

Airman Leadership School (ALS) – AY23 Syllabus

ALS MISSION

The mission of ALS is to prepare junior NCOs to be war fighting military professionals who can supervise and lead teams to support the employment of air, space, and cyberspace power.

LEARNING OUTCOMES

- Exhibit the Core Values and instill them in others.
- Communicate individual roles and understanding of Air, Space, and Joint Force missions.
- Collaborate and connect with members at a tactical level.
- Apply cognitive strategies to solve tactical problems.

COURSE REQUIREMENTS/POLICIES

1. **READINGS.** Before each lesson, students are expected to complete all assigned readings for the day. Students are encouraged to read the explanation given in the syllabus before reading the assigned material.
2. **CLASSES.** Students will attend class for guided discussions, experientials, case studies, & interactive scenarios. These discussions will complement the readings and students will contribute positively to the classroom environment.
3. **PARTICIPATION.** Student participation in classroom discussions is vital to the success of the course. Students must prepare for each lesson by completing all the assigned readings. Each member is expected to contribute to the discussion.
4. **PERFORMANCE EVALUATIONS:** The course outcomes are measured with performance tasks. Students must achieve a minimum of 70 percent on each performance task. The 70 percent rating is based on the critical components for each type of performance. The standardized evaluation instruments (rubrics) clearly describe each of these components. Instructors should 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 indicated on the master schedule.
5. **STRATIFICATION.** Students will rank their peers #1- (# of students). Only the top 10 will receive points. The points awarded will be determined by the average of their ranking among their peers. Stratification will account for 20% of the overall score.

STRAT RANK	POINTS
1	500
2	450
3	400
4	350
5	300
6	250
7	200
8	150
9	100
10	50

6. METHODS OF EVALUATION

- Core Values Paper (100 Points): Following the Core Values Lesson, students will write a paper discussing their values and the Air Force Core Values
- Mission Brief (100 Points): During the Mission Lesson, students will deliver a presentation explaining how their job contributes to the wing and Air Force missions.
- Mission Lab (100 Points): During the Mission Lesson, students will deliver a group presentation explaining how an assigned theme ties into the National Defense Strategy (NDS) and joint warfare.
- Military Professional (100 Points): Following the Airmanship Lesson, students will deliver a presentation on an enlisted person they admire and how that individual displayed the qualities of the Profession of Arms.
- Problem-Solving (100 Points): During the Problem-Solving Lesson, students will deliver a group presentation.

7. GRADUATION SCORE

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

ALS Scoring Model

	Possible Points	Score Percentage
Academic Graded Assignments	500	80%
Peer Evaluations/Stratifications	100	20%
Graduation Score:	600	100%

8. **END OF COURSE SURVEY:** This survey is administered to 100 percent of the student body after the entire curriculum is delivered to determine the overall effectiveness of EPME at ALS.
9. **AWARDS PROGRAM:** The following EPME Awards are awarded at ALS: John L. Levitow, Distinguished Graduate (DG), Academic Achievement, and Commandant's Award.

Commandants may disqualify any award candidate who fails to exhibit appropriate 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 minimum passing scores on any of the performance tasks 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 are ineligible for awards at the commandant's discretion.

John L. Levitow Award: This is the highest honor awarded based on performance tasks and peer stratifications. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each ALS 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 performance tasks and peer stratifications.

Academic Achievement Award: This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient.

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, Outcomes, Objectives, & Readings

LESSON NAME: CORE VALUES

Method of Engagement: Guided Discussion, Performance Task

COURSE LEARNING OUTCOME

1. Exhibit the Core Values and instill them in others.

LESSON OBJECTIVES

1. Explain how Core Values support ethical decision making.
2. Define the relationship between Ethics and Core Values.
3. Describe the linkage between Ethics, Personal Values and Core Values.

LESSON OVERVIEW

Overview: This lesson enables students to focus on accepting, internalizing, and embracing the core values as a guiding force in ethical decision-making. The lesson concludes by

addressing values conflicts and how individuals can align their personal values with the core values.

