Use the below chart to capture your thoughts. Next, consider completing a detailed narrative describing the chart's contents or use a method of presentation you feel best communicates your action plan to you and to others with whom you might want to share your plan (squadron commander, mentor(s), etc.).

Topics to address:

- **Personal Goals** (near-, mid- and long-term; minimum of two for each timeframe); support needed for and potential barriers to each goal
- **Professional Goals** (near-, mid-, and long-term; minimum of two for each timeframe); support needed for and potential barriers to each goal
- **How You Will Get There:** Training opportunities/requirements, certifications, development preferences (future jobs or positions), personal/professional reading goals, etc., and why.

Important Note: Make sure your goals are SMART (*specific, measurable, attainable, realistic, and timely*). Also, prioritize your goals to ensure you do *first things first!*

Development Action Plan – Sample Outcomes Map

GOAL SKILL & BEHAVIOR	ACTION PLAN	TIMEFRAME TO ACCOMPLISH	RESOURCES / SUPPORT NEEDED	METHOD OF ACCOUNTABILITY

STEP 2: Schedule an appointment with your unit commander (or equivalent) to conduct the post-course discussion. Your PDP will be the primary focus of this discussion, come prepared to share and ask questions.

STEP 3: *Prior to the meeting*, provide a completed copy of your PDP to your unit commander (or equivalent) to allow him/her the opportunity to review it prior to the post-course discussion.

STEP 4: On scheduled meeting date, discuss your PDP with your unit commander (or equivalent). You should plan to explain *why* you selected each of your goals. Additionally, you should outline your action plan for achieving each goal.

- Note: See the Post-Course Discussion instructions in the Flight Commander Discussion Guide.

Helpful tip: Find a trusted team member and/or mentor to review your PDP prior to providing it to the unit commander. A mock interview with that member might prove beneficial to your preparation for your post-course discussion with the unit commander.