

# Noncommissioned Officer Academy (NCOA) Syllabus

CCAF Course ID	Course Name	Start Date
38 3 NCO 99200 0004	Noncommissioned Officer Academy (NCOA) (Resident)	23 Jan 25

(Supersedes: 38 3 NCO 99200 0003)

## TABLE OF CONTENTS

<b>MISSION .....</b>	<b>2</b>
<b>LEARNING OUTCOMES.....</b>	<b>2</b>
<b>CURRICULUM OVERVIEW.....</b>	<b>2</b>
<b>COURSE REQUIREMENTS/POLICIES.....</b>	<b>3</b>
1. COURSE COMPLETION REQUIREMENT. ....	3
2. STRATIFICATION. ....	3
3. GRADUATION AWARDS SCORE. ....	3
4. READINGS.....	3
5. CLASSES.....	4
6. PARTICIPATION.....	4
7. METHODS OF EVALUATIONS.....	4
8. DESCRIPTION OF GRADED ASSIGNMENTS.....	4
9. END OF COURSE SURVEY.....	6
10. AWARDS PROGRAM. ....	6
<b>LESSONS, READINGS, AND OBJECTIVES .....</b>	<b>8</b>
LESSON: COURSE ORIENTATION.....	9
LESSON: NATIONAL STRATEGY .....	10
LESSON: INTRO TO THE JOINT STAFF .....	11
LESSON: MILITARY ORGANIZATION.....	12
LESSON: JOINT FORCES OVERVIEW .....	13
LESSON: JOINT OPERATIONS.....	14
LESSON: OPERATIONAL CULTURE .....	15
LESSON: OPERATIONAL CONCEPTS .....	16
LESSON: MISSION-TYPE ORDERS .....	17
LESSON: JOINT PLANNING .....	18
LESSON: TRUST .....	19
LESSON: COMMITMENT .....	20
LESSON: LEADERSHIP AND MANAGEMENT .....	21
LESSON: FOLLOWERSHIP .....	22
LESSON: MISSION COMMAND.....	23
LESSON: ETHICAL LEADERSHIP .....	24
LESSON: SHAPING ORGANIZATIONS.....	25
LESSON: LEADING TEAMS .....	26
LESSON: LEADING DIFFICULT CONVERSATIONS .....	27
LESSON: CRITICAL THINKING.....	28
LESSON: TYPES OF THINKING.....	29
LESSON: RISK MANAGEMENT.....	30
LESSON: TYPES OF PROBLEMS .....	31
LESSON: PROBLEM SOLVING .....	32
LESSON: NEGOTIATIONS .....	33
LESSON: MISSION EXERCISE .....	34

## MISSION

The mission of the NCOA is to prepare NCOs for increased responsibilities by developing their leadership capabilities and expanding their understanding of the military profession to achieve national strategic objectives.

## LEARNING OUTCOMES

- Demonstrate leadership and management concepts applicable to leading NCOs and teams.
- Illustrate the Air Force's role in support of joint all-domain operations.
- Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

## CURRICULUM OVERVIEW

The NCO Academy is 196 hours (25 academic days) of guided discussion classroom methodology and experiential exercises. The course is designed to meet specific objectives associated to each of the three course learning outcomes. These learning outcomes are divided into the broad areas of: Team Leadership, Joint Warfighting, and Strategic Thinking.

<b><u>Course Hour Breakdown</u></b>	<b><u>Hours</u></b>
Team Leadership:	36
Joint Warfighting:	49
Strategic Thinking:	25
Course Orientation:	12
Performance Evaluations & Feedback	26
Instructor Led Research Time	11
Course Administration	6
Commandant's Time	13
Fitness	18
<b>Total</b>	<b>196</b>

## COURSE REQUIREMENTS/POLICIES

- 1. COURSE COMPLETION REQUIREMENT.** Students must achieve a minimum of a 70 percent (70 points) cumulative score at the end of the course after completion of all assignments to complete the course. For the purpose of course completion, only academic scores are considered. For the purpose of graduation awards, both the points awarded from academic scoring and stratification will be used to calculate award winners.
- 2. STRATIFICATION.** During the final week of the course, students will rank-order their peers based on their performance and observations from the entire course. Only the top 10 students will receive points. The points awarded will be determined by the average of their ranking among their peers. The stratification score will account for 20% of the overall graduation awards score.