CONTACT HOURS: 5

WRITTEN ASSIGNMENT

****TWO TO FOUR PAGE (GRADED) PAPER IS DUE****

REQUIRED READINGS

1. The Air Force Handbook, Sections 24C & 24D
2. Review The Judge Advocate General's Corps Department of The Air Force Docket
<https://legalassistance.law.af.mil/AMJAMS/PublicDocket/docket.html>

LESSON NAME: TRUST-BASED RELATIONSHIPS AND EQ

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Exhibit the Core Values and instill them in others.

LESSON OBJECTIVES

1. Explain the importance of Trust and EQ.
2. Describe the components of Trust and EQ.
3. Summarize strategy to restore professional relationships.

LESSON OVERVIEW

Overview: This lesson is designed to strengthen skills in building emotionally intelligent leaders and followers. This lesson should then challenge students to reflect, mature, and stretch themselves in building trust-based relationships.

CONTACT HOURS: 6

REQUIRED READINGS (Located in Canvas)

1. Building Mutual Trust Between Soldiers and Leaders
2. Emotional Intelligence and Leadership Effectiveness
3. Emotional Intelligence in Leadership-Why It's Important
4. MHS Leadership Study Leadership EI_The Keys to Driving ROI and Org Perf (002)
5. The Emotional Constructs of Trust
6. The Importance of Trust

LESSON NAME: DIVERSITY

Method of Engagement: Guided Discussion, Performance

LEARNING OUTCOME

1. Exhibit the Core Values and instill them in others.

LESSON OBJECTIVES

1. Describe the primary and secondary dimensions of diversity.

2. Predict the impact of social sensitivity on a diversity sensitive environment.
3. Summarize how the FAIR Way strategy promotes the acceptance of diversity in the workplace.

LESSON OVERVIEW

Overview: The intent of this lesson is to increase the students existing knowledge of diversity and consider other less-obvious elements that contribute to overall organizational performance

CONTACT HOURS: 4

REQUIRED READINGS (Located in Canvas)

1. Diversity Student Reading (01 FEB 21)

LESSON NAME: PRESENTATION COMMUNICATION

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Exhibit the Core Values and instill them in others.

LESSON OBJECTIVES

1. Differentiate between verbal and non-verbal communication techniques.
2. Summarize the aspects of effective listening.
3. Summarize the elements of audience analysis.

LESSON OVERVIEW

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.

CONTACT HOURS: 6

REQUIRED READINGS

1. AFH 33-337, *The Tongue and Quill*, 9 December 2021

LESSON NAME: MODERN COMMUNICATION

Method of Engagement: Guided Discussion

COURSE LEARNING OUTCOME

1. Exhibit the Core Values and instill them in others.

LESSON OBJECTIVES

1. Understand the purpose of OPSEC and its importance in success to the mission
2. Summarize Air and Space Force guidance and instructions that govern the use of modern communication.
3. Explain the potential positive and negative impacts of social media on the Air and Space Force mission.

LESSON OVERVIEW

Overview: This discussion will help students understand that using Modern Communication can have both a positive impact and negative impact on the mission. This lesson's intent is to expose Air and Space professionals to the wide range of modern communication in the world and develop a deeper understanding of how modern communication affects our military culture.

CONTACT HOURS: 3

REQUIRED READINGS

1. Read Chapter 12 of AFH 33-337, *The Tongue and Quill*
2. Read sections 15A – 15E, *The Airman Handbook*
3. Research various types of communication forms from modern history. Examples include the telegram, courier mail, e-mail, Facebook, Twitter, Snapchat, Instagram, etc.

LESSON NAME: INTERPERSONAL COMMUNICATION

Method of Engagement: Guided Discussion

LEARNING OUTCOME

1. Exhibit the Core Values and instill them in others.

LESSON OBJECTIVES

1. Explain the importance of Interpersonal Communication
2. Summarize a strategy for establishing Interpersonal Communication
3. Demonstrate the use of Interpersonal Communication skills

LESSON OVERVIEW

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: 4

REQUIRED READINGS (Located in Canvas)

1. Read Interpersonal Student Reading
2. Complete the AFC104CHO2 ELI Resource Matching Homework

LESSON NAME: MISSION

Method of Engagement: Guided Discussion, 2x Performance Tasks

COURSE LEARNING OUTCOME

1. Communicate individual roles and understanding of Air, Space, & Joint Force missions.

LESSON OBJECTIVES

1. Comprehend the Air and Space Force's core missions and functions.
2. Recall how the Air and Space Force missions connect to Joint Organizations.
3. Illustrate how mission capabilities connect to existing and emerging global interests.
4. Illustrate how career specialties contribute to the execution of the wing and military missions.

