

**AIR FORCE SENIOR NCO
ACADEMY COURSE SYLLABUS**



AFSNCOA COURSE
SYLLABUS 25 June 2026

AFSNCOA MISSION STATEMENT

The mission of the SNCOA is to develop and educate, air minded senior leaders to lead across emerging operational environments to advance the security and interests of our nation.

PROGRAM LEARNING OUTCOMES

1. Utilize strategies to address contemporary leadership issues, increase cohesion, improve adaptability, and maximize organizational effectiveness.
2. Interpret policy, strategy, and doctrine to execute mission requirements while navigating evolving operational demands and warfighting challenges inherent to operating in complex and dynamic environments.
3. Explain the relationship between emerging threats, the competition continuum and the art and science of warfighting.
4. Apply critical and creative thinking to develop courses of action, addressing organizational and operational challenges.

CURRICULUM OVERVIEW

AFSNCOA provides professional military education to prepare SNCOs to strengthen organizational leadership strategies and leverage national, military and airpower strategies. Additionally, SNCOs will understand strategic competition and how integrated deterrence is important to national security. AFSNCOA is 198 hours of guided discussion, experiential exercises, individual and group research, formal lecture and concludes with a wargame scenario. The course deliberately prepares and advances SNCOs to think critically, creatively and strategically and be relevant in their operating environment. Students who complete this course are prepared for increased leadership responsibility in the joint, combined and interagency operating environment.

As directed by the CJCSI 1805.01C, the objectives of the faculty of the AFSNCOA are to:

1. Provide students and assist them to understand the effects and relationships between all instruments of national power: Diplomatic, Information, Military and Economic.
2. Enable students to adopt the ability to look “up and out” while simultaneously remaining focused “down and in” and communicating effectively through all levels of the chain of command.
3. Prepare students to operate and lead in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment.
4. Increase students’ awareness, perspective and understanding to anticipate and adapt to surprise and uncertainty, recognize change, and assist in transitions and fully exemplify the attributes of mission command (understanding, intent, and trust).

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 materials.
2. **LECTURES.** Students will attend subject matter expert lectures relating to assigned readings and lessons per the schedule. These presentations complement the readings and flight room discussion and therefore enhance knowledge of the course concepts. Lectures and presentations follow established Air University guidelines of non-attribution and academic freedom.
3. **PARTICIPATION.** Student participation in flight room discussions is vital to the success of the course. Students must prepare for each lesson by completing the assigned readings. Each member is expected to contribute to the discussion.
4. **PERFORMANCE EVALUATIONS.** There are four evaluations, two written graded assessments and two speaking graded assessments. Evaluations measure student's mastery of the educational outcomes, determine fulfillment of graduation criteria and measure the effectiveness of the program of instruction. Students must achieve a minimum of 70 percent on each assessment. A passing score of 70 percent demonstrates the minimum acceptable level of based on the criterion components for each type of assessment evaluation. The assessment evaluation instrument (rubric) clearly describes each criterion component.
5. **ACADEMIC REVIEW.** Instructors will counsel students who fail to achieve the minimum passing score and provide additional remediation as necessary. Students who fail to achieve a passing score must re-accomplish the assignment as prescribed by the instructor but not earlier than the next duty day. Students who fail second reevaluation are subject to being academically released at the discretion of the Commandant.

6. METHODS OF EVALUATION

- Personal Leadership Assessment (100 Points/30% overall): Following the Organizational Leadership Environment module students will complete a written assignment focused on their leadership philosophy and develop a leadership plan of action identifying strengths and areas of improvement.
- Organization Background Challenge Paper (100 Points/25% overall): At the completion of the Strategic-Minded Leader Module students will prepare a written assignment identifying how their respective organization supports national and military policies and applies tenets of airpower within a specific challenge.
- Operational Environment Brief (100 Points/20% overall): At the conclusion of the Operational Environment Module and designated on the schedule, students working individually will prepare and deliver a briefing that addresses a strategic partner or competitor to meet the requirements of the assessment rubric.