**Peer Stratification Points Chart**

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

- 3. GRADUATION AWARDS SCORE.** The graduation score is a combination of all academic assignments and the Peer Evaluation/Stratification Exercise. For a description of the possible awards, see 10. *AWARDS PROGRAM*.

**NCOA Scoring Model**

	Possible Points	Score Percentage
Academic Graded Assignments	100	80%
Peer Evaluations/Stratifications	100	20%
Graduation Score:	200	100%

- 4. READINGS.** Before each lesson, students are expected to complete all assigned readings (if applicable) for the day. Students are encouraged to read the explanation given in the syllabus before reading the assigned materials.

5. **CLASSES.** Students will attend class for guided discussions, experientials, case studies, & interactive activities. These discussions and activities will complement the readings and students are expected to 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. **METHODS OF EVALUATIONS.** Achievement of course outcomes are measured with performance evaluations. Students must achieve a minimum of a 70 percent (70 points) cumulative score at the end of the course after completion of all assignments. The standardized evaluation instruments (rubrics) describe each of the criteria students must complete for the performance tasks. The rubrics used in NCOA are designed to outline the standards students must meet to successfully complete the assignments. However, the criteria for highly effective and marginally effective are left open to allow students to approach the assignments in creative and unique ways that enables their scholarly growth.

Additionally, instructors should utilize the rubrics to provide individualized feedback to students on what was done exceptionally well or why students did not meet the standard criteria to provide recommendations for remediation as necessary.

There are five (5) graded assignments (two written and three speaking) students must complete to graduate NCOA.

<b>NCOA Scoring Model</b>		
	<b>EVALUATION TYPE</b>	<b>POINTS</b>
National Strategy Background Paper	Written Product	15
Leadership Background Paper	Written Product	20
Military Operation Briefing	Presentation w/Visual Aid	15
Strategic Threat Briefing	Presentation w/Visual Aid	20
Problem Solving Briefing	Presentation w/Visual Aid	30
<b>Academic Total</b>		<b>100</b>

8. **DESCRIPTION OF GRADED ASSIGNMENTS.** The purpose of the graded assignments is to assess student comprehension and understanding of the course material as well as to help develop their professional communication skills.

#### **National Strategy Written Assignment (15 points)**

This assignment is a background paper, formatted per the Tongue & Quill, that analyzes the association between the U.S. National Strategy and the military's role in strategic competition. Students will conduct research on the U.S. National Strategy and develop a one to two-page paper that highlights the importance of national strategy and the military's role in achieving national strategic objectives.

#### **Leadership Written Assignment (20 points)**

This assignment is a background paper, formatted per the Tongue & Quill, on the condition of the organizational culture within the student's current work center (flight, squadron, etc.). The paper should be written as an analysis that is intended to provide information to senior leaders on the organizations current condition and the possible impact of integrating specific lesson concepts within their organization.

#### **Military Operation Briefing Assignment (15 points)**

This assignment is a prepared briefing with a visual aid that delivers information on the Air Force's participation in a historical operation to a given audience. Students will conduct research on a previous operation and highlight the Air Force's value within the operation as well as what principles of mission command were evident.

#### **Strategic Threat Briefing Assignment (20 points)**

This assignment is a prepared briefing with a visual aid that delivers the students analysis of a strategic threat to U.S. National Security. The students will conduct research on a topic approved by their instructor and describe how the selected topic impacts their mission and why it is a threat to national security.

#### **Problem Solving Group Assignment (30 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. The assignment consists of two parts: Part 1 requires the students to break into small groups to brainstorm various problems experienced in their organizations. The students will then choose a single problem and follow the process to develop possible solutions. Part 2 requires the groups to give a briefing on the problem, risk analysis, and solutions (COAs) they developed. Each member of the group is expected to present a portion of the briefing.