LESSON OVERVIEW

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

CONTACT HOURS: 31

PRESENTATION ASSIGNMENTS

****ONE GROUP PRESENTATION DUE****

****ONE INDIVIDUAL PRESENTATION DUE****

REQUIRED READINGS

1. No pre-reading assigned

LESSON NAME: AIRMANSHIP

Method of Engagement: Guided Discussion, Performance Task

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Show how your role as an Air and Space professional is shaped by the Profession of Arms.
2. Distinguish differences between an Air and Space professional and other professions.
3. Explain how an Air and Space professional embodies Airmanship.

LESSON OVERVIEW

Overview: This lesson is presented using the guided discussion and experiential methods to stimulate student thinking and to challenge them to verbalize their thoughts on the Airmanship and why they believe they qualify as professionals.

CONTACT HOURS: 12

PRESENTATION ASSIGNMENT

****ONE INDIVIDUAL PRESENTATION DUE****

REQUIRED READINGS (Located in Canvas)

1. Read chapters 1-4, *The Brown Book*
2. Read chapter 25, sections A-D, *The Airman Handbook*
3. Research information on the relationship between leadership and management
4. Read "Summary of the US Constitution"

LESSON NAME: BEHAVIORAL ANALYSIS

Method of Engagement: Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Predict the behaviors that will impact mission accomplishment.
2. Give examples of behaviors that impact personal and professional relationships.
3. Defend that personal and professional relationships impact mission accomplishment.
4. Summarize leader behaviors that contribute to team building.

LESSON OVERVIEW

Overview: The Behavior Analysis lesson is intended to help the students recognize the relationship between behavior analysis and connecting and collaborating with others.

CONTACT HOURS: 7

REQUIRED READINGS (Located in Canvas)

1. Behavioral Influence
2. Key Elements of Analysis

LESSON NAME: TEAMS

Method of Engagement: Guided Discussion, Performance

LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Differentiate between the characteristics of a group and a team.
2. Explain the team leader and team member roles and responsibilities.
3. Describe the actions/behaviors associated with each stage of team development.
4. Summarize the characteristics of each preferred team member role.
5. Explain the processes ("Z" process and P.E.P. cycle) that impact team member roles

LESSON OVERVIEW

Overview: This lesson, Teams, is intended to help the students recognize common issues that impact team building and team dynamics. 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: 7

REQUIRED READINGS (Located in Canvas)

1. Teams Student Reading
2. Team Dimensions Example
3. eTMPRE Quiz

LESSON NAME: LEADERSHIP

Method of Engagement: Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Describe how positive and negative leadership qualities impact mission success.
2. Summarize how to lead others in a self-concerned environment.
3. Explain the importance of leading change in an organization.

LESSON OVERVIEW

Overview: The objective of this lesson is for students to understand how leadership impacts mission success at the military team and organizational levels. Is also designed to provide students with a general overview of first-line supervisory responsibilities.

CONTACT HOURS: 7

REQUIRED READINGS (Located in Canvas)

1. Leadership Student Reading - Enlisted Evaluation System
2. Leadership Student Reading - Evaluation Concepts
3. Leadership Student Reading - Leadership Qualities
4. Leadership Student Reading - Leading Change
5. Leadership Student Reading - Leading Others
6. Leadership Student Reading - Performance Feedback
7. Leadership Student Reading

LESSON NAME: PERSONAL & PROFESSIONAL DEVELOPMENT

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Describe the relationship between personal and professional development.
2. Predict the impact of personal and professional development on subordinate and NCO effectiveness.
3. Use goal setting to aid in NCO and subordinate development.

LESSON OVERVIEW

Overview: This lesson will help students to understand the importance of personal and professional development. It should also lead students to a deeper understanding of these concepts and their impact on wing and Air and Space Force missions.