- Capstone – Strategic Focus Lab (100 Points/25% overall): Following the Capstone Strategic Focus Lab Module as designated on the schedule, students working in small groups will prepare and present a briefing that analyzes a provided scenario to develop a hypothesis, course of action to include a leadership application to given audience.
- Capstone - Personal Refinement Strategy (Go/No Go): As the course concludes students will prepare an oral presentation synthesizing AFSNCOA lesson concepts with areas of personal improvement and strengths.

7. **PEER EVALUATION.** During the course there are two designated times on the schedule that students will evaluate their peers based on their individual performance and conduct one on one feedback. Points will be determined by the average of their ranking on the performance evaluation. The peer evaluation score will account for 50 percent of the overall graduation score.

Peer Eval Score Raw Rank	Final Peer Eval Score
1	50
2	49
3	47
4	44
5	40
6	35
7	30
8	25
9	20
10	15
11	10
12	5
13	0
14	0
15	0
16	0

8. **GRADUATION SCORE**

The graduation score is a combination of all academic assignments and the Peer Evaluation Score

	Possible Points	Score Percentage
Academic Graded Assignments	400	50%
Peer Evaluations	100	50%
Graduation Score:	500	100%

9. AWARDS CALCULATION

- Distinguished Graduate Awards are based on a student's academic score and the peer evaluation they receive from student and instructor peer assessment exercises. This award is presented to the top student in each flight.
- Team Etchberger Award recognizes the AFSNCOA flight that best epitomized the team concept. Among the numerous requirements levied upon each student, three areas benefiting the team working together toward the common goal of graduation are academics, physical fitness and volunteerism/community service.

10. 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 AFSNCOA.

AFSNCOA: Modules, Lessons, Outcomes, Objectives and Readings

PROGRAM ORIENTATION AND LESSON SUPPLEMENTAL GUIDANCE

LEARNING OBJECTIVE:

1. Receive orientation information on the AFSNCOA's purpose, policies, procedures, and requirements.
2. Commandant's time and/or speakers to address class on pertinent/course objectives
3. Reflective reinforcement provides students with the opportunity to pause between learning episodes and process new material
4. Airman's Time is to discuss current or historical events in the news directly impacting the Air Force, sister service, international partner students' home country, the DoW or the United States in general
5. Comprehensive fitness is personal time to allow students to participate in one of the Comprehensive Airman Fitness' four pillars; mental, physical, spiritual or social domains to relieve stress, recover from daily challenges and be physically and mentally prepared for daily educational endeavors.
6. Physical Fitness and Mock PT assessment
7. Communication lesson to prepare students for course evaluations (written and oral)
8. Independent research provides students with time to research independently or in small groups to complete module and lesson assignments.
9. Peer Assessment/Feedback Exercise is used to increase a student's self-awareness; the rank order is included in the distinguished graduate awards calculations within the course.
10. Graduation is the culmination of the course where students complete end-of-course surveys, receive graduation diplomas and awards, and may participate in a retreat ceremony.

LESSON OVERVIEW:

Overview: The purpose is for students to understand the AFSNCOA's purpose, policies, procedures, and requirements, participate in lectures with question-and-answer sessions with subject matter experts, crosstalk with senior ranking members of the DoW and graduate the course. These activities are not necessarily directly tied to any learning outcomes. Additionally,

students participate in reflective reinforcement after specific lessons, conduct independent research and conduct physical fitness and team building exercises.

CONTACT HOURS: 83.5-hours

MODULE 1: ORGANIZATIONAL LEADERSHIP

MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

LESSON 0: INTRODUCTION/WRAP-UP TO ORGANIZATIONAL LEADERSHIP

Method of engagement: Lecture and Guided Discussion

MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

LESSON OBJECTIVES

1. Students will understand the assignment expectations, the location of the assignment evaluation rubric and how to submit the assignment within the Learning Management System (LMS)
2. Reflect on lessons learned for future application

LESSON OVERVIEW/WRAP-UP

Overview: The purpose of this lesson is to prepare students for the Organizational Leadership Environment by introducing them to the concepts along with a road map and providing a brief overview/reminder of the graded assignment and due date. The lesson will pause until all other lessons are complete in Module 1. Once all lessons are complete, the instructor will wrap-up the module.

