

Airmanship 400 (ALS) In-Resident Course Syllabus

Effective: 1 June 2025

MISSION

Prepare the next generation of non-commissioned officers to supervise Airmen and execute the mission.

COURSE LEARNING OUTCOMES

1. Explain how fundamental leadership concepts are used in the Department of the Air Force.
2. Use established supervisory tools and procedures to manage junior enlisted members.
3. Interpret warfighting concepts and national defense policies.

CURRICULUM OVERVIEW

Airmanship 400 (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. The course objectives are addressed in the following modules: Leadership Skills, Supervisory Skills, Communication Skills, Problem Solving Skills, and Military Studies.

<u>Course Hour Breakdown</u>	<u>Hours</u>
Leadership Skills	26
Supervisory Skills	32
Communication Skills	17
Problem Solving Skills	20
Military Studies	32
Course Orientation:	65
Total	192

COURSE REQUIREMENTS/POLICIES

1. **UNIFORM.** Each of the following uniforms are required to be worn and serviceable during Airman Leadership School:
 - a. OCP/Flight Suit/MCCUU/Type IIIs/Utilities or service equivalent
 - b. Semi-Formal/Service Blue Uniform (Class A) or service equivalent
 - c. Air Force Physical Fitness Gear or service equivalent
2. **READINESS ASSESSMENT.** Students who attend Enlisted Professional Military Education are expected to meet and adhere to service-specific physical training readiness standards. A readiness assessment will be given to all students no later than the fifth academic day of the course. All students must satisfactorily meet Air Force physical readiness standards to remain in the course.
3. **TECHNOLOGY.** Students will be required to utilize a laptop computer and a CAC reader to access all documents necessary for course completion. Additionally, ensure laptops have

the function to open Microsoft Word Documents, Adobe PDFs (utilize Adobe Acrobat Reader: Free PDF Viewer, or other operating system equivalent), and presentation software.

4. **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.
5. **CLASSES.** Students will attend class for guided discussions, experientials, case studies, and interactive scenarios. These discussions will complement the readings and students will contribute positively to the classroom environment.
6. **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.
7. **STRATIFICATION.** During the final week of the course, students will rank their peers based on performance and observations during the entire course. Only the top 10 students will receive points. The points awarded will be determined by the average ranking among their peers. The stratification score will account for 20% of the overall score but does not determine graduation status.

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

8. **METHODS OF EVALUATIONS.** Achievement of course outcomes are measured with assessments. Students must achieve a minimum of a 70 percent (129.5 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 assessment. The rubrics used in this course 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 assessment

in creative and unique ways that enables their scholarly growth. Additionally, instructors should utilize the rubrics to provide individualized feedback on what was done exceptionally well or why students did not meet the standard criteria to provide recommendations for remediation as necessary.

There are seven (7) graded assignments (four written, two speaking, and one multiple choice test) students must complete to graduate Airmanship 400.

Airmanship 400 Scoring Model		
ASSESSMENT NAME	ASSESSMENT TYPE	POINTS
Air and Space Achievement Medal	Written Product	32
Career Specialty	Presentation w/Visual Aid	25
Enlisted Performance Brief	Written Product	25
Military Studies Test	Multiple-Choice Assessment	35
Problem-Solving	Group Presentation w/Visual Aid	20
Quarterly Award	Written Product	25
The Official Memorandum	Written Product	23
Academic Total		185

9. Description of Graded Assignments

Air and Space Achievement Medal Assessment (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 Program lesson as well as guidance from DAFI 36-2803, *Military Decorations and Awards Program* to properly format the decoration.

Career Specialty Assessment (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, wing, and MAJCOM mission.

Enlisted Performance Brief Assessment (25 points)

Students will write an Enlisted Performance Brief based on the performance and accomplishments of their assigned Paper Airman. 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.

Military Studies Test (35 points)

This multiple-choice assessment will measure student comprehension on the Joint Planning Process (JPP), Joint All Domain Operations (JADO), Competition Continuum, and the Joint Learning Areas. This test also evaluates learning on required content outlined in CJCSI 1805.01C *Enlisted Professional Military Education Policy*, 1 November 2021. Students will study content from Joint forces Overview, National Defense Strategy, National Military Organization, and Operational Concepts, to include all in-class activities and homework, to prepare for this test. Additionally, this test will measure student comprehension on the Air Force core missions, mission-ready Airmen, Mission Command, and agile combat employment (ACE). Students will study content from Air Force Core Missions and Operational Concepts, to include all in-class activities and homework, to prepare for this test.