#### **Prepared Briefing Definition:**

According to AFH 33-337, The Tongue and Quill, a prepared briefing refers to those times when we have ample opportunity to prepare. Most military briefings are done in this format. This doesn't mean we write a script and memorize it, but it does require a thorough outline with careful planning and practicing. The specific words and phrases used at the time of delivery, however, are basically spontaneous and sound very natural.

The use of manuscripts does not make a briefing easier. Reading aloud often sounds dull, especially when the reader is more focused on saying the right words rather than saying the words right. Manuscript briefings tend to lack spontaneity, eye contact, and speaker engagement with the audience. This results in a loss of credibility, both professional and

intellectual. For this reason, the briefing assignments in this course must be a “prepared” briefing.

9. **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 NCOA.
10. **AWARDS PROGRAM.** Below are the EPME Awards given at NCOA. 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 are still eligible for the Commandant’s award and the CMSgt Richard L. Etchberger Team award regardless of academic standing. Students with one or more letters of counseling, admonition, or reprimand as well as any other 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 academy class will have only one John L. Levitow Award recipient.

*Distinguished Graduate Award:* This award is presented to the top 10 percent of the class which is determined by the performance evaluations and peer leadership evaluations. Instructors then verify that each of the students ranked in the top 10 percent is eligible for the award. To be eligible, a student must not have been academically redlined on any assignment and must have no disciplinary actions during the course. The Distinguished Graduate award is a combination of all seven performance tasks, and the Stratification Exercise.

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

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

*CMSgt Richard L. Etchberger Team Award:* This award is presented to the flight that demonstrates superior leadership and performance in academics, physical fitness, and community service as a team. Selections are made by the commandant.



**LESSONS,**  
**READINGS, AND**  
**OBJECTIVES**



## LESSON: COURSE ORIENTATION

**Method of Engagement:** Guided Discussion/Experiential

### LESSON OBJECTIVE

1. Define the National Security Strategy (NSS) and its relationship to the National Military Strategy.

### LESSON OVERVIEW

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

*CONTACT HOURS: 84.0-hours*

1. **In/Out-Processing:** This time is for processing students into and out of the school. The first hour is to be used for in-processing and the second hour for out-processing.

*CONTACT HOURS: 2.0-hours*

2. **Course Overview/Orientation:** This time is used to introduce the students to the course and provide an overview of the NOCA policies, procedures, and expectations.

*CONTACT HOURS: 7.0-hours*

3. **Human Performance:** Throughout the course students will participate in 18 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: 18.0-hours*

4. **Commandants Time:** These hours are used at the commandant's discretion to bring in speakers of opportunity to enhance the NCOA experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc.

*CONTACT HOURS: 13.0-hours*

5. **Course Assessment Overview/Presentation Delivery:** This time is used to provide an overview of course assessments to the students and to allocate time in the course for the delivery of their presentations.

*CONTACT HOURS: 20.0-hours*

6. **Research Time:** This time is allocated to allow students the opportunity to conduct research and seek instructor assistance when preparing for their assessments.

*CONTACT HOURS: 11.0-hours*

7. **Peer & Instructor Feedback:** The purpose of this time is for the instructors to provide candid feedback to student on their performance during assessments to highlight areas of improvement as well as to allow students the opportunity to give and positively respond to feedback to enhance personal development and communication.

*CONTACT HOURS: 11.0-hours*

- 8. Student Peer Stratifications:** At the end of the course students will complete a peer assessment and stratification for each of their peers in the flight and then instructors conduct a one-on-one feedback session with each student.

*CONTACT HOURS: 1.0-hour*

- 9. End of Course Survey:** This time is allotted for students to complete the End-of-Course survey.

*CONTACT HOURS: 1.0-hour*

- 10. Graduation:** This time is allotted for graduation. Students will participate as much as possible in planning this event to reinforce the importance of military traditions, communication skills, and effective leadership. Students will wear the service dress uniform (or service Class A equivalent) for graduation.