CONTACT HOURS: .5-hour

REQUIRED READING

N/A

LESSON 1: CRITICAL THINKING

Method of engagement: Guided Discussion, Experiential

MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

LESSON OBJECTIVES

Cognitive

1. Implement the elements of Critical Thinking
2. Describe the impact of systems thinking and biases as it pertains to Critical Thinking
3. Produce a disinformation campaign and predict its impact on organizational effectiveness

Affective

1. Internalize improving organizations through critical thinking and strengthening information discernment

LESSON OVERVIEW

Overview: This lesson prepares students to think critically and develop habits of mind to strengthen their decision-making abilities and questioning techniques for problem resolution. Students will examine how to incorporate critical thinking practices in their organizations. Building on critical thinking skills students will review and explore how our adversaries use our critical thinking deficiencies against us through disinformation and discuss methods to combat those efforts.

CONTACT HOURS: 6.0-hours

REQUIRED READINGS

1. *Critical Thinking Primer*, AFSNCOA
2. *The Miniature Guide to Critical Thinking, eighth edition*, Foundation for Critical Thinking, 2020 (Pages 9, 12, 14-26)
3. *Combatting Targeted Disinformation Campaigns*, Analytic Exchange Program, Oct 2019 (Page 7, Section 3.1 Cognitive Bias - pages 32-34, Section 4. Media Literacy and Critical Thinking Skills – pages 38-41)
4. *Mapping and Analysis of Efforts to Counter Information Pollution, in Europe and Central Asia*, United Nations Development Program, November 2022 (List of Definitions and Executive Summary pages 5-8)
5. *Helping Students Exercise their Critical Thinking Using the SEE-I*, University of Louisville

LESSON 2: THE CREATIVE THINKER

Method of engagement: Guided Discussion, Experiential, Individual/Group Projects

MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations

3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

LESSON OBJECTIVES

Cognitive

1. Explain the impact of the Competing Values Framework on establishing a culture of creativity and innovation
2. Produce human-centered solutions addressing institutional challenges

Affective

1. Seek methods to empower and inspire organizational innovation

LESSON OVERVIEW

Overview: In this lesson, we will cover what it means to be creative, and students will develop an understanding of what that looks like in an organization. Students will uncover methods to foster innovation in organizations via the Competing Values Framework and deep dive into Design Thinking.

CONTACT HOURS: 6.0-hours

REQUIRED READINGS

1. *Creative Thinking Primer*, AFSNCOA
2. *The Competing Values Framework Overview*, Dr. Jeff DeGraff

LESSON 3: THE EMOTIONALLY INTELLIGENT LEADER

Method of engagement: Guided Discussion, Experiential, Individual/Group Projects

MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

LESSON OBJECTIVES

Cognitive

1. Predict the impact of emotional intelligence on leadership effectiveness
2. Apply strategies to develop and strengthen the four domains of emotional intelligence

Affective

1. Weigh outcomes of leadership actions and influence through understanding emotional intelligence

LESSON OVERVIEW

Overview: The purpose of this lesson is to address emotional intelligence to build better self-awareness as a senior enlisted leader, improve awareness of others, strengthen organizational cohesion to achieve mission goals.

CONTACT HOURS: 4.0-hours

REQUIRED READING

1. *The Emotionally Intelligent Leader Primer*, AFSNCOA
2. Complete the Emotional Intelligence (EQ) Assessment

LESSON 4: ETHICAL DECISION-MAKING

Method of engagement: Guided Discussion, Experiential, Case Study, Individual/Group Projects

MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

LESSON OBJECTIVES

Cognitive

1. Correlate ethical decision-making to organizational effectiveness
2. Apply ethical decision-making models to complex dilemmas

Affective

1. Invoke ethics by choice as opposed to ethics of obligation to further organizational effectiveness
2. Value deliberate leadership development concepts and their impact on personal, subordinate, unit and mission effectiveness.

LESSON OVERVIEW

Overview: The purpose of this lesson is to reinforce ethical principles, introduce an ethical decision-making model and tool. SNCOs will be prepared to create environments that promote ethical decision-making across the organization.