Problem-Solving Group Assessment (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 Assessment (25 points)

Students will write a quarterly award based on the performance and accomplishments of their assigned Paper Airman. Students are expected to use lessons learned from the Awards Program 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 Assessment (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.

Academic Counseling and Redlining

Students who fail to score of 70% or higher on any academic assignment will receive an academic counseling and be ineligible for all awards, except for the Commandant Award.

ASSESSMENT NAME	Points required to achieve a 70% or higher	Total Points
Air and Space Achievement Medal	23	32
Career Specialty	18	25
Enlisted Performance Brief	18	25
Military Studies Test	25	35
Problem-Solving	14	20
Quarterly Award	18	25
The Official Memorandum	17	23

10. GRADUATION SCORE

The graduation score is based on the academic graded assessments only.

Airmanship 400 Scoring Model		
	Possible Points	Score Percentage
Academic Graded Assessments	185	80%
Peer Evaluations/Stratifications	100	20%
Graduation Score:	285	100%

11. END OF COURSE SURVEY

The survey is administered to 100 percent of the student body upon course completion to determine overall effectiveness of Airmanship 400.

12. AWARDS PROGRAM

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 passing score of 70% on any assignment 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 Airmanship 400 will have only one John L. Levitow Award recipient.

Distinguished Graduate (DG) 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, excluding 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 assessments that are administered during the course.

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

Mandatory Course Pre-Requisite Readings:

REQUIRED READINGS

- The Case for Change: Optimizing the Air Force for Great Power Competition
- Air Force Doctrine Publication 1: The Air Force
- Air Force Instruction 1-1: Air Force Standards

LESSON NAME: Course Orientation

METHOD OF ENGAGEMENT: Lecture, Guided Discussion

LESSON OVERVIEW

This is the introductory lesson for the Airmanship 400 course. The lesson is designed to introduce students to the learning environment and the various activities they will be participating in (listed below). *CONTACT HOURS: 65.0 hours*

- ***School House In/Out-Processing:*** The first hour is to be used for in-processing and the second hour for out-processing. *CONTACT HOURS: 2.0-hours*
- ***Mission, Program Outcomes, and Learning Objectives:*** Students will be introduced to the course mission and outcomes. This time will also introduce any mandatory student briefings as prescribed by the EPME Handbook. *CONTACT HOURS: 1-hour*
- ***Procedural Guidance:*** This time will introduce any mandatory student briefings as prescribed by Barnes Center for Enlisted Education Policy. *CONTACT HOURS: 0.5-hours*
- ***Local Topics Briefing and Learning Management System (LMS):*** Schoolhouses will brief local topics and any local requirements the students need. Students will review LMS requirements and functions. *CONTACT HOURS: 2.0-hours*
- ***Successful Learning and Reflective Reinforcement:*** Students will be introduced to successful learning techniques and adult learner theory. This time also provides students an opportunity to pause between lessons and process new material. *CONTACT HOURS: 10-hours*
- ***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*
- ***Commandant's and Drill Time:*** The commandant time hours are used at the commandant's discretion to bring in speakers of opportunity to enhance the student experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc. The Drill time hours are utilized at the commandant's discretion to perform and practice for open ranks inspection, reveille, and retreat. *CONTACT HOURS: 22.0-hours*
- ***Peer Assessments, Stratifications and Instructor Feedback:*** Students will conduct peer to peer feedback and stratifications based on their performance throughout 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*
- ***Graduation:*** Students will participate as much as possible in planning the graduation event to reinforce the importance of military traditions, communication skills, and

effective leadership. Students will wear the semi-formal dress uniform (or other service equivalent) for graduation. *CONTACT HOURS: 2.0-hours*

LESSON NAME: Airmanship

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Define what it means to be an Airman in the Profession of Arms.

LESSON OVERVIEW

During this lesson, students will define professionalism, take a deeper look at the Profession of Arms, discuss progressive professionalism, and tie it 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: 4.5*

REQUIRED READINGS

- *A Profession of Arms: Our Core Values*: Chapters 1-4
- *The Airman Handbook*: Chapter 24, Sections A-D
- Research information on the relationship between leadership and management
- Summary of the US Constitution
- Tuskegee Airmen

LESSON NAME: Behavior Analysis

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss what motivates individuals using fundamental behavioral analysis concepts.