CONTACT HOURS: 6

REQUIRED READINGS

1. Read paragraphs 7.1 - 7.3, *The Airman Handbook*
2. Read paragraph Career Broadening Opportunities section in of The Enlisted Force Structure ([Brown Book](#)), 16 May 2022
3. Review chapters 1, 2, 4 and 5 of DAFI 36-2406, *Officer and Enlisted Evaluation Systems* and the following forms:
 - a. AF Form 77 - Letter of Evaluation
 - b. DAF Form 174 - Record of Individual Counseling
 - c. DAF Form 910 - Enlisted Performance Report (AB- TSgt)
 - d. AF Form 931 - Airmen Comprehensive Assessment
 - e. AF 724-A Airman Comprehensive Assessment Addendum

LESSON NAME: INTRODUCTION TO LEADERSHIP ISSUES

Method of Engagement: Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Determine root causes of Leadership Issues and propose solutions.
2. Determine appropriate resources for responding to Leadership Issues.
3. Predict the impact of Leadership Issues on mission effectiveness

LESSON OVERVIEW

The objective of this lesson is to provide students with the opportunity to recognize and reinforce the importance of resiliency as leaders. Students will conclude the lesson by conducting face-to-face interpersonal sessions dealing with a wide range of leadership issues.

CONTACT HOURS: 5

REQUIRED READINGS (Located in Canvas)

1. No preparation required.

LESSON NAME: SUBSTANCE ABUSE**Method of Engagement: Guided** Discussion, Performance**COURSE LEARNING OUTCOME**

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Identify signs of substance abuse and know proper referral process.
2. Explain the impact that substance abuse has on the mission.

LESSON OVERVIEW

Overview: This lesson is intended to help the students identify the signs of substance abuse and familiarize them with the resources available to them and their wingmen to combat substance use abuse disorder.

CONTACT HOURS: 4

REQUIRED READINGS

1. Read 1st - Substance Abuse Student Reading
2. ADAPT - AFI 44-121 (Not required to read entire AFI, for use as reference for Homework)
3. DHA - Alcohol Misuse - Facts about Risky Drinking
4. LDP107HO1 - Substance Abuse Homework (1 OCT 22)
5. LDP108SR - Substance Abuse (1 OCT 22)

LESSON NAME: EQUAL OPPORTUNITY**Method of Engagement: Guided** Discussion, Performance**COURSE LEARNING OUTCOME**

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Comprehend leadership roles and responsibilities
2. Comprehend the impact of unlawful discrimination
3. Comprehend climate assessment methodologies

LESSON OVERVIEW

Overview: This lesson is intended to help the students identify Equal Opportunity issues facing both military and civilian personnel. Additionally, it should familiarize them with the resources available that support zero tolerance policies towards harassment and unlawful discrimination.

CONTACT HOURS: 2

REQUIRED READINGS

1. LDP108SR - Equal Opportunity

LESSON NAME: VIOLENCE PREVENTION

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Identify risk factors pertaining to suicide and workplace violence
2. Develop practical prevention and response tools that students feel comfortable using

LESSON OVERVIEW

This lesson will take what students have learned from annual Air Force training requirements and advance their understanding of how to respond to potential violence related issues and what resources are available to those in need.

CONTACT HOURS: 2

REQUIRED READINGS

1. Review Means Safety for Military Service Members and their families
2. Review DSPO Leadership Prevention of Suicide by Firearm - A Communication Guide for Leaders and Support Providers Excellent

LESSON NAME: SAPR

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Interpret how a supervisor's actions towards SAPR can affect mission readiness
2. Explain how to create a workplace culture that encompasses SAPR principles
3. Define retaliation and how it affects individuals, unit, and mission (SAPR)

LESSON OVERVIEW

Overview: This lesson will take what students have learned from the annual DOD training requirements and advance their understanding of this topic. This lesson's intent is to allow students to ask questions in a safe environment amongst peers and fill in knowledge gaps on a sensitive topic

CONTACT HOURS: 2

REQUIRED READINGS (Located in Canvas)

1. Junior Leader Tools ALS
2. SAPR Resources for Sup PME ALS
3. How to Support a Survivor ALS
4. Male SA Handout PME ALS

LESSON NAME: SUPERVISOR FINANCIAL READINESS

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Collaborate and connect with members at a tactical level.