CONTACT HOURS: 5.0-hours

REQUIRED READINGS

1. *Ethical Decision-Making Primer*, AFSNCOA
2. *Ethics vs Morals*, www.diffen.com

ASSIGNMENTS

****Personal Leadership Assessment (See schedule for due date)****

MODULE 2: FOUNDATIONS OF NATIONAL, MILITARY AND AIRPOWER STRATEGY

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON 0: FOUNDATIONS OF NATIONAL, MILITARY AND AIRPOWER STRATEGY; INTRODUCTION/WRAP-UP

Method of engagement: Lecture, Guided Discussion

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

1. Explain lesson intent and what will be discussed throughout Module 2
2. Understand the assignment expectations, evaluation criteria, the location of the assignment evaluation rubric and how to submit the assignment within the LMS
3. Reflect on lessons learned for future application throughout the course.

LESSON OVERVIEW

Overview: The purpose of this lesson is to prepare students for the Foundations of National, Military and Airpower Strategy module by introducing them to the concepts, provide a road map and provide an overview/reminder of the graded assignment and provide the due date. As the module concludes, the instructor will lead a discussion to cover the highlights of the lesson concepts discussed and include specific meaningful dialogue which occurred during the overall lesson.

CONTACT HOURS: .5-hours

LESSON 1: U.S. CONSTITUTION AND THE PROFESSION OF ARMS

Method of engagement: Guided Discussion, Experiential, Lecture

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations.
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine and The Profession of Arms.
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Understand how the U.S. Constitution relates to the Profession of Arms.

2. Discuss the Profession of Arms and its relation to the Airman's Perspective.

Affective

1. Value the U.S. Constitution as it relates to the Profession of Arms.

LESSON OVERVIEW

Overview: In this lesson, we discuss the foundational role of the U.S. Constitution and the Profession of Arms (PoA) in shaping the identity, purpose, and responsibilities of Air Force Senior Noncommissioned Officers. It emphasizes that understanding and defending the Constitution is central to the military oath and ethical leadership, and that SNCOs must internalize and convey this "why" to their Airmen. Through exploration of constitutional principles and the duties of the PoA, SNCOs are reminded that their leadership impacts the mission, shapes ethical climates, and upholds the ideals for which they swore to serve.

CONTACT HOURS: 4.0-hours

REQUIRED READING

1. *U.S. Constitution Outline, AFSNCOA*
2. *Oath of Enlistment Pamphlet*
3. *A Profession of Arms: Our Core Values (The Blue Book), May 2022 (pages 5-6)*
4. *The Enlisted Force Structure (The Brown Book), September 2025*

LESSON 2: NATIONAL SECURITY STRATEGY (NSS), NATIONAL DEFENSE STRATEGY (NDS) AND NATIONAL MILITARY STRATEGY (NMS)

Method of engagement: Guided Discussion, Experientials, SME Presentation/Lecture

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Summarize the relationship between the NSS, NDS & NMS and the impact these documents have on their home organizations.
2. Describe how the NSS, NDS & NMS are executed using the instruments of national power

Affective

1. Appreciate how home organizations connect to the NSS, NDS and NMS

LESSON OVERVIEW

Overview: In this lesson students will focus on the role and purpose of the National Security Council and how the National Security Strategy, National Defense Strategy and National Military Strategy are developed. Students will also address the relationship between the National Security Strategy, National Defense Strategy, National Military Strategy, Air Force Doctrine Publication 1 (AFDP-1) and the mission of their organization.

REQUIRED READING

1. Current *National Security Strategy*
2. Current *National Defense Strategy*
3. Current *National Military Strategy*

LESSON 3: NATIONAL SECURITY INTERESTS

Method of engagement: Guided Discussion & Experiential

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Explain National Security Interests and demonstrate how they relate to International Relations.
2. Understand how regional implications affect National Security.
3. Comprehend how successful unified actions and security cooperation maintain National Security.
4. Formulate recommendations for a Commander on how to ethically and effectively apply Air Force doctrine to navigate operational demand not covered in existing policy.