LESSON OVERVIEW

The Behavior Analysis lesson is intended to help the students recognize the relationship between behavior analysis 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: 3.5*

REQUIRED READINGS

- Behavioral Influences
- Key Elements of Behavior Analysis

LESSON NAME: Core Values

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss the importance of the core values when addressing ethical dilemmas.

LESSON OVERVIEW

This lesson enables students to focus on accepting and correlating the core values as a guide in ethical decision-making. The lesson concludes by addressing ethical conflicts and aligning personal values with the Air Force core values. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- *A Profession of Arms: Our Core Values: Chapter 3*
- Review recent court martial cases within the Judge Advocate Air Force Docket

LESSON NAME: Emotional Intelligence

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Recognize fundamental concepts of emotional intelligence.

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

LESSON NAME: Leadership

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss fundamental leadership concepts in a military organization.

LESSON OVERVIEW

Students will learn about various leadership qualities and motivators. Students will learn how effective and ineffective leadership impacts mission success for military teams.

CONTACT HOURS: 4.0

REQUIRED READING

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

LESSON NAME: Teams

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss how to manage team functions and dynamics at the unit level.

LESSON OVERVIEW

Students will learn about the differences that exist between a team and a group. Students will 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
- eTMPRE

LESSON NAME: Trust Based Relationships

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss why building trust is critical in a professional relationship.

LESSON 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

LESSON NAME: Airman Support and Response Actions

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify local resources that support Air Force personnel.
- Discuss how to support and respond to sensitive issues Airmen may face.

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 learn the supervisory skills necessary to support airmen through sensitive situations. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- *Enlisted Force Structure: Pages 15-16*
- *DoDI 6495.02 Sexual Assault Prevention and Response: Program Procedures: Pages 40-42*

LESSON NAME: Awards Program

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assessment

LESSON OBJECTIVE

- Demonstrate how to properly 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 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 be evaluated on their ability to create quarterly awards for their accomplishments. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- N/A

LESSON NAME: Decorations Program

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assessment

LESSON OBJECTIVE

- Demonstrate how to properly write an Air and Space Force Achievement Medal.

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, Assessment

LESSON OBJECTIVE

- Demonstrate how to properly write an enlisted performance brief.

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 evaluation on their own accomplishments. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- DAFI 36-2406, *Officer and Enlisted Evaluation System*: Chapter 1, paragraph 1.1 – 1.3 and 1.6.3

LESSON NAME: Personal and Professional Development

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Explain the differences between personal and professional development.

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: 4.0*

REQUIRED READINGS

- Air Force Handbook (AFH) – 1 *The Airman Handbook*: Paragraphs 7.1 – 7.3
- *Enlisted Force Structure*: Pages 19-21

LESSON NAME: Publications and Forms

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Identify applicable publications and forms to perform supervisory functions.

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 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 supervisory expectations and processes regarding Air Force standards and discipline.
- Demonstrate how to properly write a letter of counseling (LOC).

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 be introduced to the progressive discipline process and be presented with scenarios that will require them to create a letter of counseling. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- *The Enlisted Force Structure: Pages 15-16*
- Performance Feedback student reading
- Read Standards and Discipline student reading

LESSON NAME: Interpersonal Communication and Feedback

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Summarize fundamental interpersonal communication concepts.
- Conduct an initial feedback session as a supervisor.

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: 6.0*

REQUIRED READINGS

- DAFI 36-2406, *Officer and Enlisted Evaluation System: Chapter 2*
- Interpersonal Communications
- AF931: Review

LESSON NAME: Presentation Communication

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assessment

LESSON OBJECTIVE

- Summarize fundamental communication concepts and techniques.

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: 6.0*

REQUIRED READINGS

- DAFH 33-337, *The Tongue and Quill: Chapters 1-3, 10*

LESSON NAME: Tongue and Quill

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assessment

LESSON OBJECTIVES

- Summarize fundamental Air Force written communication methods and techniques.
- Demonstrate proficiency in written communication by developing an official memorandum.

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

- DAFH 33-337, *The Tongue and Quill*: Chapters 12, 14

LESSON NAME: Introduction to Critical Thinking

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Summarize critical thinking hindrances and biases.

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 OBJECTIVE

- Summarize negotiation strategies in the military organization.