LESSON OBJECTIVES

1. Recognize the importance of personal financial management and what resources are available
2. Identify warning signs of Service members at risk for financial problems
3. Comprehend the components of Service member's military retirement system and the importance of preparing for retirement
4. Know military consumer protection law fundamentals, including Servicemembers Civil Relief Act and Military Lending Act
5. Understand future financial benefits afforded by the Department's career investment programs

LESSON OVERVIEW

Overview: This discussion will help students understand the impact of financial readiness on both their lives and those within their sphere of influence. This lesson's intent is to expose military professionals to importance of financial responsibility and develop a deeper understanding of how it affects our military culture.

CONTACT HOURS: 2

REQUIRED READINGS

1. None required

LESSON NAME: INTRODUCTION TO CRITICAL THINKING

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Apply cognitive strategies to solve tactical problems

LESSON OBJECTIVES

1. Predict the impact of a critical thinker's characteristics on problem solving.
2. Summarize the types of thinking that are used in problem solving.
3. Explain the hindrances of thinking.

LESSON OVERVIEW

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 the other lessons in the problem-solving outcome.

CONTACT HOURS: 7

REQUIRED READINGS

1. A Practical Guide to Critical Thinking

LESSON NAME: CRITICAL THINKING FRAMEWORK

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Apply cognitive strategies to solve tactical problems

LESSON OBJECTIVES

1. Describe the components of the Critical Thinking Framework.
2. Summarize the characteristics of the Universal Intellectual Standards.
3. Use the Critical Thinking Framework to improve thinking.
4. Demonstrate the use of Universal Intellectual Standards throughout the ALS course.

LESSON OVERVIEW

Overview: This lesson leads students to a deeper understanding of the framework of Intellectual Standards, Elements of Reasoning, and Intellectual Traits and shows them how the standards in conjunction with the elements are used to develop Intellectual Traits.

CONTACT HOURS: 3

REQUIRED READINGS

1. Paul-Elder Critical Thinking Framework
2. Valuable Intellectual Traits

LESSON NAME: PROBLEM-SOLVING

Method of Engagement: Guided Discussion, Performance Task

COURSE LEARNING OUTCOME

1. Apply cognitive strategies to solve tactical problems

LESSON OBJECTIVES

1. Explain how the basic steps of problem solving can lead to creating effective solutions.
2. Use the characteristics of a good problem solver to enhance your way of thinking.
3. Demonstrate the use of problem-solving techniques that help solve problems within your work center.
4. Explain how individual preferences to problem solving impact solution development.

LESSON OVERVIEW

Overview: Problem Solving is a lesson that discusses problem solving steps, characteristics of a good problem solver, and the approaches and techniques used in problem-solving.

CONTACT HOURS: 11

REQUIRED READINGS (Found in Canvas)

1. Problem Solving Styles and Skills
2. Continuous_Process_Improvement_V1

LESSON NAME: INTRODUCTION TO NEGOTIATIONS

Method of Engagement: Guided Discussion, Performance

COURSE LEARNING OUTCOME

1. Apply cognitive strategies to solve tactical problems

LESSON OBJECTIVES

1. Describe the elements present in the negotiating environment.
2. Summarize the characteristics of each negotiation strategy.
3. Use the components of the Negotiation Strategies Chart to posture for action in in conflict negotiations.

LESSON OVERVIEW

Overview: This lesson is an introduction to negotiating and it helps the students form a foundation for negotiating issues as a first line supervisor.

CONTACT HOURS: 8

REQUIRED READINGS (Found in Canvas)

1. PBS103SR Introduction to Negotiations (1 JAN 23)

LESSON NAME: HUMAN PERFORMANCE

Method of Engagement: Guided Discussion, Observation, Performance

COURSE LEARNING OUTCOME

1. Students will learn to develop a physical fitness program.

LESSON OBJECTIVES

1. Develop a lesson with a three-phased approach: warm-up, workout, and cool-down.
2. Explain the importance of Hydration and nutrition.
3. Identification of facilities.
4. Identify local safety conditions.

LESSON OVERVIEW

Overview: Schools may develop their own fitness program and/or allow students to develop their own program.