Affective

1. Value issues affecting National Security and appreciate international relations

LESSON OVERVIEW

Overview: The purpose of this lesson is for SNCOs to know what the national security interests are and how international relations are impacted. Students will be able to link national security interests to the NSS, NDS and NMS. Students will also be able to explain how these interests impact regional, political and economics differently and understand the impact on the DoW globally.

CONTACT HOURS: 5.0-hours

REQUIRED READING

1. Combatant Command's posture statements
2. American Interest and Priorities document

LESSON 4: INTRODUCTION TO JOINT OPERATIONS

Method of engagement: Guided Discussion, Experiential, Case study

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations

2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Examine the importance of joint operations and interoperability
2. Apply the principles and functions of joint operations
3. Discuss the Principles of Joint Operations and Joint Functions and their importance in mission execution

Affective

1. Value cultivating Joint Enlisted Leader Attributes to increase Senior NCO effectiveness in joint environments

LESSON OVERVIEW

Overview: This lesson will provide SNCOs with an understanding of jointness while developing a familiarization of the responsibilities and authorities given to operate. A foundation of the Principles of Joint Operations, Joint Functions and military activities will mature SNCOs knowledge while preparing them to operate strategically in a Joint environment.

CONTACT HOURS: 6.0-hours

REQUIRED READING

1. *The Joint Team* (Purple Book), (pages 8-10, 15 and chapters 4 & 5)
2. *Joint Operations Primer*, AFSNCOA
3. Joint Publication 3-0, Joint Campaigns and Operations (18 June 2022), II-1 through II-6

LESSON 5: INTERAGENCY AND INTERORGANIZATIONAL COOPERATION

Method of engagement: Guided Discussion, Group Research, Experiential

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Understand interorganizational cooperation and interagency coordination
2. Discuss how interorganizational cooperation and interagency coordination efforts contribute to a competitive advantage over adversaries
3. Explain how cooperation amongst elements of the DoW, United States Government (USG) agencies and civilian partners enhance national security

Affective

1. Value interorganizational and interagency contributions to national military and airpower strategy

LESSON OVERVIEW

Overview: The purpose of this lesson is for students to understand that interagency and interorganizational operations are instrumental to national and military strategies. SNCOs should be able to discuss how U.S. government agencies, civilian partners and DoD cooperation support national security interests and how they can support and promote cooperation to enhance U.S. national interests and mission effectiveness.

CONTACT HOURS: 2.0-hours

REQUIRED READING

1. *Interagency & Interorganizational Primer*, AFSNCOA

LESSON 6: FOREIGN CONSIDERATIONS

Method of engagement: Guided Discussion, Experiential

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Explain the relationship between cultural awareness and mission effectiveness
2. Discuss cultural dimensions and their influence on multinational operations

Affective

1. Value cultural awareness and impact on mission effectiveness

LESSON OVERVIEW

Overview: Students will be better prepared to engage with international partners in combined operations. SNCOs will develop an appreciation for and can explain how employing cultural dimensions contributes to influencing international relations that impact global operations and effectiveness.

CONTACT HOURS: 3.0-hours

REQUIRED READING

1. Read Dimensionalizing Cultures: The Hofstede Model in Context, Hofstede, G. (2011), *Online Reading in Psychology and Culture*, (Read the Abstract on page 2)
2. *Foreign Considerations Primer*, AFSNCOA

LESSON 7: GLOBAL SECURITY: NAVIGATING ALLIANCES & ADVERSARIES

Method of engagement: Guided Discussion, Experiential, Individual/Group Projects

MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force

Doctrine, JIIM and The Profession of Arms and JIIM

3. Connect national policies and interests to home organization mission

LESSON OBJECTIVES

Cognitive

1. Understand the foundational role of global governance (the UN Security Council) and international legitimacy in enabling U.S. military access and power projection.
2. Explain how U.S. treaties, alliances, and pacts support National Defense Strategy (NDS) objectives, deter near-peer aggression, and facilitate allied burden-sharing.
3. Discuss the operational impacts of adversary gray-zone tactics, simultaneous regional pressures, and narrative control.