*CONTACT HOURS: 2.0-hours*

## **LESSON: NATIONAL STRATEGY**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Define the National Security Strategy (NSS) and its relationship to the National Military Strategy.
2. List the instruments of national power (diplomatic, informational, military, economic, financial, intelligence, and law enforcement).
3. Recall how the instruments of national power achieve national goals and objectives.
4. Describe the relationships among the strategic, operational, and tactical levels of war.
5. Summarize the competition continuum with its three states of relations: armed conflict, competition below armed conflict, and cooperation.
6. Explain the complexities of operations below the threshold of armed conflict as manifested by constant competition in the Information Environment.

### **LESSON OVERVIEW**

**Overview:** This lesson enables the students to gain a deeper understanding of the U.S. National Defense Strategy and how the strategy is used to maintain national security and achieve national objectives.

*CONTACT HOURS: 2.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: INTRO TO THE JOINT STAFF**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Summarize the structure and functions of the Joint Chiefs of Staff.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students to the structure and functions of the Joint Chiefs of Staff. As NCOs transition into the SNCO tier, they need to understand the important role the Joint Chiefs of Staff have in planning and preparing the DoD for future conflicts.

*CONTACT HOURS: 1.0-hours*

### **REQUIRED READINGS**

- *Intro to the Joint Staff Student Reading.*

[The student reading provides information on the primary roles, functions, and responsibilities of the Joint Chiefs of Staff.]

## **LESSON: MILITARY ORGANIZATION**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Describe the origin and organization of the U.S. national security structure.
2. Describe the organization and command structure of the U.S. military.
3. Describe the capabilities of the U.S. military.

### **LESSON OVERVIEW**

**Overview:** This lesson enables students to gain the foundational knowledge and understanding of how the military is organized and structured. Students should know why the Department of Defense is organized and structured, why it exists, and how it is organized, in addition to what each service contributes to the defense of our nation.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

- *Military Organization Student Reading.*  
[The student reading provides information on National Security, the Combatant Commands, the two distinct chains of command, as well as the primary roles, functions, and capabilities of the services.]

## **LESSON: JOINT FORCES OVERVIEW**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Identify the typical command, organization, & formation structure for each military service.

### **LESSON OVERVIEW**

**Overview:** This lesson aids the students in becoming more knowledgeable of the other military services by examining the formation and organizational structure of each service in addition to their unique customs and courtesies.

*CONTACT HOURS: 2.0-hour seminar*

**NO REQUIRED READINGS.**

## **LESSON: JOINT OPERATIONS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Recall the fundamentals of both traditional and irregular warfare.
2. Describe how the U.S. military is organized to plan, execute, sustain, and train for joint operations.
3. Describe principles of Joint Operations and Functions.
4. Recall the fundamentals of Operations in the Information Environment.
5. Describe the nature of globally integrated operations in the information environment.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students to concepts related to operating in a joint environment and how they are applied to the conduct of warfare operations.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

- *Joint Operations Student Reading.*  
[The student reading covers information on the joint environment, organizing for joint operations, organizing the joint force, and operations in the information environment.]
- *AF Doctrine Document - The Joint Team "The Purple Book", Chapter 4 & 5 (pages 24-34).*  
[https://www.doctrine.af.mil/Portals/61/documents/Airman\\_Development/PurpleBook.p  
df](https://www.doctrine.af.mil/Portals/61/documents/Airman_Development/PurpleBook.pdf)  
[The "Purple Book" explains the Joint Force. It is built upon the foundation of contextual knowledge of joint doctrine, the National Defense Strategy, and the National Military Strategy. This guide helps Airmen internalize what it means to fight jointly, understand the missions of the Joint Force, appreciate the joint organizations that are leading the fight, comprehend how to integrate in a joint warfighting environment, and identify how the Air Force fits into the joint construct.]

## **LESSON: OPERATIONAL CULTURE**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Identify elements of the dominant culture in each of the world's major regions.
2. Explain the importance of regional and cultural awareness in a joint environment.
3. Explain how non-state actors influence world regions and military operations.