LESSON OVERVIEW

Students will be introduced to the concept of negotiations, key terms that are relevant to negotiations and the negotiations environment. Students will 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, Assessment

LESSON OBJECTIVES

- Summarize fundamental problem-solving processes and techniques.
- Explain how to use a problem-solving process for an authentic issue.

LESSON OVERVIEW

Students will be introduced to the problem-solving steps and the characteristics of a good problem solver. Students will learn various problem-solving techniques and styles and learn how to utilize these concepts to solve problems at the unit level. Students will work as a group where they can explain their problem-solving processes. *CONTACT HOURS: 8.0*

REQUIRED READINGS

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

LESSON NAME: Air Force Core Missions

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Define each of the Air Force core missions.
- Explain how your AFSC contributes to the Air Force core missions.

LESSON OVERVIEW

The Air Force Core Missions lesson educates students on the five Air Force Core Missions. Additionally, students will provide an individual presentation on their Air Force Specialty Code (AFSC) showcasing how their career field contributes to the mission. *CONTACT HOURS: 8.0*

REQUIRED READINGS

- *The Joint Team*: pages 32-33, 35 (at a minimum)

LESSON NAME: Joint Forces Overview

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assessment

LESSON OBJECTIVE

- Define fundamental joint force functions and concepts.

LESSON OVERVIEW

This lesson intends to provide the students with knowledge of the other military services. Understanding the form and function of the other branches will better serve the students when assigned to a joint environment. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- *The Joint Team*
- USSF Primer
- Joint Publication 1, Volume 1 Preface: Pages i-ii
- Interorganizational Cooperation: Pages 1-4
- Review the information on the U.S. Department of Defense, *Military Units*, website
- Be familiar with the command, organization, and formation structure of the services.

LESSON NAME: National Defense Strategy

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Interpret fundamental concepts of the National Defense Strategy (NDS).
- Summarize adversarial threat capabilities.

LESSON OVERVIEW

This lesson aims to familiarize the students with the National Defense Strategy, or adversaries to become better informed on how it affects them as Airmen and the Air Force as a whole. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- Summary-NPR
- Factsheet-NDS
- Factsheet-Cybersecurity
- Review: *National Defense Strategy of the United State of America*
- *The Joint Team*: Pages 8-9, 32, 35 (at a minimum)

LESSON NAME: National Military Organization

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Interpret fundamental functions and capabilities of the national security framework.

LESSON OVERVIEW

The intent of this lesson is to provide students' knowledge and understanding of how the military is organized and structured. Students should know how the US Military and DoD contributes to the defense of our nation. *CONTACT HOURS: 4.0*

REQUIRED READINGS

- Combatant Commands on webpage
- Wild Blue Yonder's article, "Why The A-Staff?"
- JP 1, Volume 2, *The Joint Chiefs of Staff*: Chapter 2, Section B
- Review the Joint Chiefs of Staff official website, "The Joint Staff"
- Review A - Staff Handout

- Review National Military Organization Student Reading
- AFDP 3-27, *Homeland Operations*: Pages 5-7

LESSON NAME: Operational Concepts

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Interpret published operational doctrine and how it is applied during military operations.

LESSON OVERVIEW

The intent of this lesson is to familiarize students with the concepts of mission command, agile combat employment and mission ready Airmen. Students will comprehend how these concepts are relevant to themselves. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- AFDN 1-21, *Agile Combat Employment*: Pages 1-5
- AFDP 1-1, *Mission Command*
- AFDP 3-99: Pages 1-4 (Ch. 1) and Pages 19-20 (Ch.17)
- Review PAG – Mission Ready Airmen, 8 July 2024
- Joint Publication 5: Pages 88-152 (Main Points Only)

LESSON NAME: Military Studies Test

METHOD OF ENGAGEMENT: Multiple-Choice Assessment

LESSON OBJECTIVES

- Define each of the Air Force core missions.
- Explain how your AFSC contributes to the Air Force core missions.
- Define fundamental joint force functions and concepts.
- Interpret fundamental concepts of the National Defense Strategy (NDS).
- Summarize adversarial threat capabilities.
- Interpret fundamental functions and capabilities of the national security framework.
- Interpret published operational doctrine and how it is applied during military operations.

LESSON OVERVIEW

The Military Studies Test will be conducted during this lesson. *CONTACT HOURS: 2.0*

REQUIRED READINGS

- All military studies module readings