Affective

1. Value the role of international alliances and frameworks in advancing U.S. National Security objectives and deterring competitor threats.

LESSON OVERVIEW

Overview: The purpose of this lesson is to explore how global governance, alliances, and strategic partnerships support U.S. national security objectives and shape military operations. Additionally, it assesses how adversaries use gray-zone competition and simultaneous regional challenges to affect U.S. deterrence and power projection.

CONTACT HOURS: 5-hours

REQUIRED READING

1. *Global Security Primer*, AFSNCOA

ASSIGNMENT

****Organizational Challenge Background Paper (See schedule for due date)****

MODULE 3: OPERATIONAL ENVIRONMENT

Method of engagement: Lecture, Guided Discussion and Experiential Exercise

MODULE OUTCOMES

1. Explain the effect of integrated deterrence and strategic competition on national security and the DAF's role to win future wars.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Construct a solution to simulated national security situations.

LESSON 0: OPERATIONAL ENVIRONMENT OVERVIEW/WRAP-UP

Method of engagement: Guided Discussion, Student Research and Presentations

MODULE OUTCOMES

1. Explain the effect of integrated deterrence and strategic competition on national security and the DAF's role to win future wars.

2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Construct a solution to simulated national security situations.

LESSON OBJECTIVES

Cognitive:

1. Understand module assignment instructions, requirements and evaluation criteria
2. Develop Warfighting COAs against a Strategic Competitor from a SNCO perspective
3. Reflect on lessons learned for future application

Affective

1. Appreciate how integrated deterrence is essential to success in strategic competition

LESSON OVERVIEW

Overview: The purpose of this lesson is to prepare students for the Integrated Deterrence and Strategic Competition module by introducing them to the concepts, provide a road map and provide an overview/reminder of the graded assignments and provide due dates. Students will be provided time for research, presentation preparation and presentation. The lesson will conclude once the module is complete with a leadership reflection on the module's content.

CONTACT HOURS: .5-hours

LESSON 1: STRATEGIC ENVIRONMENT

Method of engagement: Lecture, Guided Discussion, Experiential

MODULE OUTCOMES

1. Explain the effect of integrated deterrence and strategic competition on national security and the DAF's role to win future wars.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Construct a solution to simulated national security situations.

LESSON OBJECTIVES

Cognitive

1. Discuss the competition continuum and illustrate its relationship with U.S. strategic competition actions
2. Explain strategic partners and competitors' capabilities, national interests and use of instruments of national power

Affective

1. Value the importance of understanding U.S. adversaries and partnerships to win future war

LESSON OVERVIEW

Overview: Understanding U.S. peer/near-peer competitors will equip students with the "why" and highlight the importance of integrated deterrence and strategic competition.

CONTACT HOURS: 16.0-hour seminar; SME HOURS: (2) 1.5-hours

REQUIRED READING

1. *Joint Doctrine Note (JDN) 1-19, Competition Continuum* (pages 1-11)
2. *National Security Strategy*
3. *National Defense Strategy*
4. *National Military Strategy*

LESSON 2: WARFIGHTING CONCEPTS

Method of engagement: Lecture, Guided Discussion, Experiential

MODULE OUTCOMES

1. Explain the effect of integrated deterrence and strategic competition on national security and the DAF's role to win future wars.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Construct a solution to simulated national security situations.

LESSON OBJECTIVE(S)

Cognitive

1. Explain the purpose of Adaptive Operations and its effects on Air Force warfighting capabilities
2. Discuss Joint All Domain Operations (JADO) and Command and Control (C2) initiatives that enable operational/informational advantage in competition and conflict

Affective

1. Value warfighting initiatives that support and enable integrated deterrence

LESSON OVERVIEW

Overview: In this lesson SNCOs will address concepts of Adaptive Operations, which are Agile Combat Employment (ACE) and Multi-Capable Airmen (MCA). Finally, students will explore JADC2 and Advanced Battle Management System (ABMS). Students will be armed with the intent and application of current and emerging DAF warfighting concepts and the role they play in their employment.