### **LESSON OVERVIEW**

**Overview:** This lesson prepares students to successfully operate in a global joint environment by introducing the concept of cross-cultural competence and how key elements of cultures may influence their ability to operate in and understand the world's major regions. This lesson also examines the impact violent extremist organizations and non-state actors have on military operations.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

- *Operational Culture Student Reading.*  
[The student reading provides information on the principles of culture, the twelve domains of culture, and information about violent extremist organizations to prepare students to participate in classroom discussions and activities.]
- *Combating the Influence of Non-State Organizations' Deep Reach, section Defining the Violent Non-State Organization (pgs. 9-16).*  
[The article section provides background information and definitions related to violent extremist organizations and non-state actors.]

## **LESSON: OPERATIONAL CONCEPTS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Understand how DAF force generation and employment concepts are utilized in support of JADO.

### **LESSON OVERVIEW**

**Overview:** This lesson provides information on the USAF's emerging operational concepts and covered Joint All-Domain Operations (JADO), the Air Force Force Generation (AFFORGEN) cycle, and the principles of Agile Combat Employment (ACE). This lesson helps students understand their role within these operational concepts and the importance of them in future conflicts. Students will understand that the U.S. faces adversaries capable of wielding a disruptive and dangerous operational reach with mass, precision, and speed in all domains.

*CONTACT HOURS: 4.0-hours*

### **REQUIRED READINGS**

- AFDN 1-21, *Agile Combat Employment*, and AFDP 3-99, Appendix B (pgs. 24-25).
- Chapters 1, 2, 7, 8 and appendices A, B, D of Air Force Doctrine Publication 3-99, *The Department of the Air Force Role in Joint All-Domain Operations*. 19 November 2021.
- Driving Change In The Presentation and Employment Of Airpower.



## **LESSON: MISSION-TYPE ORDERS**

**Method of Engagement:** Informal Lecture and Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Understand the use of Mission-Type Orders to conduct military operations.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students to the purpose of the 5-paragraph military type order format and the various types of orders used to plan for and execute military operations. Students will be introduced to the USAF Task Order format and be required to draft an order using provided information and resources.

*CONTACT HOURS: 3.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: JOINT PLANNING**

**Method of Engagement:** Informal Lecture

### **ASSOCIATED COURSE OUTCOME**

Illustrate the Air Force's role in support of joint all-domain operations.

### **LESSON OBJECTIVES**

1. Recall the components of the Joint Operations and Planning System (JOPES).
2. Explain the use of the Joint Planning Process for Air.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students to the Joint Planning Process for Air as the Air Force's strategic problem-solving process used to determine how to counter a specific threat or respond to a given crisis. Additionally, students will learn how the joint planning process influences the operations at their respective units.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

- *Joint Publication 3-30, Joint Air Operations, Chapter III, Para 3 (pgs III-2 – III-16).*  
[The Joint Publication provides an overview of the steps of the Joint Planning Process for Air as well as information about the actions that take place during each step.]
- *Joint Planning Student Reading.*  
[The student reading provides an overview of the purpose of joint planning and provides the background information on the components of the Joint Operations Planning and Execution System (JOPES).]

## **LESSON: TRUST**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Understand the factors that impact trust.
2. Understand the impact different levels of trust have on an organization.
3. Explain how to build and maintain trust.

### **LESSON OVERVIEW**

**Overview:** This lesson is essential in creating healthy relationships with members of an organization and enhancing the culture of Airmanship. It covers the behaviors that contribute towards high trust relationships and low trust relationships as well as the impact each has on an organization.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

- Kamena, Gene C, and Aron R Potter. "The Emotional Constructs of Trust: A Practical Approach." *The Journal of Character & Leadership Integration*  
[https://www.usafa.edu/app/uploads/JCLI\\_Winter2016.pdf](https://www.usafa.edu/app/uploads/JCLI_Winter2016.pdf)

[This article seeks to add to the existing body of knowledge about trust; but more specifically, it attempts to increase a leader's self-awareness by examining a seldom considered aspect of trust – the emotional construct.]

## **LESSON: COMMITMENT**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Explain the different levels of commitment.
2. Give examples of the different levels of commitment.
3. Summarize what actions can be taken to improve the commitment level of others.

### **LESSON OVERVIEW**

**Overview:** This lesson is intended to equip individuals with an understanding of the six levels of commitment, how to determine the level of commitment of someone with examples and summarize how a leader can potentially improve the commitment of others.