CONTACT HOURS: 20

REQUIRED READINGS

None

DESCRIPTION OF GRADED PERFORMANCE TASKS

Core Values Assignment

1. Students will complete the mySelf Values Exercise & list their top 5 personal values.
2. Upon completion of Step 1, students will begin the written portion of this performance task by answering the following questions:
 - a. Explain why each of the values chosen are important to you.
 - b. Compare and contrast each of the personal values with the Core Values.
 - c. Explain their plan to align their values with the Core Values or justify how their values are aligned with the Core Values.
3. Their responses will be recorded in written form. Requirements for your writing are as follows:
 - a. Times New Roman
 - b. 12-pt font
 - c. No less than 2 and no more than 4 pages
 - d. Double-spaced
 - e. 1-inch margins
 - f. Paragraph form

Military Professional Research Presentation Assignment

1. Ask students to choose an enlisted member that they feel embodies professionalism (Past or Present.) (Historical figures will not be used for this assignment.)
2. Provide students with the performance task instructions and rubric.
 - a. Allow time for students to read the instructions.
3. Once students have read the instructions, explain the rubric block by block.
 - a. Answer any student questions, provide guidance as needed and then begin independent research time.
4. Once complete, each student will deliver a presentation.
5. At the end of each presentation, ask students if they have any questions.

Mission Lab Assignment

Instructions

1. Break flight into four groups and assign each group a theme.
2. Provide students with the Mission Lab instructions and rubric.
3. Allow time for students to read the instructions.
4. Once students have read the instructions, explain the rubric block by block.
5. Answer any student questions and provide additional guidance as needed.

Activity

1. Groups will deliver a presentation based on their assigned theme.
2. Provide rubric feedback to each group after their presentation (estimate 10 minutes per group).
3. After all groups have briefed, wrap up the lab by asking the students the following questions.
 - a. This should take no more than 20 minutes.
 - b. Describe what you understand better in relation to the Air and Space Force Core Missions and functions?
 - c. How could Air, and Space capabilities be enhanced in relation to increased joint bases or assignments?

Career Specialty Performance Task

Instructions

1. Provide students with the performance task instructions and rubric.
2. Allow time for students to read the instructions.
3. Once students have read the instructions, explain the rubric block by block.
4. Answer any student questions and provide additional guidance as needed.
characteristics strengthen the POA?

Activity

1. Students will deliver a presentation based on their career specialty.
 - a. Provide rubric feedback to each student after their presentation (estimate 5 minutes per student).
2. After all students have briefed, wrap up the performance task by asking the students the following question. This should take no more than 20 minutes.
 - a. Describe one thing you have learned about each other's specialties

Problem-Solving Assignment

Instructions

1. Break flight into groups of 3-4 students (limit to no more than five groups).
2. Provide students with the performance task instructions and rubric and have them read the instructions.
3. Once students have read the instructions, explain the rubric block by block.
4. Answer any student questions, provide guidance as needed and then begin task development time.

Activity

1. As a group, you will select one of the problems addressed in a flight discussion/discussion post to solve with your new problem-solving process.
2. When preparing your presentation, use the provided rubric to ensure you attempt to meet expectations.
3. This product could be a PowerPoint, story board, or any other presentation format desired.

4. You must create a product; however, those products will not be evaluated or influence the rubric in any way. You will display the following items:
 - a. How your group utilized different problem-solving processes to create the new one and included a brief description of each step in the new process.
 - b. Explain which problem your group selected in detail and how the new process was applied to solve it.
5. Finally, the delivery portion will have certain guidelines, such as:
 - Demonstration of professionalism and appropriate language.
6. Presentation delivery must be within 7-10 minutes.
 - a. (If applicable). The briefing will be submitted via video file or video file link. See the course schedule for the exact due date of this assignment.

In/Out Processing & End-Of-Course Survey

Three hours are allotted for processing students into and out of the school. The first hour should be used for in-processing and the second/third hour for out-processing and completion of the EOC Survey.

During in-processing, schools may do such things as verify the eligibility of all students.

During out-processing, schools will ensure all issued materials are returned and students receive appropriate briefings (i.e., how their education records are updated to reflect award of CCAF credit hours, safe driving practices, etc.). Students will also complete the EOC survey.

CONTACT HOURS: 3

Commandant's Time & Graduation

This block of time is used at the discretion of the commandant to bring in speakers of opportunity to enhance the ALS experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc. Two Commandant hours are allotted for graduation. The first hour of this block should be used for preparation, and the second for a graduation ceremony. Encourage students to participate as much as possible in planning this event to reinforce the importance and impact of military traditions, communication skills, and effective leadership.

CONTACT HOURS: 8

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 SCHEDULE.