CONTACT HOURS: 6.0-hours

REQUIRED READING

1. *Air Force Doctrine Note 1-21, Agile Combat Employment (ACE)*
2. *Air Force Doctrine 3-99, The Department of the Air Force Role in Joint All Domain Operations*
3. *Advanced Battle Management System (ABMS)*, Congressional Research Service
4. *Joint All-Domain Command and Control (JADC2)*, Congressional Research Service
5. *DoD Summary of the Joint All-Domain Command and Control Strategy*

LESSON 3: EMERGING THREATS

Method of engagement: Lecture, Guided Discussion, Experiential

MODULE OUTCOMES

1. Explain the effect of integrated deterrence and strategic competition on national security and the DAF's role to win future wars.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Construct a solution to simulated national security situations.

LESSON OBJECTIVES

Cognitive

1. Explain the impact of dual-use technologies, emerging weapons, global events and demographic changes on U.S. National Security

Affective

1. Recognize the challenges emerging threats pose to U.S. National Security

LESSON OVERVIEW

Overview: Students will explore the diversity and complexity of threats that will influence future warfighting and diplomacy efforts with strategic competitors.

CONTACT HOURS: 4.0-hours

REQUIRED READING

1. *National Security Long-Range Emerging Threats Facing the United States as Identified by Federal Agencies*, U.S. Government Accountability Office (GAO) Dec 2018 (pages 3-4 and 6-10)

LESSON 4: JOINT PLANNING PROCESS (JPP)

Method of engagement: Guided Discussion, Case Study, Experiential Exercise

MODULE OUTCOMES

1. Explain the effect of integrated deterrence and strategic competition on national security and the DAF's role to win future wars.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Construct a solution to simulated national security situations.

LESSON OBJECTIVES

Cognitive

1. Understand the Joint Planning Process
2. Explain the potential roles of a SNCO in support of the Joint Planning Process
3. Apply the principles of the Joint Planning Process to a synthetic environment

Affective

1. Value the SNCO's role in the Joint Planning Process

LESSON OVERVIEW

Overview: The purpose of this lesson is for students to develop an understanding of the JPP and prepare SNCOs for a deeper understanding of how policy and doctrine influence planning. SNCOs will be able to make connections on the impact to their organization and discuss the process

“up and out and down and in.” Understanding that the SNCO can play a vital role in the JPP is important for students to grasp and prepares them for the joint environment.

CONTACT HOURS: 16.0-hours

REQUIRED READING

1. *Joint Planning Process Primer*, AFSNCOA
2. AFDP 5-0, Planning
3. JP 5-0, Chapter I, Section 1 para b (pg. 33 of PDF)
4. Review: JP 5-0, Chapter III, Section B, Joint Planning Process (JPP), pages III-9 to III-63 (pg. 87 – 141 of PDF) and Appendix J, Red Teams (pg 295-301 of PDF)

ASSIGNMENTS

****Strategic Environment Brief (See schedule for due date)****

MODULE 4: CAPSTONE – Strategic Focus Lab

Method of engagement: Research, Presentation

MODULE OUTCOMES

1. Demonstrate proficiency in critical thinking, creative thinking, communicating, problem-framing, problem-solving, ethical decision-making
2. Examine a given sequence of events and develop courses of action that align with national policies to achieve national interests and meet commander intent with a specific challenge
3. Apply the concept of integrated deterrence and predict potential responses in a simulated scenario.

LESSON OVERVIEW

Overview: The activities in the Capstone-Strategic Focus Lab allows students working in small groups to conduct research on a current challenge and develop courses of action based on lessons learned during previous modules. Students will have the opportunity to apply lesson concepts to gain insights into what DoD organizations are facing currently or will face.

CONTACT HOURS: 22.0-hours

ASSIGNMENTS

1. ****Plan of Action Brief (See schedule for due date)****
2. ****Personal Refinement Strategy Brief (See schedule for due date)****

STUDENTS REVIEW THE SCHEDULE IN THE LMS (CANVAS) OR CONTACT
YOUR INSTRUCTOR FOR THE SCHEDULE