*CONTACT HOURS: 2.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: LEADERSHIP AND MANAGEMENT**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Explain the skills and traits necessary for effective leadership and management.
2. Give examples of how leadership and management impact organizational performance.
3. Summarize the relationship between leadership and management.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students to the various skills and behavior traits that may be required for effective leadership and management of teams and organizations. Students will examine the different roles that leaders and managers have as well as how to develop their own method to be effective leaders/managers. It also introduces students to the Enlisted Desired Leader Attributes defined in CJCSI 1805.01C. An understanding of these leader attributes is imperative to developing leaders (both self and others) who embody the knowledge, skills, and attributes necessary to succeed in a volatile, uncertain, complex, and ambiguous battlespace.

*CONTACT HOURS: 6.0-hours*

### **REQUIRED READINGS**

- *Leadership and Management Student Reading.*

## **LESSON: FOLLOWERSHIP**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Identify characteristics of effective followership.
2. Describe challenges to effective followership and how to overcome them.

### **LESSON OVERVIEW**

**Overview:** This lesson provides students with a deeper understanding of effective followership and the various characteristics that can be used to build followership in themselves and their subordinates. This lesson shows that there is not a “one-size-fits-all” approach and that everyone should develop their own method to be effective followers.

*CONTACT HOURS: 2.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: MISSION COMMAND**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Explain the concept of Mission Command.
2. Explain the role of NCOs & SNCOs within Mission Command.
3. Comprehend the use of Mission Command to conduct military operations.

### **LESSON OVERVIEW**

**Overview:** This lesson enables students to better understand their role in the execution of mission command. Specifically, students will examine the NCOs role in translating commander's intent into executable actions to achieve mission objectives.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

Students must read: Air Force Doctrine Publication 1-1, *Mission Command*.

[https://www.doctrine.af.mil/Portals/61/documents/AFDP\\_1-1/AFDP 1-1 Mission Command.pdf](https://www.doctrine.af.mil/Portals/61/documents/AFDP_1-1/AFDP 1-1 Mission Command.pdf)

Upon completion of the reading students will answer the following questions and be prepared to discuss their answers in class:

- a. What is Mission Command?
- b. How does your commander establish and exercise Mission Command?
- c. What roles do NCOs have in executing Mission Command?

## **LESSON: ETHICAL LEADERSHIP**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Explain the impact of ethical leadership on organizations and unit culture.
2. Explain how ethical leadership leads to mission effectiveness.
3. Explain the NCOs role in promoting ethically sound decisions.

### **LESSON OVERVIEW**

**Overview:** This lesson helps students understand why ethical leadership is important for all military professionals, and how ethics can influence the military leader. This lesson establishes that societies, not individuals determine most distinctions between right and wrong. The lesson then expands this understanding by examining that the Air Force “society” has established procedures for determining right and wrong and that Air Force members are responsible for adhering to those determinations. Finally, students will examine the implications decisions have in a war-time environment, the role NCOs have in making decisions, and how the choices they make could result in the loss of life in order to secure a military victory.

*CONTACT HOURS: 5.0-hours*

### **REQUIRED READINGS**

- *Ethical Leadership Student Reading.*  
[The student reading is from the work of Dr. James Toner and provides information on military ethics, military ethical principles, and behaviors of ethical leaders.]
- *A Profession of Arms: Our Core Values (the “Blue Book”).*  
[https://www.doctrine.af.mil/Portals/61/documents/Airman\\_Development/BlueBook.pdf](https://www.doctrine.af.mil/Portals/61/documents/Airman_Development/BlueBook.pdf).  
[The “Blue Book” provides information on the Air Force Core Values. It will help to prepare students for in-class discussion.]



## **LESSON: SHAPING ORGANIZATIONS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Differentiate between healthy and unhealthy attributes of a culture.
2. Describe general practices that lead to effective change management.
3. Interpret organizational factors that impact the success of organizations.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces the students to the importance of identifying traits of a healthy and unhealthy organizational culture and how to obtain a healthy organizational culture or maintain an existing healthy culture.

*CONTACT HOURS: 6.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: LEADING TEAMS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Explain concepts that are essential to leading collaborative teams.
2. Explain how to overcome the barriers to and dysfunctions of effective teams.

### **LESSON OVERVIEW**

**Overview:** This lesson develops the students understanding that the versatility of our United States Air Force team is what contributes to our success. Students will examine how the building of collaborative teams leads to the generation of innovative ideas and contributes to mission success.

*CONTACT HOURS: 7.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: LEADING DIFFICULT CONVERSATIONS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate leadership and management concepts applicable to leading NCOs and teams.

### **LESSON OBJECTIVES**

1. Identify skills and attitudes necessary for leading difficult conversations.

### **LESSON OVERVIEW**

**Overview:** This lesson equips students with the skills and attitudes necessary for leading difficult conversations. The lesson will cover the ingredients of difficult conversations (perceptions; assumptions about intent; feelings; and blame) and the tools they can use for effectively leading a difficult conversation. The lesson concludes with an activity designed to help students prepare for and lead a variety of difficult conversations.

*CONTACT HOURS: 2.0-hours*

### **REQUIRED READINGS**

- *Difficult Conversations: How to Discuss What Matters Most.*

[The student reading provides a summary of the book by the same title. The reading provides the foundational information on the ingredients of difficult conversations, the tools for engaging in difficult conversations, and how to prepare for engaging in difficult conversations.]

## **LESSON: CRITICAL THINKING**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

2. Explain the components of critical thinking.
3. Explain concepts and skills needed to perform critical thinking.
4. Define the pitfalls/barriers and explain how to avoid them.

### **LESSON OVERVIEW**

**Overview:** This lesson enables students to develop an understanding on what critical thinking is, skills and traits needed to become an effective critical thinker, and the pitfalls and hinderances that prevent an individual from critical thought. Through research, discussions, experiential, and activities, students should be able to evaluate their own ability to perform critical thinking, identify weak and strong areas of critical thinking within their own self and their organization, and appreciate how critical thinking is essential to mission effectiveness.

*CONTACT HOURS: 3.0-hours*

**NO REQUIRED READINGS.**

## **LESSON: TYPES OF THINKING**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

1. Describe various types of thinking.
2. Give examples of the types of thinking.

### **LESSON OVERVIEW**

**Overview:** This lesson provides students an understanding of the differing types of thinking, provide examples of the types, and aid student in understanding how the multiple types of thinking can increase a leader's ability to effectively solve problems. Additionally, this lesson serves to help students think about and understand the "Big Picture" as it applies to solving problems.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

- *Types of Thinking Student Reading.*

[The student reading provides background information on the seven types of thinking and provides a basic understanding of each. It prepares students for the classroom discussion.]

## **LESSON: RISK MANAGEMENT**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

1. Explain risk management and use of key performance indicators.
2. Explain how to identify, assess, and mitigate risk.
3. Communicate risk with stakeholders.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students with the concept of risk management and how to identify risk in their organizations. Students will learn how to incorporate this knowledge into their leadership roles and develop an awareness to risk that enables them to mitigate and communicate risk in their organizations.

*CONTACT HOURS: 5.0-hours*

### **REQUIRED READINGS**

- *The 5 Components of Risk Management*, <https://kirkpatrickprice.com/blog/5-components-risk-management/>.
- *What is a Key Performance Indicator?*, <https://www.qlik.com/us/kpi>.
- *How to Communicate Risk to Project Stakeholders*, <https://www.safran.com/blog/how-to-communicate-risk-to-project-stakeholders>.
- AFI90-802, 1 APRIL 2019, *RISK MANAGEMENT* Chapter 3, pgs. 14-24, [https://static.e-publishing.af.mil/production/1/af\\_se/publication/afi90-802/afi90-802.pdf](https://static.e-publishing.af.mil/production/1/af_se/publication/afi90-802/afi90-802.pdf).

[The Risk Management student readings prepare students for classroom discussions and activities.]

## **LESSON: TYPES OF PROBLEMS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

1. Summarize the characteristics of the four Cynefin Framework domains.
2. Match the appropriate actions to approach problems in each of the four domains.
3. Determine the type of thinking most suitable to address problems in each domain.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces the types of problems NCOs may face and how to deal with them in an effective and efficient way. The lesson also connects the types of problems with a type of thinking that enables the students to engage in the problem-solving process later in this course.

*CONTACT HOURS: 2.0-hours*

### **REQUIRED READINGS**

- *Types of Problems Student Reading.*

[The student reading provides a basic understanding of the Cynefin Framework. This framework helps leaders understand how problems fit into defined categories and what behaviors arise as problems emerge to become increasingly more complex.]

## **LESSON: PROBLEM SOLVING**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

1. Explain how problem framing determines possible solutions.
2. Demonstrate problem framing strategies and evaluate solutions.
3. Demonstrate the use of problem-solving processes.
4. Apply problem-solving processes to evaluate solutions in a collaborative environment.

### **LESSON OVERVIEW**

**Overview:** This lesson focuses on problem-solving processes that enables students to identify, understand, and apply problem-solving processes to a problem-solving model. This will help NCOs solve problems more effectively and efficiently. The lesson builds upon the Types of Thinking and Types of Problems lessons.

*CONTACT HOURS: 6.0-hours*

### **REQUIRED READINGS**

- *Problem Solving Student Reading.*

[The problem-solving processes covered aren't the only ones one can be used when solving a problem, but they will give you a good foundation to build upon. If you use specific tools and processes now that are effective, continue to use those. If you learn new problem-solving tools and techniques, you feel are better suited for you, easier to understand, and are still effective, use them.]



## **LESSON: NEGOTIATIONS**

**Method of Engagement:** Guided Discussion

### **ASSOCIATED COURSE OUTCOME**

Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

1. Give examples of the use of negotiation strategies and their impact on mission effectiveness.
2. Differentiate between integrative and distributive types of negotiations.
3. Demonstrate negotiation skills in a simulated situation.

### **LESSON OVERVIEW**

**Overview:** This lesson is intended to build the student's confidence and expand their mindsets on the fundamental terms, phrases, and frameworks as it relates to negotiating various problems. It enables students to analyze collaborative negotiation processes and apply integrative agreements likely to create order, stability, and the fostering of social harmony.

*CONTACT HOURS: 6.0-hours*

### **REQUIRED READINGS**

- *Negotiations Student Reading.*

[The student reading provides students a basic understanding of the key terms and phrases used in negotiations. It introduces them to the Trust, Information, Power, and Options (TIPO) model. In order to take advantage of the TIPO model, we also need to assess who we are dealing with, know what is at stake, and know the criticality of the current situation. This information provides the prerequisite knowledge for classroom discussion and activities.]

## **LESSON: MISSION EXERCISE**

**Method of Engagement:** Guided Discussion, Performance

### **ASSOCIATED COURSE OUTCOMES**

- Demonstrate leadership and management concepts applicable to leading NCOs and teams.
- Illustrate the Air Force's role in support of joint all-domain operations.
- Demonstrate various thinking and communication skills to solve problems at the tactical & operational levels of warfare.

### **LESSON OBJECTIVES**

3. Utilize joint lesson concepts to think critically and develop a strategic level awareness.
4. Demonstrate problem solving skills using realistic scenarios.
5. Reflect on lesson concepts throughout the NCOA curriculum.

### **LESSON OVERVIEW**

**Overview:** The intent of this exercise is to subject the students to a difficult situation in which they will be required to make decisions on the planning, acquisition, and organization of various resources in support of a realistic operationally based scenario. The purpose is to introduce the students to the various aspects that go into planning for an operation to increase their awareness of DoD planning efforts, introduce them to the complexities of planning, and to develop the thought processes that lead to a strategically competitive mindset.

*CONTACT HOURS: 24.0-hours*

**NO REQUIRED READINGS.**

**Note: The staff reserves the right to make slight adjustments in the sequence, pace, or schedule of topics or assignments depending on the needs of the class.**

**SEE FLIGHT INSTRUCTOR FOR CLASS SCHEDULE.**